



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

Name of School: **Big Lake 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?	<p><i>Healthy Eating:</i></p> <ol style="list-style-type: none"> 1. Snack Program: Daily healthy snack funded in partnership by PAC and Community Links. PAC parents volunteer time to shop and an EA preps, serves and promotes the healthy snack. 2. Smoothie Program: Once a week, we serve a healthy smoothie to all students. 3. BC Fruit & Veg/BC Dairy Program: Big Lake subscribes to both programs which put local (BC) produce and milk in the hands of learners monthly. 4. Hot Meals: Once a month the PAC committee plans, prepares and feeds all of the students a hot healthy meal. <p><i>Physical Environment:</i></p> <ol style="list-style-type: none"> 5. Flexible Seating: In both classrooms effort has been made to provide flexible seating opportunities for students to choose from while working and learning. 6. School Environment: Our school is a learning space for all students inclusively. Efforts have been made to ensure there is accessibility and safety for all students despite any physical differences. 	<ol style="list-style-type: none"> 1. Monthly student celebration assemblies highlight “5 Great Things” from the past month as well as showcase student learning and projects. Each month 3 “Amazing Kids” are recognized. 2. The “Amazing Kids” program is our positive action incentive program recognizing students for leadership/ community kindness and other key learner aspects. 3. Student Council: School wide programs and activities initiated by students for students. 4. Once a week buddy time during outdoor learning. Older students working with younger students so that everyone is involved. 5. Core Competencies: Building connections to Successful Learner Traits – promoting a “trait of the month”. 6. Creating a climate of mindful thinking, learning and playing. We’re supporting this by having mindful physical spaces in the school, using the language to reinforce, and teaching using the “MindUp” curriculum. 	<ol style="list-style-type: none"> 1. Schoolwide physical activities (Terry Fox Run, Jump Rope for Heart, Cross Country Run, Track and Field). 2. Recreational activities (skating, swimming, snowshoeing, gymnastics, Gavin Lake, curling). 3. Organized extracurricular sports teams to compete with other schools at intramurals. 4. Daily DPA for all. 5. Guest Speakers to come in (Fire Fighters, local experts). 6. Yoga and Stretch Breaks during learning times. 7. PE for grades 4-7 that focuses on sport skills. 	<ol style="list-style-type: none"> 1. Supportive PAC involvement with all school events. 2. CHAAPs reading 3. Fire Safety Week and partnership with BLVFD. 4. Monthly contribution to the community newsletter. 5. Multiple communication avenues: Newsletters, social media, school website, parent meetings and community newsletter. 6. StrongStart on Mondays and pre-K inclusion at all school events. 7. Parents and families are invited for Student Celebration Assemblies – monthly – discuss 5 Great Things from the month and showcase student work and success.

What are our future plans?	<p>All of the above plus:</p> <p>Healthy Eating: We plan to involve students in preparing either healthy snack or smoothie to increase student involvement/participation.</p> <p>Physical Environment: We plan to apply for a Healthy Schools grant to increase the amount of flexible learning centers in our classrooms.</p>	<p>All of the above plus:</p> <p>Emotional Environment: Implementing mindful spaces in the school using the Healthy Schools Network grant.</p> <p>Outdoor education and “sit spots”.</p>	<p>All of the above plus:</p> <p>Career, Health & Physical Activity: Hiring a local expert to teach ukulele, guitar, dance.</p>	<p>All of the above plus:</p> <p>Parent & Community Partnerships: Connecting with the Community Association in their work on community access trail building.</p> <p>Increasing the amount of community experts involved in the school.</p>
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A2. HEALTHY SCHOOLS ASSESSMENT (completed)
 (Submit once completed to Catherine Getz (catherine.getz@sd27.bc.ca) for CommunityLINK funding)

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

Inquiry Question:	What are the benefits of using mindfulness as a self-regulating strategy for all learners at Big Lake Elementary School?
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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.	<ol style="list-style-type: none"> 1. Caring Relationships - If students are to talk about their learning in honest and authentic ways, they first have to feel safe, trusted, and respected. Healthy attachments that are nurtured are important foundations to help students begin to do the difficult work of reflecting on their learning and to provide evidence that support their assessments. 2. Process-Orientated Engagement – We provide opportunities for children to direct their own learning through play, inquiry, exploration, and discovery. We actively engage our students in rich and engaging process-orientated curriculum tasks. 3. The Language of Reflection – Our classrooms are places where conversations about the process AND products of learning are woven in and around the life of the classroom. Students and teachers are engaged in diverse and individualized daily interactions about learning. 	<p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <ul style="list-style-type: none"> • We are making explicit connections to the social responsibility aspect of learning through Mindfulness program. • We are connecting learning to broader community by bringing in community members and going out into the community to reinforce the links between school and the rest of the learners’ lives. <p>Learning is holistic, reflexive, reflective, experiential, and relational.</p> <ul style="list-style-type: none"> • We have developed a strong sense of developing a caring relationship between teacher and learner • Developing cross-curricular learning experiences for learners. <p>Learning involves recognizing the consequences of one’s actions.</p> <ul style="list-style-type: none"> • We have provided learners with appropriate levels of autonomy and choice in their learning through Guided Math, Daily 5 Literacy Strategies, Project Based learning activities and Fresh Air Fridays. • We are helping learners become aware of the natural consequences (to themselves and others) of their actions using mindful classroom strategies. <p>Learning involves generational roles and responsibilities.</p> <ul style="list-style-type: none"> • learning opportunities for students to teach and learn from students in different ages/grades and providing opportunities for learners to mentor younger students. • leadership opportunities through Student Council, team events and opportunities in the classroom. <p>Learning involves patience and time.</p> <ul style="list-style-type: none"> • We are ensuring that learning is about understanding concepts, and the application of knowledge • We are providing for flexible learning environments and routines that emphasize personalized learning and student choice.

What are our plans for this year?	Collaborate at both levels, primary and intermediate, on language used in student self-assessment such as “I can...” statements. Develop rubrics and self-assessments that contain our developed language.	<p>The FPPL we will work towards this year include:</p> <p><i>Learning recognizes the role of indigenous knowledge.</i></p> <p><i>Learning requires exploration of one’s identity.</i></p> <p><i>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</i></p>
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C. LITERACY, NUMERACY AND/OR CURRICULUM INQUIRY (NOTE: copy/paste a new box for each inquiry)

Area of Inquiry (make bold):	Curriculum
Inquiry Team Participants:	Big Lake Elementary Staff
Scanning Summary:	The entire teaching staff is new to the school this year, so the importance of scanning was heightened. Teacher observations indicate that students can be too dependent on adults in the building; 30% of students have support plans/IEPs; our interviews with students, using the four questions showed students are ready to begin to take ownership of their learning and focused classroom emphasis on teaching student ownership of learning through visible learning and thinking strategies will bolster this for all learners.
Focus Area (Inquiry Question):	To what extent can we improve student growth through the core competencies and take ownership of their learning by creating a schoolwide culture of thinking?
Focus:	We met as a staff to discuss our PLC inquiry. After sharing our observations, reviewing support plans, and using the four questions, we looked for foundational pieces that we could build upon. We decided that a focus on teaching student ownership of learning through visible learning and thinking strategies would yield good results and provide a solid foundation for future growth.
Hunch:	It is possible that the small student population and proximity/ratio of our adults enables students to develop learned helpless behaviors. We need to look at how we support the independence of our learners so they can develop ownership of their learning. Doing this in a coordinated and intentional way may support learners’ independence.
New Professional Learning:	We intend to use a couple of key resources to support our learning and planning: ‘Cultures of Thinking’ by Ron Ritchhart; ‘Visible Learning’ by John Hattie; ‘Number Talks’ by Sherry Parish; the Core Competencies (BC Curriculum); the 8 Successful Learning Traits, and involving our Education Assistants in our learning/planning.
Taking Action:	<p>Actions underway:</p> <ul style="list-style-type: none"> • Building a flexible learning environment physically to support diverse learning needs (uncomfortable for some kids) • Read and implement “Number Talks” by Sherry Parish into our guided math framework. Getting kids thinking and talking about their thinking in Math. • Implementing Genius Hour (Grades 4-7) • Using the district resource specialist to come teach about ERAC and online resources • Using common mindfulness language and strategies in the classroom to support and teach self-regulation • Look for and provide opportunities for independence in classroom routines • Integrate technology, as appropriate, to encourage independence • Implement Ritchhart’s ‘Thinking Routines’ • Adding parent involvement action (communication and aligning language/expectations) • Celebrating the Learner Traits (HOW students think/learn) through celebration assemblies (monthly) and at the year-end awards assembly.
Checking (complete in June):	<p>We made many changes to our physical learning environment to promote space for thinking and learning, including:</p> <ol style="list-style-type: none"> 1. Removing most of the desks from the classrooms. 2. Adding flexible seating to the classrooms (balls, wobble seats, circular and rainbow tables, a student meeting space, floor seating, floor desks, standing desks, rugs and mindful corners). 3. Adding learning tools such as whiteboards, books, technology, robots, apps, and hardware. 4. Interactive bulletin boards to provoke thinking. 5. Displays that celebrate learning. 6. An outdoor learning space. <p>Pre-inquiry and post-inquiry self-assessment activity through ‘Cultures of Thinking’; Funnel: to what extent does problem-solving move through the teacher (or other adult).</p> <ul style="list-style-type: none"> • Post-inquiry self-assessments reveal that teachers and EAs see more problem-solving happening independently and with less teacher/aide involvement. The work is never done and we do collectively agree that spending time working on the “language” of thinking with our whole staff to support students will be necessary learning for September and beyond.

	<p>We took photos and displayed images of student evidence of growth in independence and core competencies.</p> <ul style="list-style-type: none"> • Students have increased the frequency in which they talk about their thinking, their learning and their independence. • At the year-end Celebration of Learning and Awards Assembly we recognized students for achievement in the areas of the 8 Successful Learner Traits. We emphasized the importance of being recognized as a thinker, a creative, strategic, industrious, etc. <p>Anecdotal feedback from students and parents support the changes we have made in our school environment and culture. One parent's comment was, "You have changed the school. The students have had an amazing year and have had so many new learning opportunities connected to a new way of learning. Some kids have had the best year they've ever had."</p>
<p>Reflection (complete in June):</p>	<p>This year, we have begun to transform our school by creating and promoting a culture of thinking. We have made thinking visible by displaying the process of thinking and development of ideas. In our physical learning environment, we have arranged the space to facilitate thoughtful interactions. We have focused on interactions and relationships by showing a respect for and valuing of one another's contributions of ideas and thinking in a spirit of ongoing collaborative inquiry. We have worked as a good team, with purposeful intent. We are using a language of thinking that provides students with the vocabulary for describing and reflecting on thinking.</p> <p>Next year, we intend to work towards transparency with students, so they are aware of the inquiry direction and can be involved in its ongoing development. We intend to provide structured thinking opportunities and providing purposeful activities that require students to engage in thinking and the development of understanding as part of their ongoing experience of the classroom. We seek to explore how the use of common language as a staff and school community (involving parents) about thinking and visible learning will increase achievement and continued individualization of learning for our students. We intend to explore how documenting learning through portfolio assessment can help make thinking (and student voice) visible, meaningful, shareable and amplified.</p> <p>We are proud of the learning happening for staff and students in our school and intend to continue to network, share and celebrate our learning because we think it is meaningful and transferrable to others in our school district.</p>

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.

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PRINCIPAL SIGNATURE: