



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

Name of School: Chilcotin Road Elementary

Please submit electronically in this format to Brandy Nasuszny ([brandy.nasuszny@sd27.bc.ca](mailto:brandy.nasuszny@sd27.bc.ca)) October & June, and Catherine Getz ([catherine.getz@sd27.bc.ca](mailto: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**

	<b>Physical Environment Healthy Eating</b>	<b>Emotional Environment School Connectedness</b>	<b>Teaching and Learning Curriculum - Health, Career and Physical Activity</b>	<b>Parent &amp; Community Partnerships</b>
<b>What are we doing?</b>	<ul style="list-style-type: none"> <li>BC Fruit and Vegetable program</li> <li>“Store” mainly has healthy items for sale</li> <li>Garden Space</li> <li>Outside learning space</li> <li>LSU Bikes</li> <li>Access to forest and green space</li> <li>Wildlife</li> <li>School Landscaping</li> </ul>	<ul style="list-style-type: none"> <li>Weekly “Happy Birthday” sang by random students over PA system</li> <li>Monthly slideshows at assemblies</li> <li>Staff deals with minor student issues so students learn to listen to ALL adults</li> <li>Leadership for grades 5-6</li> <li>Green team for recycling</li> <li>Buddy Bench</li> <li>Birth Board</li> <li>Buddy Reading</li> <li>School Counselling</li> </ul>	<ul style="list-style-type: none"> <li>Daily Exercise</li> <li>School dances</li> <li>Lunch time practices</li> <li>District interschool Sports</li> <li>X-Country</li> <li>Volleyball</li> <li>Basketball</li> <li>Track</li> <li>Re-cycling</li> <li>Composting</li> <li>Skating</li> <li>Ski Trip</li> <li>School Snowshoes</li> </ul>	<ul style="list-style-type: none"> <li>School Garden Space</li> <li>Waterwise</li> <li>Gavin Lake Educational Society</li> <li>Scout Island</li> <li>LSU Bike Program</li> <li>Salvation Army Food Drive</li> <li>Book Drives</li> <li>Ladies Night</li> <li>Community Fieldtrips</li> <li>Welcome Back BBQ</li> <li>Classroom Facebook Pages</li> <li>Starfish Program</li> <li>School Newsletters</li> </ul>
<b>What are our future plans?</b>	Continue as above.			

**A2. HEALTHY SCHOOLS ASSESSMENT** (completed )

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

**A3. HEALTHY SCHOOLS NETWORK** (optional: inquiry) [www.healthyschoolsnetwork.ca/](http://www.healthyschoolsnetwork.ca/)

<b>Inquiry Question:</b>	
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**B. CURRICULUM: CORE COMPETENCIES AND FIRST PEOPLES PRINCIPLES OF LEARNING**

	<b>Core Competencies</b>	<b>First Peoples Principles of Learning</b>
<b>Examples of what we are already doing to embed these.</b>	Personal Awareness and Responsibility: students at Chilcotin Road are made aware of our Code of Conduct and the expectations the staff have in terms of behavior, and how they treat others in the school community.	Learning Involves recognizing the consequences of one’s actions: each individual is responsible for his or her behavior.
<b>What are our plans for this year?</b>	Critical Thinking – students will engage in inquiry about a topic of interest to them, and explore questions or challenges related to key issues regarding the topic.	Learning is experiential, and meaning is made from the direct experience of doing and thinking, through engaging in a hands and minds on approach.

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

<b>Area of Inquiry (make bold):</b>	<b>New Curriculum: Applied Design Science and Technology And Science Technology Engineering Mechanics</b>
<b>Inquiry Team Participants:</b>	All primary and intermediate teachers
<b>Scanning Summary:</b>	

<b>Focus Area (Inquiry Question):</b>	To what extent can we foster the development of the skills and knowledge that will allow students to create practical and innovative responses to everyday needs and problems
<b>Focus:</b>	To give students the opportunity to develop design thinking
<b>Hunch:</b>	<b>With the new curriculum there is a lot of confusion at the school as to what ADST is and how to effectively implement it.</b>
<b>New Professional Learning:</b>	<p>K-3 Evidence Should see design grow out of natural curiosity See skills develop through play Technology used as tools</p> <p>4-5 Evidence Designs improved with prototyping and testing Skills developed through practice, effort, and action The correct choice of technology and tools depending on the task</p>
<b>Taking Action:</b>	<p>We are first going to address what ADST is. Then we will go through the District ADST Kits Finally we will share other resources as we find them both online and offline. We met and discussed how we would spend the ADST money the district gave us. We then purchased and implemented the following into our classrooms. Rokenbok, Electric Circuits, Edisons, Tynker and Scratch, Offline (from TPT) and Online resources.</p>
<b>Checking (complete in June):</b>	<p>Because the ADST curriculum was new, we assumed that students knew very little about “Design Thinking.” Therefore we did not do an initial scan and a baseline was not establish. (Choice on the survey was very well, well, somewhat, a little and not at all)</p> <p>At the end of May a Student Survey was given out and we discovered the following:</p> <p>Student reported that they were able to follow the main objective of a project. (well) Student reported that they were able to give ideas towards a design. (well) Student reported that they could add to others’ ideas about a design. (somewhat) Students reported that they could choose a design to pursue. (well) Students reported that they could choose the right tools and materials for a project. (very well) Student reported that they learned how to use their mistakes to make a project better (very well)</p>
<b>Reflection (complete in June):</b>	<p>I think overall we under estimated how capable many students were in this area of Applied Design Skills and Technology. Technology and design thinking has been part of our world for some time and the education system has just got on board. Many of these students have been developing these skills at home with gaming programs like Minecraft and are very familiar with the technology needed to run these programs.</p> <p>It is not surprising that students struggled when adding to others ideas. At this age many students are centered on their ideas and what they can do. Working to create something as a team is much harder. In the future we will continue to work on “group works” skills.</p>

For clarification regarding **Part A**, please contact Silvia Dubray at: [silvia.dubray@sd27.bc.ca](mailto: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](mailto: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](mailto:brian.davidson@sd27.bc.ca) or phone: 250-398-3842

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Matt Cullum  
PRINCIPAL SIGNATURE: