

Burton Elementary School

School Growth Plan for HEALTH - 2026-2027



School Context
Burton Elementary School is a small, rural school serving students in a multi-grade configuration. The small student population allows staff to build strong relationships with individual learners and respond to students' needs in a personalized way. The University of British Columbia's Middle Years Development Instrument (MDI) provides valuable information about students' well-being, relationships, health habits, and participation in activities. Results from the past 3 years have been compiled for the purpose of developing our school goal. At the same time, the small student population means that percentages can be significantly affected by the responses of a small number of students. As such, we have interpreted the data carefully and triangulated with student and community member conversations as well as staff observations. Thirty-seven percent of our student population identify as Indigenous learners, and eleven percent are designated with diverse needs.
Strategic Plan Priority:
The school health growth plan demonstrates clear vertical alignment with the district strategic health priority: enhancing physical and mental health knowledge and skills for positive living and resilience.
Health Inquiry and Goal:
By June 2027, Burton Elementary School will strengthen students' health and well-being by increasing the proportion of students demonstrating positive well-being and healthy self-regulation. We will target the following specific areas: eating breakfast, self-regulation, nutrition, sleep, pursuing personal inquiries and increasing opportunities for after-school community-based activities. Priority Learners Particular attention will be given to: • Students identified through student voice or school-based observations as experiencing lower well-being. • Students requiring additional support with self-regulation. • Students who demonstrate limited participation in physical activity. • Students whose health routines, including nutrition and sleep, may be affecting their readiness to learn. The school will monitor these students separately while ensuring that universal strategies support all learners and that priority learners receive targeted support as needed.
Strategies and Actions:
Strategy 1: Explicitly Teach Self-Regulation Teachers will intentionally teach and reinforce age-appropriate self-regulation strategies, including recognizing emotions, calming strategies, managing excitement or frustration, and returning to a state that supports learning. Examples of practice: • Explicitly teach a common set of calming and regulation strategies. • Establish consistent language for identifying emotional states. • Provide students with opportunities to practice strategies before they are needed. • Incorporate short regulation activities into classroom routines and transitions. Strategy 2 — Increase Opportunities for Daily Physical Activity Teachers, community members and school staff will intentionally increase opportunities for meaningful physical activity during the school day and during after-school clubs, particularly targeting the younger grades. Examples of practice:





- Incorporate movement breaks into classroom routines.
- Continue opportunities for active outdoor play.
- Continue and expand existing physical activity opportunities during and after school.

Strategy 3— Strengthen Healthy Routines

Staff will increase opportunities for students to learn about and reflect on the relationship between healthy routines, pursuit of individual interests and readiness to learn, with particular attention to nutrition, breakfast, sleep, passion projects and physical activity.

Examples of practice:

- Reinforce the importance of eating breakfast and maintaining healthy sleep routines both in class, and through parent newsletters.
- Incorporate age-appropriate health education into classroom and community learning.
- Provide opportunities for students to reflect on how daily health choices affect their learning and well-being.
- Develop an inquiry-based, school-wide “Free-Choice Thursday” program where students and staff pursue passion projects for an hour per week, during three six-week blocks.
- Provide after school opportunities for students to connect with each other and expand their artistic, cultural and physical skills.

Strategy 4 — Use Student Voice to Monitor Well-Being

Teachers and school staff will regularly gather student voice regarding well-being, belonging, regulation, physical activity, and healthy routines. Student voice will be used to identify emerging needs and determine whether strategies are having the intended effect.

Data to Inform/ Support Goal:

Overall, our triangulated data indicate that BES students demonstrate many significant strengths, with results well above the provincial average in relationships, optimism, physical activity, and aspects of general health. However, while our students are far above the provincial average in reporting overall thriving well-being, approximately one quarter of our students are identified in the low well-being category on the MDI. In addition, our data point to several specific areas that warrant further attention, including rates of eating breakfast, self-regulation in younger grades, lower nutrition and sleep results, and significantly fewer opportunities for after-school community-based activities.

Data Analysis Review and Reflection:

The data above suggest an opportunity for the school to strengthen the conditions and practices that support students' physical, emotional, and social well-being. To ensure that we are progressing towards the above goals throughout the year, the school team will discuss the following questions at each monthly staff meeting:

1. Are we implementing the strategies consistently?
2. What evidence suggests students' well-being is changing?
3. Are students demonstrating increased ability to regulate themselves?
4. Are younger students in particular participating more consistently in physical activity?
5. Are students demonstrating greater awareness of healthy routines?
6. Which students are benefiting?
7. Which students continue to require targeted support?
8. What does student voice tell us about the impact of our work?

Reflect and Adjust

Based on this evidence we will decide whether to:

- Continue strategies which are demonstrating positive impact,
- Adapt strategies which are promising but require refinement,
- Discontinue strategies which are not demonstrating sufficient impact, or
- Introduce/Implement new strategies.

