



Building Resilient Learners School Plan 2016/17

Name of School: École Nesika Elementary

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) and Rayna Carpenter (rayna.carpenter@sd27.bc.ca)

DUE DATES: OCTOBER 14, 2016; JUNE 9, 2017 (Analysis, Reflection and Next Steps)

The focus of our School Plan is to work together as a school community, to increase the protective factors and decrease the risk factors to build strong, capable, resilient learners. We know that the two risk factors that have been identified for the children of School District 27 are a low commitment to school and academic failure. Our schools will detail our plans, journeys and successes as we work together as a school community to address these concerns and build connections and relationships in as many creative directions as we can.

Each school plan will focus on the following:

A. Comprehensive School Health Plan B. Core Competencies/Aboriginal Perspectives C. Literacy, Numeracy, and/or Curriculum Inquiry*
Please refer to the explanatory "How to complete the Building Resilient Learners School Plan" handout for details about each section. It is intended that this document be co-created with staff and that it be facilitated through Professional Learning Communities/CI Day conversations. Please copy/paste additional inquiry boxes for each inquiry. *Note: There must be an inquiry in at least one of those areas.

A1. COMPREHENSIVE SCHOOL HEALTH PLAN

	Physical Environment Healthy Eating	Emotional Environment School Connectedness	Teaching and Learning Curriculum - Health, Career and Physical Activity	Parent & Community Partnerships
What are we doing?	<ul style="list-style-type: none"> - Daily lunch program for any students without lunches - Canteen with reasonably healthy snacks. - Fruits and Veg. program - Milk program - FN support worker cooks with some at risk students on Thursday. - Clean hallways - Welcoming classes - Recycling program - Grounds clean up, classes responsible for a week. - Picnic tables for eating together outside - Daily breakfast program 	<ul style="list-style-type: none"> - Buddy Reading – all grades - Grade 6 – announcements - Grade 5/6 – run the canteen - Grade 6 – Recess playground monitors known as ‘Solution-ears’ - Morning school gym times –Floor hockey – open to all grades in the school run by Mr. Carpenter - Student Leadership – grade 6 – help plan school wide events – Halloween, Christmas, Easter, etc. - Recycling program run by grade 6 students. - Nesika Knights recognition board - Monthly recognition assemblies - Artists in Schools - Roots of Empathy - Talent Show - Peer Helpers - Skipping program - School wide family groups - Picnic tables for eating together outside - Buddy benches - Trauma informed school workshop #2 – Dec 6th 	<ul style="list-style-type: none"> - DPA at 8:45 daily school wide walking or running on the field. Everyone encouraged to join in - School sports for grade 4, 5 and 6 students include: cross country, volleyball, basketball, floor hockey, track and field. - Monthly school wide swims except Ks and 1s. - Health and Career learning outcomes - Teach and model social skills and respect - Reflection papers - Restorative circles - Teach games to play outside - Jacks, 4 squares, Chinese skipping., crib - Wii dance - Speed stacks 	<ul style="list-style-type: none"> - Work closely with PAC – Thursday lunch orders either Hot Dogs or Pizza - Mentorship program – Big Brothers and Big Sisters - CPF – Canadian Parents French committee - Parent volunteers – read with individual students - School newsletters the 1st Thursday of every month - School wide BBQ and potluck dinners. - Movie nights put on by PAC. - Wii family dance party - Scrap booking weekend put on by PAC - Open door policy - Welcome back bbq - Meet the teacher night - Donations collected for community food bank - Community programs hosted at school - Chocolate Sales out of office - FALL program
What are our future plans?	<ul style="list-style-type: none"> - Healthier food in the canteen. 	<ul style="list-style-type: none"> - New school Matrix - Trauma Informed training session #2 		<ul style="list-style-type: none"> - Lunch time activities, crafts with community members and teachers - Exploration extravaganza 1X/month

A2. HEALTHY SCHOOLS ASSESSMENT (completed)

(Submit once completed to Rayna Carpenter (rayna.carpenter@sd27.bc.ca) for CommunityLINK funding)

A3. HEALTHY SCHOOLS NETWORK (optional: inquiry) www.healthyschoolsnetwork.ca/

Inquiry Question:	Will the creation of school-wide house teams and organized activities for the teams to participate in, create a strong sense of belonging for all students thereby diminishing playground conflict?
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B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES

	Core Competencies	Aboriginal Perspectives
Examples of what we are already doing to embed these.	We are working within many of the competencies, but will focus on explaining our communication competency. In classes, students participate in AB partner talk, inquiry projects and presentations, etc. With staff, we have monthly PLC afternoons where teachers collaborate and communicate on ideas of choice (group inquiries). Culture of sharing about learning in partners, as staff at staff meetings. Teachers have option to be released from their classroom to have collaboration time.	-Classes are using books and lesson plans from medicine wheel education -Specific aboriginal genre section in library -During exploration days, various FN activities have been offered: beading -Monthly PLC meetings have one activity rotation as a FN activity -Outdoor Education looking at FN perspectives -First Nation Principles of learning is embedded in all we do
What are our plans for this year?	Using the learner traits, teachers are moving towards teaching their students what they are and within the class, creating understanding around them. Teachers are starting with communication as well as share amongst each other their findings and experiences.	Continue doing what we are doing

C. LITERACY, NUMERACY AND/OR CURRICULUM INQUIRY (NOTE: copy/paste a new box for each inquiry)

Area of Inquiry (make bold):	Literacy or Numeracy or Curriculum
Inquiry Team Participants:	Leah Moe, Leona William, Karen MacDonald, Kari Johnson, Natalie Easthope, Allison Bos
Evidence Based Rationale:	Some staff are apprehensive about using technology, and not sure how to efficiently integrate it into their classroom. Students are not able to work independently with technology, and need a lot of assistance from an adult.
Goal:	Improving overall student engagement, participation, and understanding.
Inquiry Question:	What difference does technology make in overall engagement, participation, and understanding?
Success Criteria:	<ul style="list-style-type: none"> Teachers will use engagement checklists to observe students working both with technology and without. Increased communication between home and school with the use of technology Students will report out on and celebrate successes
Assessment Plan:	<ul style="list-style-type: none"> Track stats with Weebly Student surveys Engagement checklists Raz Kids reports Increased independence with technology
Focus for Teacher Learning:	<ul style="list-style-type: none"> Improved communication with home through technology (class website, Facebook page, class dojo) Facilitate and celebrate student' success with reporting out to classmates, buddy class, whole school Evaluate different apps or websites that are effective for students' needs
Analysis:	Technology makes a positive difference in overall engagement in the activities in the classroom. Students were very engaged when using the iPad apps and were helpful to one another during group rotations when good sharing was demonstrated and students had positive attitudes when using them. Students will require more opportunities to share on ipads and to speak clearly and loud enough for the audience to hear about their projects and work.
Reflection:	It's okay to let students be independent on technology. Regular status checks and constructive feedback to students can help to keep the individuals and groups on task and accountable for their time. It is also important to continue to incorporate technology into teaching practice in order to meet the needs of the students and offer them alternate ways to show their learning.
Next Steps:	

Area of Inquiry (make bold):	Literacy or Numeracy or Curriculum
Inquiry Team Participants:	Cassie Campbell, Lacey-Dawn Testawich, Peta-Sue Silver, Sonja Kurkiniemi, Laura Seer, Gloria Kaufman, Nicole Ratko, Michelle Roberts, Stephanie VanderLaan
Evidence Based Rationale:	Students do not have all the skills necessary for fluent writing.
Goal:	Improve students' writing.
Inquiry Question:	How does pre-teaching writing skills or strategies improve students' writing?
Success Criteria:	Teachers will be pre-teaching writing skills so students will have specific skills and tools to use while writing. These skills will be based on students' needs from their school wide writes and students' daily writing.
Assessment Plan:	<ul style="list-style-type: none"> School wide writes Student self-evaluation surveys Feedback from teachers based on conferences about students' writing and the implementation of the taught skills Students are able to complete a piece of writing with a beginning, middle and end
Focus for Teacher Learning:	<ul style="list-style-type: none"> Share what strategies or skills have worked for other teachers Look at Writing Power for strategies Look at Write Traits (en Français?) Primary Success as a resource for teaching word work and vocab
Analysis:	Pre-teaching writing strategies has provided students with the tools need to become independent writers. Using small or whole group lessons has provided students with explicit tools needed in order to improve their writing skills.
Reflection:	Pre-teaching writing skills have made writers more independent and confident in their writing skills. By explicitly teaching students the skills necessary, it has allowed them to independently or nearly independently build upon their writing skills. It will be beneficial to continue to pre-teach writing strategies and use writing tools to assist students in making their writing more juicy and meaningful. Something that could change is after pre-teaching writing strategies with the whole class, bring together struggling writers and scaffold writing with this group.
Next Steps:	

Area of Inquiry (make bold):	Literacy or Numeracy or Curriculum
Inquiry Team Participants:	Bill Gilroy, Tod Routtu, Connie Burns, Allison Bos
Evidence Based Rationale:	Wide knowledge gap of students. New to guided math - challenges: on task behaviour from students during group activities; planning; how to report learning progress (especially for those students on adapted lessons/programs); communication to parents about the guided math program
Goal:	Improved student Numeracy achievement.
Inquiry Question:	What will I notice in my Math classroom if I implement the Guided Math Framework?
Success Criteria:	<ul style="list-style-type: none"> • Improvement in student's basic math facts • Overall improvement in math achievement • Increased student engagement
Assessment Plan:	<ul style="list-style-type: none"> • Math profile assessment • Vancouver Island Math Assessment
Focus for Teacher Learning:	<ul style="list-style-type: none"> • Increased stamina for independent activities in math • Implemented guided math framework
Analysis:	All students have improved in knowledge of basic math facts and other concepts, some to a much greater degree than others. Now, teachers prepare a unit addressing the skill students are to learn the concepts taught, and then they are able to assess if students understand the concept when they meet in the small group. In the past, some students did not understand what to do, some did nothing at all, and some finishing the worksheet very quickly and then wondering what to do next. With everyone working on the same concept but at their own level, the level of engagement has improved greatly. Students are enthusiastic about math. They stay engaged until it is time for clean up.
Reflection:	Teachers would not go back to the old system. They feel like the students are having more fun, are more engaged and are learning more. Students are also learning more associated skills such as communication, collaboration, sharing, and writing. Teachers are happier as because they feel they are doing a better job of teaching and it is more interesting for the teachers as well.
Next Steps:	

For clarification regarding **Part A**, please contact Silvia Dubray at: silvia.dubray@sd27.bc.ca or phone: 250-398-3855.

For clarification regarding **Part B**, please contact Jerome Beauchamp at jerome.beauchamp@sd27.bc.ca or phone: 250-392-3845.

For clarification regarding **Part C**, please contact Brian Davidson at brian.davidson@sd27.bc.ca or phone: 250-398-3842



PRINCIPAL SIGNATURE: