



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

Name of School: **Horse Lake 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>	Breakfast for Learning Fruit and veggie program Garden & landscaping upkeep Hot Lunch Program BC SFVNP & Milk	Student Leadership. School wide activities and fun days.	Daily PE. Skating Program 100 Mile Nordic program	Hot Lunch program Fire prevention week PAC book fair First Nation presentations
<b>What are our future plans?</b>	Expand landscaping Tree planting unit.	Explore PBS program for school Monthly recognition assemblies Horse Bucks reward program. Buddy reading School banner contest	Zones of Regulation Snow-shoe unit Grade 5/6 trip to Gavin lake ADST classroom project	Career day

**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>	Student self-evaluation of Competencies.	The seasonal round. Recognize the role of indigenous knowledge.
<b>What are our plans for this year?</b>	Recognition of student’s personal strengths and abilities. Contributing to the community and caring for the environment.	Circle of courage. Focus on connectedness, on reciprocal relationships and a sense of place.

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

<b>Area of Inquiry (make bold):</b>	<b>Curriculum</b>
<b>Inquiry Team Participants:</b>	Teachers, Principal, EA’s and support staff
<b>Scanning Summary:</b>	Student connections, or perception of connectedness to school tend to decrease as the students get older. What can we do to flip this perception as our role of staff in the building?
<b>Focus Area (Inquiry Question):</b>	School connectedness and sense of belonging
<b>Focus:</b>	Sense of belonging and its positive impact of student achievement.
<b>Hunch:</b>	When schools are running smoothly it is easy for staff to fall into a routine. If staff is not actively supporting a sense of belonging, then students will gradually lose some connection to the school.
<b>New Professional Learning:</b>	The circle of courage in practice. Zones of regulation as a school approach..
<b>Taking Action:</b>	School actions to foster connections. (Assemblies, recognition, school wide projects) staff initiatives.
<b>Checking (complete in June):</b>	Recognition Assemblies were well supported and our school wide collaboration project was successful. Zones of Regulation has had minimal staff by in, partially because of limited resources. The Circle of Courage was evident in many of our special events. Still needs further implementation in the day to day classroom activities. Data correlating student achievement and sense of belonging to our school is qualitative at this time, and does indicate some improvements with individual students.
<b>Reflection (complete in June):</b>	Our school did take steps to increase the sense of belonging for our students. The majority of these measures have given us positive results. More work needs to be done to ensure that these measures continue. Especially the work that we started around our vulnerable students. Next year we will be able to sharpen our focus and build of successes from this year. Both our Breakfast and Lunch programs were very successful this year and grew with more availability during the week.

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

*J. Ty Lytton*

PRINCIPAL SIGNATURE: