



**Building Resilient Learners
School Plan
2017/18**

Name of School: **100 Mile Elementary**

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) October & June, and Catherine Getz (catherine.getz@sd27.bc.ca) in October; please consult the “How to Complete the Building Resilient Learners Plan” document for completion details.

DUE DATES: Mid-OCTOBER; Mid-JUNE (Checking and Reflection)

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 Breakfast Program -Daily Fruit Bowl at the office -Food for kids without lunch (sandwiches/muffins) -nutritional Hot Lunches -Fruit and Vegetable Program -Recycling Program -Battery recycling -Classes responsible for grounds clean-up -Students learn about healthy eating and living in classes and by example. -inviting classrooms and hallways -Sip Smart Program -StrongStart dinners -composting/worm bins -Waste Wise program -Water Wise program 	<ul style="list-style-type: none"> -Encourage kind, caring, helpful behaviors -Working toward every student feeling valued and accepted -Acceptance of differences fostered -Recognition assemblies, Talent Show, Artists in the Schools, Roots of Empathy -Leadership Group -participation in WE Day in Vancouver -buddy classes to encourage connection between older students with younger students -school choir -Speech Arts -Welcome to Kindergarten -Grade 7 Dinner/Dance -School Spirit days monthly -5 Great Things bulletin board 	<ul style="list-style-type: none"> -Daily P.E., Action Schools’ activities, Cross Country, Team Sports, Terry Fox run -Teach and model social skills and respect -Consequences involve think papers, learning experiences and restorative processes -skating at arena -Outdoor Ed. Program for all students -Geography Challenge -Science Fair -Find Your Fit -Carnaval -Canim Lake Jamborees -Gavin Lake program -Educo program -Lake of the Trees program -Fitness on the Field 	<ul style="list-style-type: none"> -Work closely with the PAC and CPF -Open Door Policy that welcomes parents/guardians as partners -Teacher/Parent Meetings -Meet the Teacher Pancake Breakfast -Parent and community volunteers welcomed -donations collected and students volunteer for community foodbank -community coaches for Inter-School sports -community programs hosted at school -StrongStart -community members as judges for Science Fair -class visits to Senior Center -community member involvement in Carnaval -parents and community invited in for Family Literacy Day -Community Garden -author visits -Big Brothers/Sisters in-school mentor program
What are our future plans?	-Earth Day activities		Year 2 WildBC School	

A2. HEALTHY SCHOOLS ASSESSMENT (completed ✓)

(Submit once completed to Catherine Getz (catherine.getz@sd27.bc.ca) for CommunityLINK funding)

B. CURRICULUM: CORE COMPETENCIES AND FIRST PEOPLES PRINCIPLES OF LEARNING

	Core Competencies	First Peoples Principles of Learning
Examples of what we are already doing to embed these.	<ul style="list-style-type: none"> -using the Successful Learners traits -using FreshGrade for student self-reflection/assessment 	<ul style="list-style-type: none"> - library is purchasing materials to support curriculum - First Nations Art Show for National Aboriginal Day - First Nations worker is introducing cultural activities to classrooms -WildBC activities with FN learning embedded
What are our plans for this year?	-continue to explore student self assessment	<ul style="list-style-type: none"> -build resources: people, books, materials -learning is reflective: using FreshGrade: giving students and parents a voice -build connections with FN elders

C. CURRICULUM INQUIRY

Area of Inquiry (make bold):	Curriculum
Inquiry Team Participants:	All staff
Scanning Summary:	Report card data from 2016/17 showed that 40% of students had a lack of focus. Teachers were feeling that the reporting system we have does not match their teaching of the new revised curriculum or their assessment of the new revised curriculum. Communicating learning and self-assessment/reflection of learning was difficult
Focus Area (Inquiry Question):	How will the use of “I can” statements and FreshGrade help improve students’ self-assessment and ultimately ownership of their learning?
Focus:	-teachers are feeling the disconnect between the new revised curriculum and their assessment practices -teachers wanted a more effective way to communicate student learning with parents -we need to help students have a better understanding of their learning -work with Successful Learner Trait began last year but needs to continue to help define learning “targets” for students and self-assessment of core competencies
Hunch:	-teachers are continuing on their journey with the new curriculum with practices such as Daily 5, guided math, WildBC outdoor activities, MakerSpace, ADST and integrating FN Principles of Learning -Through learning more about communicating student learning, we will give students a voice. This will lead to more student engagement. -Through using FreshGrade, teachers will be able to communicate student learning effectively with parents
New Professional Learning:	-FreshGrade
Taking Action:	-work with Sari Small to develop guiding principles/parameters for portfolio assessment -support from FreshGrade: online and in person -inform parents about the shift in assessment -continue to build on technology resources and support -create a support system through PLC -share knowledge at staff meetings
Checking (complete in June):	In the majority of the classes using FreshGrade, it has changed teacher practice. We found that teachers using Fresh Grade gave more open ended assignments and looked at assessing students in a different ways. Teachers became more aware of what is authentic evidence of learning. Teachers became more adapt at giving student feedback to further learning and growth. Through FreshGrade, students were given a voice to share their learning and do reflection. Through FreshGrade, parents were also given a voice to share student learning and give feedback.
Reflection (complete in June):	At 100 Mile House Elementary we feel that using Fresh Grade was a worthwhile endeavor in that students like using the program for a way to share their work and receive feedback from teachers and parents. Students also felt that they were getting more feedback from parents. Students that were in their second year of using Fresh Grade felt they were “better at using it” (getting around in, posting work and getting and giving feedback). Teachers reported that students in a class that was mixed first year users and second year users of Fresh Grade found that the new users caught up quickly to the second years. Teachers are still frustrated by the process of improving learning by giving feedback, and then having to put a letter grade attached to it. This is still a disconnect between teaching practice and assessment practices. Next Steps: continue to look at and develop what is authentic evidence of learning

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: