



**Building Resilient Learners
School Plan
2016/17**

Name of School: **150 Mile School**

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) and Rayna Carpenter (rayna.carpenter@sd27.bc.ca)

DUE DATES: OCTOBER 14, 2016; JUNE 9, 2017 (Analysis, Reflection and Next Steps)

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?	Part of the BC fruit and vegetable program -Ensure all students have food by supplying those without. -We have sold apples to all families and provided apples to all children during the month of October. -Provide breakfast for all hungry students. -provide lunches for children without. -We now have to hydroponic gardens in the school. We grow herbs and vegetables. -swimming lessons for grade 2,3and 4 students	Buddy classes throughout the school. -School wide fun day (June) with mixed aged teams. Teacher collaboration meetings. -Continue with the SWAT program. -Continue with student council. -Offer a major fieldtrip for grade 6 students. - Continue our annual grade 5 trip to the Lower Mainland -continue our swimming lessons for grade K-4 students. -Maintain our grade 6 trip to Gavin Lake -Continue the Root of Empathy program -Ensure that all students get to go on trips. -Library volunteer club -	We have built a pe schedule with half hour blocks to ensure all classes get to use the gym as often as possible. -Continue with the policy that" if you come out, you play" inter school sports -We are looking for opportunities for all learners to be successful and have a read to dog program. -have classroom garden aquariums. -continue the salmon program including the incubation and release of smolts. -work with a teacher to recycle program	-Continue to support parents coming out to coach. -Continue to have parents supervise and teach at Gavin Lake. -Continue to have parents chaperone the Victoria trip -PAC planned family Spring Dance
What are our future plans?	-games room -climbing room	-Barkerville fieldtrip for grade 4 students	-compost program	

A2. HEALTHY SCHOOLS ASSESSMENT (completed)

(Submit once completed to Rayna Carpenter (rayna.carpenter@sd27.bc.ca) for CommunityLINK funding)

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

Inquiry Question:	
--------------------------	--

B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES

	Core Competencies	Aboriginal Perspectives
Examples of what we are already doing to embed these.		
What are our plans for this year?		

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

Area of Inquiry (make bold):	What opportunities can we provide to struggling students to improve their numeracy and literacy goals?																
Inquiry Team Participants:	150 Mile PLC Facilitator: Mrs. Lepetich, Intermediate teachers: Mrs. Davis, Mrs. Wintjes, and Mrs. Campbell. Learning Support teacher: Mrs. Ohlhauser and Principal: Mr. Williams, their attendance depended on the support needed for unregulated students during the meeting time.																
Evidence Based Rationale:	<ol style="list-style-type: none"> As of December 2017, 46% (47/102) of our students, in our 4 primary/intermediate classes from grades 3 to 6 needed low, medium or high levels of support to manage their behavior and/or learning. Student's lack of Self-regulation has resulted in the classroom learning environment being compromised frequently for all learners. 																
Goal:	To see a noticeable reduction in the number of students who need support with Self-regulation (the ability of each student to adjust their level of alertness and how they display their emotions through their behaviour, in order to attain goals in socially adaptive ways.) (Garcia Winner, 2011)																
Inquiry Question:	To what extent will teaching Self-regulation strategies result in the most noticeable growth/change for our unregulated learners?																
Success Criteria:	<ol style="list-style-type: none"> What are your criteria for success? Students will demonstrate improvement in the number of times the teacher needs to support students with their Self-regulation of their behaviour and learning in relation to their: <ul style="list-style-type: none"> “Sensory” responses, “Executive functions” (conscious control of thoughts and actions) and “Emotional” responses. How will you know you have actually made a difference? We observed how well students Self-regulated their behavior and learning. We recorded anecdotal notes, used check lists, and students did self-assessments. What will success look like for you and your learners? Students will need less support with Self-regulation. 																
Assessment Plan:	<ol style="list-style-type: none"> Teacher Created Assessment - “Behaviour & Learning Self-regulation Scale” We rated each student using this scale at 3 different times during the year. We compared our class list baseline assessment in December to 2 other class list assessments in early and late Spring. <table border="1" data-bbox="667 1494 1641 1811"> <tr> <td>Most Concerned (these students need a lot of support)</td> <td>3</td> </tr> <tr> <td>Some Concern (need less support)</td> <td>2</td> </tr> <tr> <td>Little Concern (need support once in a while)</td> <td>1</td> </tr> <tr> <td>No concern</td> <td>0</td> </tr> </table> Student Self-Assessment regarding their Self-regulation incentive program (plus varied from each teacher) We reflected on student's attitude, confidence and amount of success with using Self-regulation strategies in the classroom and in the whole school environment. Neurological Framework Will you look for improved achievement? Yes, but we realized that we mainly deepened our understanding of the neurological factors that affected why our most struggling learners had so much difficulty Self-regulating. We focused on trialing different supportive methods, which could result in better management of student's behavior. 	Most Concerned (these students need a lot of support)	3	Some Concern (need less support)	2	Little Concern (need support once in a while)	1	No concern	0								
Most Concerned (these students need a lot of support)	3																
Some Concern (need less support)	2																
Little Concern (need support once in a while)	1																
No concern	0																
Focus for Teacher Learning:	<ol style="list-style-type: none"> We relied on The Zones of Regulation book by Leah M. Kuypers as our main resource to focus and debrief about the results of teaching Self-regulation lessons and strategies to our students. We tried using a Self-Regulation incentive program based on the model of the Self-managers program to recognize students for being Self-regulators. Neurological Framework We used the Zones of Regulation “neurological components” in a mindful way to frame our thinking in order to better support and arrange for successful Self-regulation of our students. <i>Student # 1</i> <table border="1" data-bbox="576 2651 1761 2996"> <thead> <tr> <th><i>Neurological Component</i></th> <th>Behaviour to Address</th> <th>Strategy Used</th> <th>Result/Retrial/Comments</th> </tr> </thead> <tbody> <tr> <td>Sensory</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Executive Functioning (Conscious Control of Thought)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Emotional Regulation</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> 	<i>Neurological Component</i>	Behaviour to Address	Strategy Used	Result/Retrial/Comments	Sensory				Executive Functioning (Conscious Control of Thought)				Emotional Regulation			
<i>Neurological Component</i>	Behaviour to Address	Strategy Used	Result/Retrial/Comments														
Sensory																	
Executive Functioning (Conscious Control of Thought)																	
Emotional Regulation																	

What do our results tell us?

1. Teacher Created Assessments

Embedded in the percentages in the chart below are the total number of unregulated students ranging from little concern, some concern to the students we were most concerned about.

(URS: # UnRegulated Students/total # students)

<i>Class/Date</i>	December 2, 2016 Baseline Data	February 14, 2017 Re-assessment	April 21, 2017 Re-assessment
<i>Group 1</i>	<i>12/28 (42%)</i>	<i>10/25 (40%)</i>	<i>6/25 (24%)</i>
<i>Group 2</i>	<i>9/27 (33%)</i>	<i>9/27 (33%)</i>	<i>10/27 (37%)</i>
<i>Group 3</i>	<i>14/25 (56%)</i>	<i>14/24 (58%)</i>	<i>18/24 (75%)</i>
<i>Group 4</i>	<i>12/22 (56%)</i>	<i>14/24 (58%)</i>	<i>15/23 (65%)</i>
Total # of URS	47/102 (46%)	47/100 (47%)	49/99 (49%)

Analysis:

Comment: Note that percentage of students overall that we are concerned about is higher than when we first started. We feel that this is a result of our increased level of awareness to what is happening with each and every one of our learners and getting to know them better over a longer period of time.

2. Student Self-Assessments regarding their Self-regulation incentive program (plus varied Self-Assessments from each teacher)

Comment:

The Self-regulation incentive program rewarded students with special privileges because of their ability to Self-regulate. Although, a few more students gained privileges, our most struggling students could not Self-regulate without frequent teacher support. This incentive program was not successful for them.

3. Neurological Framework

Comment: As a result of our opportunity to work collaboratively and being intentionally mindful of the neurological components that could affect students' ability to self-regulate, we have a deepened awareness of the limitations students have in regulating themselves and the varying levels of ongoing support students need.

What is the answer to our question?

To what extent will teaching Self-regulation strategies result in the most noticeable growth/change for our unregulated learners?

We gained deeper understandings and insights into our students and their ability or inability to control behaviour/learning. Teaching the strategies from the Zones Program did strengthen those students Self-regulation skills who were not our most concerned students. For our most struggling students, we realized that we have to continue to arrange for their success by minimizing their "Sensory" triggers, and by ensuring students have "think" time to make decisions before speaking, and to give them time and opportunity to get into their "green" calm zone before expecting them to listen and learn. With our students who struggle the most with Self-regulation, even our 1-1 concentrated efforts and trying to arrange for success was often met with opposition.

Reflection:

1. What have you learned as a result of this process?

We have learned that by framing our thinking with the 3 Neurological Components that attribute to student's ability/inability to Self-regulate, we were better able to understand which processing systems a student's decision making was affected by. We then could more aptly recognize what support a student needed and make mindful attempts to arrange for students to be more successful with Self-regulation.

Teacher increased their awareness of how important it was for them to get into their "green zone" before attempting to support students. Managing unregulated students was more affective when both the teacher and student were in their "green calm zones."

Some teachers noted when they communicated with parents, they were able to sometimes get parents to ensure incomplete school work was done. However, parents were limited with supporting any real changes in their child's behavior. In most cases, parents were struggling with their child at home as well.

Next year, we want to communicate the Zones and Strategic Learners programs to parents. We need parents to be aware and use the goals and strategies we are using with their child. We will formulate a plan for the next school year.

As teachers, we realize that we are limited in our expertise and time to deal with our most unregulated students. Many of these students have sensory, cognitive or emotional issues that require expertise from counsellors. They need often need to have support starting as early as kindergarten. The earlier the 1-1 intervention for our unregulated learners the longer time they will have support to be better able to succeed.

2. What have you noticed with your students as a result of your focused and explicit teaching?

By using the Zones of Regulation program, we have noticed that our Self-regulated learners and students of little or some concern gained the most from the zones lessons. They strengthened their Self-regulation strategies, knowledge and abilities. For our most struggling learners, we feel that the program brought attention to their unregulated behavior and that made them uncomfortable because they didn't want to have to think about what they were doing. They didn't want to take responsibility for inappropriate behaviour. We also realize that our most struggling students often had an unwillingness to accept our support and lacked the desire to improve their behaviour. In many situations, they continued to deflect their behaviour onto the teacher or towards another student.

3. What will you consider keeping as a part of your repertoire?

We have decided to use the Zones Program in conjunction with the Strategic Learners Program next year to infuse positive, personal learning, goal setting for our learners. In order for our most struggling students to have more success with the Zones Program, much more time is needed for them. We recommend that all teachers at our school use the Zones program starting in Kindergarten to catch all of our learners early, especially our unregulated students. We all recognize that change takes time and patience, lots and lots of time and patience.

4. What would you do differently?

We realize that our Self-regulators incentive program, which recognizes and celebrates those students who are Self-regulating, has not been attainable for our most struggling students. Our most struggling students do not have the ability and skills, yet to Self-regulate consistently enough to be recognized in this manner. Some teachers are still using the incentive behaviors reward program and some have revised how to use this reward system. We all agree that it is important to recognize students often who are consistently Self-regulating because so much of our time and attention is spend supporting our unregulated learners. The way in which we do this varies from teacher to teacher.

Next Steps:

We want to continue our Self-regulation inquiry school wide. We are encouraging all K-6 teachers to teach the Zones of Regulation program in conjunction with the Strategic Learners goal setting program. We plan to communicate to parents about the zones program.

Area of Inquiry (make bold):	Writing
Inquiry Team Participants:	Inquiry Team: PLC Facilitator: Maria Lepetich, Primary Teachers: Lynn Wanless, Catherine Cook, Stacey Bergen, Learning Support Teacher: Natalie Ohlhauser.
Evidence Based Rationale:	<p>What's going on for your learners?</p> <ul style="list-style-type: none"> • Writing: some are writing in detail others are struggling to write a sentence. <p>How do you know?</p> <ul style="list-style-type: none"> • Observing and conferring with students about their daily writing, and School Wide Write results. <p>Why does it matter?</p> <ul style="list-style-type: none"> • We want students to be confident and successful as readers and writers.
Goal:	To see a noticeable improvement in students confidence and writing abilities.
Inquiry Question:	<p>Part A: Which highly effective writing practices can be improved or trialed to support (struggling) learners?</p> <p>Part B: How much affect will trialing highly effective writing practice have on (struggling) learners?</p>
Success Criteria:	<p>Criteria for Success:</p> <p>What are your criteria for success?</p> <ul style="list-style-type: none"> • Improved independence and confidence levels in students. • Students write with clarity and they generate more details given several opportunities to talk and rehearse out loud to different A/B partners before writing. • Students would easily be able to record their thoughts in a template organizer (grade 2 &3). • Evidence that students are using the same strategies in writing as they do for reading. • Students will Self-monitor when they are writing by continually checking that their story: makes sense (comprehension), sounds right (grammar) and looks right (spelling). • Measureable improvement on SWW. <p>How will you know you have actually made a difference with your students?</p> <ul style="list-style-type: none"> • By making careful observations, recording anecdotal comments, noting daily, weekly and monthly strategies being used, and by comparing fall and spring SWW results. <p>What will success look like for you and your classroom practices?</p> <ul style="list-style-type: none"> • All children making progress: excited, independent, confident oral story tellers and writers. • When students self-monitor their work by reading and re-reading to check that what he/she has written. • When students have become more proficient at checking that their writing: makes sense, sounds write and looks write.
Assessment Plan:	<p>How will you measure the outcome of your actions?</p> <p>Will you compare an early reading or writing sample with a later sample?</p> <ul style="list-style-type: none"> • Yes, daily, weekly, or monthly writing samples and fall and spring School Wide Writes. <p>Will you look for qualitative changes? (confidence and participation.)</p> <ul style="list-style-type: none"> • Yes, we noted through observations, check lists and anecdotal notes. <p>Will you look for improved achievement? (be specific and in relation to the learning challenge and inquiry question)</p> <ul style="list-style-type: none"> • Yes, students were excited, confident and independent when they wrote. • All teachers gave students more opportunities to “talk and rehearse” their stories. • All students generated more ideas quicker by having more opportunities for A/B partner talk • Most students are incorporating the lessons taught during mini-lessons in their writing. • The teachers are continually reflecting on their practices and adapting to make changes for their learners. • Teachers started expecting the same strategies that they teach in reading to be used by students while they were writing: Does it make sense? Does it sound right? Does it look right?
Focus for Teacher Learning:	<p>*Teachers focused on a variety of professional development articles and workshops. The two that created the most impact for teachers was by giving students several opportunities to talk to different A/B partners before they wrote and their understanding that reading and writing are reciprocal processes that students need to use when in the process of their writing.</p> <p>What will you need to learn more about in order to conduct your inquiry?</p> <ol style="list-style-type: none"> 1. <u>Teacher Visits</u> Two teachers made classroom visits to observe colleagues teach writing. 2. <u>Mini-Workshops – Highly Effective Reading and Writing Classrooms.</u> Brian Davidson, out PLC District Leader facilitated 2 sessions <p><u>Resources:</u></p> <ul style="list-style-type: none"> *Appendix D (Reggie Routman) What to Look for in the Highly Effective Reading and Writing Classrooms. * Article – Students’ Engagement in Literacy Tasks * Analyzing My Literacy Practices * Every Child, Every Day – Six Elements of Effective Reading Instruction. <ol style="list-style-type: none"> 3. <u>Early Literacy Workshop</u> – Christine (Mountain Region Reading Recovery Trainer) 4. <u>*Reading Recovery Pedagogy</u> – Maria Lepetich <p><i>For teachers to provide more opportunities for students stories to:</i></p> <ul style="list-style-type: none"> - go from ideas in the head (think) - to spoken word (need several opportunities to talk before they write) - to printed message (record of their thoughts.) <p>(Clay, Literacy Lesson Designed for Individuals: Part 2, Teaching Procedures, 2005)</p> <p>Reading and writing are reciprocal: “The teacher must remember to direct the child to use what he knows in reading when he is writing and vice versa.”</p> <p>(Clay, Literacy Lessons Designed for Individuals: Part 1, When? and How?, 2005)</p>

<p>Analysis:</p>	<p>What do your results tell you? The four teachers involved in this writing inquiry all focused on different points in the spiral of their professional learning. Overall, they all had students who:</p> <ul style="list-style-type: none"> • Showed improved confidence and independence. • Many students now see themselves as writers and choose to write in their free time. • Talking with partners helped students clarify what they wrote (except for some grade 1 students in one class. The conclusion was made that a one day write is better on one topic, rather than extending the same topic over 3 days.) • Students were eager to draw (not all classes had this opportunity) and write. • The more students wrote, the better they got. • Teachers felt they needed to continue building more writing strategies into weekly practice. <p>What is the answer to your Inquiry question? Part A: Which highly effective reading and writing practices can I improve or trial to support my (struggling) learners? Some teachers wanted to:</p> <ul style="list-style-type: none"> • Increase the number of writing opportunities each week. • Needed to make their mini-lessons more focused. • Use a very structured format and only changed 1 or 2 elements. They modelled the “Optimal Learning Model,” I do, we do, you do. • Present their personal stories with a “sense of urgency” and energy in order to draw students into storytelling to model how much fun story telling is. • During mini-lessons, focus on a particular skill that students needed based on evidence from their writing. • Provide A/B partner talking time in each lesson to ensure that all students had the opportunity to rehearse and to verbalize their thoughts and clarify the meaning of their story. • Ensure that students always had time after A/B partner talking to draw (if they needed to), write and share. • Do more 1-1 conferring with students. • With struggling learners, confer with them 1-1 to clarify their plan, verbalize their first sentence(s) and monitor students practicing Self-monitoring: Does it make sense? Does it sound right? Does it look right? • Wanted to create more time for student’s to edit and listen to each other’s stories. <p>Part B: What affect did trialing highly effective writing practices have on my (struggling) learners?</p> <ul style="list-style-type: none"> • Overtime students became more confident, independent and they took greater ownership and pride in their writing. • All teachers noticed that when they gave A/B partner talk time for students to think and rehearse what they were going to write, students were better able to record clearer and more detailed ideas in their written work. • Most teachers reported that the partner talk became more focused and most students participated with greater confidence. • The few students who had a lot of difficulty knowing what to write were better able to do so now after their partner talk. • Using the 3 day writing process with some grade 1 students was not successful. It was too long of a process and became overwhelming. • The focused mini-lessons and oral practice improved students output. • Some teachers were successful with the very structured format when using a graphic organizer. • The OLM model was used and then with repeated practice overtime students became more successful with organizing their thoughts before they wrote.
<p>Reflection:</p>	<p>What have you learned as a result of this process? Teachers learned:</p> <ul style="list-style-type: none"> • Teachers found that meeting with other colleagues to share ideas in the PLC group, and in the school has been helpful. They supported each other, they learned and built their confidence. • That collaborating with colleagues helped to clarify and guide their practices. • It confirmed that using best teaching practices supports each learner and leads to successes for each student. • The strategies used to be successful readers and writers are more alike than they thought. They are reciprocal processes. Teachers need to expect that students will use the same strategies when writing as they do when they are reading. <p>What have you noticed with your students as a result of your focused and explicit teaching? Teachers noticed:</p> <ul style="list-style-type: none"> • Increased focus, confidence and independence in their students. • Some students are more able to actually write their “talking” down or know what to say after telling their story to more than 1 person. • Students appreciate the writing structure and knowing exactly what the next step is in their writing. They are able to take the lessons taught in mini-lessons and transfer it to their personal writing. <p>What will teachers consider keeping as a part of their repertoire of strategies?</p> <ul style="list-style-type: none"> • Increase the number of writing opportunities each week. • Share and model their own experiences during writing workshop. • Model the “sense of urgency” and energy when telling a story that matters. • Mini-lessons will be more intentional by focusing on a particular skill that students need. • Students will continue to be given several opportunities to use A/B partner talk to rehearse what they will write in order to verbalize and clarify the meaning of their stories. • Continue to structure writing time to have students exposed multiple times to the same graphic organizer in order to gain proficiency and confidence in their planning of their writing topic. • To ensure that students always have time after A/B partner talking to draw first (if they need too), then write and finally share. • With struggling learners, after the mini lesson talk briefly to guide them to clarify their plan and to verbalize their first sentence(s) and support/teach Self-monitoring: Does it make sense? Sound right? Look right? • Ensure students have the opportunity to show and read their writing to classmates.

	<p>What would you do differently? Teachers said they:</p> <ul style="list-style-type: none"> • Must do “Daily Writing” every day. • Would do more modelling of their personal story telling and planning. • They would provide more opportunities for 1-1 and small group conferring. • Would provide more opportunities for students to share their writing. <p><i>Bibliography</i> Clay, M. (2005). Literacy Lesson Designed for Individuals: Part 2, Teaching Procedures. In M. Clay, <i>Learning to write words and messages</i> (p. 49). Portsmouth: Heinemann.</p> <p>Clay, M. (2005). Literacy Lessons Designed for Individuals: Part 1, When? and How? In M. Clay, <i>Reciprocal gains of reading and writing</i> (p. 27). Portsmouth: Heinemann.</p>
Next Steps:	To share our findings with the staff, in order for all students in our school to have the opportunity to be creative, confident story tellers and writers.

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: