



## Building Resilient Learners School Plan 2017/18

Name of School: 150 Mile Elementary School

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

	Physical Environment Healthy Eating	Emotional Environment School Connectedness	Teaching and Learning Curriculum - Health, Career and Physical Activity	Parent & Community Partnerships
<b>What are we doing?</b>	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. -swimming lessons for grade 2,3and 4 students -Milk Program	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.(CHAAPS)  - -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 -Community Bagpipe player at Remembrance Assembly -Old School House running and maintained -Christmas gift boxes
<b>What are our future plans?</b>	With PAC we will be investigating the Farm to School Program “Starfish” Pack -Install of zipline playground equipment -construction of a decompression room	-Emphasis on outdoor education during prep modules -Grade 5 students to Xatsul or Barkerville	Instead of Salmon tank we will explore tadpoles or worms -spring compost program	Visit from the Lieutenant Governor -explore possibility of parent learning nights. -meet the teacher, welcome back BBQ -explore Megan Peaches program (Seed to ?) -fundraising for the wildfire victims.

### 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

	Core Competencies	First Peoples Principles of Learning
<b>Examples of what we are</b>	Successful Learner Traits	Orange Shirt Day Shuswap Language Program

already doing to embed these.		Acknowledgements Drum Making
What are our plans for this year?	Continue to dig deeper into Successful Learner Traits	PAC meetings at Sugar Cane

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

<b>Area of Inquiry (make bold):</b>	Literacy or Numeracy or <b>Curriculum</b>
<b>Inquiry Team Participants:</b>	Corissa Kohut (Kindergarten), Kristen Sandberg (Kindergarten), Catherine Cook (Grade 1), Grant Gustafson (Principal), Natalie Ohlhauser (LST), Maria Lepetich (PLC Facilitator)
<b>Scanning Summary:</b>	<p><b>This inquiry group is made up of Kindergarten and Grade 1 (Early Learning Teachers), the Learning Support teacher and the school principal.</b></p> <p><i><b>In a few sentences, describe what you did during the scanning phase?</b></i></p> <ul style="list-style-type: none"> <li>• The first scanning work resulted from the school's CID day and lead to PLC meetings focusing on teachers collaborating on how to activate Student Self-Assessments using the Core Competencies. This work became the focus until early in the New Year.</li> <li>• During that time, the classroom teachers did an all-encompassing scan of their students and assessed the strengths and challenges of all their learners across all disciplines and made numerous observations.</li> <li>• The focus of this inquiry group was percolated after an analysis of individual written responses from teachers.</li> <li>• Teachers focused their observations on the strengths and challenges of their learner's ability to successfully manage the rules and routines in their classroom and in the school.</li> <li>• At the beginning of November, a meeting clarified and confirmed their observations, which resulted in focusing on improving student Self-regulation.</li> <li>• After Spring Break, when teachers up to that point used their collective knowledge to support student Self-Regulation, the New Learning of Dr. Shanker's work added more insight into the inquiry by teachers learning to help students be <b>independent</b> with their Self-Regulation.</li> </ul> <p><i><b>How did you use the four questions?</b></i></p> <p>During the PLC meetings, for the first part of the year, teachers created "Student Voice" opportunities by using Self-assessments of the Core Competencies throughout classroom lessons.</p> <p>Opportunities for K/1 students to directly respond to the 4 questions about Self-Regulation will be included in next year's continuation of the Self-Regulation inquiry. This inquiry work was not far enough along to present the 4 questions to these very young students. Using the 4 Key Questions with K/1 students coincides with the teachers New Teacher Learning of Dr. Shanker's 5 Step Method that nurtures <b>independent</b> student Self-Regulation, which teachers are still learning about.</p> <p>Fortunately, at the end of the year teachers had the opportunity to hear the "voices" of at least 2 of their students by asking the 4 questions because they participated in the school's Year End Reading Strategies Collaboration Inquiry.</p> <p><i><b>What did you learn as a result?</b></i></p> <p>During the bi-weekly debriefing at PLC meetings teachers learned how to incorporate the Core Competency "Student Voice/Student Self-Assessments" in their daily classroom lessons.</p> <p>Teachers felt that by sharing at the meetings, it kept them mindful of creating opportunities for Core Competency Student Self-Assessments. Once that was dropped from the agenda, teachers noticed that they became less focused on continuing with this work.</p> <p><i><b>What other questions did you find most helpful during this process?</b></i></p> <p>How do the 3 Core Competencies: Communication, Thinking &amp; Personal &amp; Social interaction intersect with the 4 Key Questions?</p> <p>How does Dr.Shanker's research connect with the 4 Key questions?</p> <p>In regards to designing 4 Key Questions for next year's Self-Regulation inquiry, Dr. Shanker believes that children can be taught how to recognize <b>when</b> they are un-regulated and that they can be taught strategies to Self-regulate <b>independently</b>. This aligns with the big idea thinking behind the 4 questions. The 4 questions are designed for students to recognize their own learning and to learn how to have some control over it.</p> <p><i><b>What stimulated your curiosity?</b></i></p> <p>It was observed that after each bi-weekly meeting, teachers began to solidify that the student Self-Assessments had to reflect the 3 Core Competencies skill set: Communication, Thinking &amp; Personal &amp; Social interaction. <b>If teachers have these understandings and skills then using the 4 questions will align with the Big Idea of how important it is for teachers to hear and respond to "Student Voices" regardless of whether it's in the PLC framework or in the new BC Curriculum.</b></p> <p>In regards to Dr. Shanker's 5 Step Method to support student independent Self-Regulation, teachers felt that students at the K/1 age would need teacher support to Self-Regulate. Is it possible for these very young students to learn how to be <b>independent</b> with Self-Reg if they were given the opportunities to do so? Our work next year will reflect our findings.</p>

<b>Focus Area (Inquiry Question):</b>	What <b>new strategies</b> can students learn in order to be <b>independent</b> with their Self-Regulation?
<b>Focus:</b>	As the New Professional Learning unfolded in regards to Student-Self Assessment, it became evident that the focus needed to shift to the students learning how to be <b>independent</b> with their Self-Regulation. <b>Students need to have the ability to assess themselves and have opportunities to participate in recognizing and changing their own learning (behaviour).</b>
<b>Hunch:</b>	Our students are lacking the language and communication skills to Self-regulate and to be more independent, at this time. It seems that many of our students are developmentally 1 - 2 years behind in Kindergarten presenting themselves more like 3 and 4 year olds instead of 5 year olds, in relation to their ability to Self-regulate. We have to learn new Self-Regulation strategies for this very young group of students because we do not have the skill set, yet.
<b>New Professional Learning:</b>	<p><b>Phase 1: We started with the strategies we knew collectively about Self-Regulation. We:</b></p> <ol style="list-style-type: none"> <li>1) Added picture instructions to increase understanding. (“Add a picture and retention goes up to 65%.” Susan Close 2009 Smart Learning. (Median, 2009; Marzano, 2001; Walsh, 1987)</li> <li>2) Observed which rules and routines or classroom structures were not effective in supporting student ability to Self-regulate.</li> <li>3) Tried different ways of giving instructions, tried different rules, routines or classroom structures in order for students to be more successful with Self-regulation.</li> </ol> <p><b>Phase 2: Learn How to Regulate Our Self when we are stressed.</b>          Dr. Staurt Shanker, the author of Self-Reg says that the adults in a child’s life must understand and reflect on their own ability to Self-regulate because that directly impacts that of the struggling Self-Regulation student.</p> <p><i>“Self-Regulation starts with how well we can identify and reduce our own stressors and how well we can stay calm and attentive when we’re interacting with a child.” (Dr. Shanker &amp; Barker, 2016.)</i></p> <p>He advocates that Self-Reg starts with the adults in the child’s life using, <b>The Five Core steps to Transforming our behavior</b> in order to create an environment where the child can better Self-Regulate.</p> <ol style="list-style-type: none"> <li>1. Read the signs and reframe the behavior.</li> <li>2. Identify the stressors.</li> <li>3. Reduce the stress.</li> <li>4. Reflect. Become aware of <b>when</b> you’re over stressed.</li> <li>5. Respond. Figure out what helps you calm, rest, and recover.</li> </ol> <p><b>Phase 3: Learn how to support students when they are stressed.</b></p> <p><i>We need to be able to say, <b>What’s this really about? What am I missing?</b> Sometimes we need to say, I was wrong.” That’s big. Nobody likes to do that. (Dr. Shanker &amp; Barker, 2016, p. 7)</i></p> <p><b>Dr. Shanker’s 5 Step Method (Dr. Shanker &amp; Barker, 2016, p. 5)</b>  <i>Think about your student. Notice:</i></p> <ol style="list-style-type: none"> <li>1. <b>WHEN</b> you recognized the child was overstressed. This can present in the child as being sad, silly or mad.</li> <li>2. <b>IDENTIFY</b> which attributes in the following domains, you believe resulted in this behavior.             <ul style="list-style-type: none"> <li><b>Biological:</b> inadequate nutrition, lack of sleep, or exercise, motor or sensor challenges, noise, sights, touch, smells, other kinds of stimuli: pollution, allergens, extreme heat or cold.</li> <li><b>Emotional:</b> intense emotions, new or confused emotions, emotional entanglements.</li> <li><b>Cognitive:</b> mental processes: memory, attention, information processing, reasoning, problem solving, and self-awareness. Also, internal and external stressors: visual, auditory or tactile (too much information to handle.)</li> <li><b>Social:</b> being able to adapt behavior and thinking appropriately in social situations. It includes social intelligence and relationship skills and the ability to develop these skills. Stressors included confusing or demanding social situations, interpersonal conflicts, being the victim or witnessing acts of aggression, not understanding the impact on other of one’s own actions and utterances.</li> <li><b>Prosocial</b> - qualities include empathy, selflessness, internal standards and values, collective engagement and behavior, and social responsibility, the ability to put the needs of others or higher purpose ahead of one’s own.                (Dr. Shanker &amp; Barker, 2016, pp. 73 - 77)</li> </ul> </li> <li>3. How you tried to <b>REDUCE THE STRESSOR</b>. (How affective was that action?)</li> </ol> <p><b>***Children who are chronically zoned out or hyperactive are not somehow “weak” or simply not trying hard enough: they are experiencing too much stress. (Dr. Shanker &amp; Barker, 2016, p. 20)</b></p> <ol style="list-style-type: none"> <li>4. How did you <b>HELP HIM BECOME AWARE OF WHEN HE NEEDS TO DO THIS FOR HIMSELF?</b></li> <li>5. How did you <b>HELP HIM DEVELOP SELF-REGULATING STRATEGIES?</b></li> </ol>

	<p><i>Self-Reg can help infants, children and teens alike become calm and stop burning through energy reserves faster than they can restore them. (Dr. Shanker &amp; Barker, 2016, p. 67)</i></p> <p><b>Reflect:</b> What's this really about? What am I missing?</p> <p><b>References</b> Dr. Shanker, S., &amp; Barker, T. (2016). <i>Self-Reg: How to Help your Child (And You) Break the Stress Cycle and Successfully Engage with Life</i>. Toronto: Penguin Random House Limited.</p>
<p><b>Taking Action:</b></p>	<p><b>Phase 1: Teacher's collective experience, knowledge and practices.</b> <b>EVER TIME a rule, routine and structure is not going well for learners the teacher will:</b></p> <ul style="list-style-type: none"> <li>• monitor, check, and reflect on how effective their communication is with their students during instruction time and transition times.</li> <li>• monitor, check, and reflect on how effective changing rules, routines or classroom structures has on Self-regulation for students.</li> <li>• record or note the change.</li> <li>• try something different if it doesn't work.</li> <li>• Reflect and share your findings with the group.</li> </ul> <p><b>Phase 2: Recognizing and Reflecting on our own ability to Self-Regulate.</b></p> <p>Teachers acknowledged that this was a key component. Some teachers became more and intentional about dealing with challenging situations and students when they were not stressed.</p> <p><b>Phase 3: Practices Based on Educational Research</b> To choose one student to specifically target in supporting with Self-Regulation. To use "<b>the five-step method</b>" for helping children enjoy and master mindfulness techniques:</p> <ol style="list-style-type: none"> <li>1. Explain how what you're doing promotes Self-regulation.</li> <li>2. Make sure the child is comfortable.</li> <li>3. Help the child focus on what he's doing.</li> <li>4. Help the child become aware of the connection between the activity and what's happening in his mind and body.</li> <li>5. Start small and set up daily routines for practice.</li> </ol>
<p><b>Checking (complete in June):</b></p>	<p><i>Summarize the differences you made.</i></p> <p><b>What direct and indirect impacts on student achievement and learning were realized because of your inquiry work this year?</b></p> <p><b>Phase 1: Teacher's collective experience, knowledge and practices.</b></p> <p>Teachers reported noticeable improvements in their classroom learning environment because the majority of students could Self-regulation better when the teacher:</p> <ul style="list-style-type: none"> <li>• provided <b>consistency with their rules, routines and expectations.</b></li> <li>• nurtured lots of <b>positive reinforcement,</b></li> <li>• <b>made adjustments for variety of maturity levels of students</b></li> <li>• <b>changed physical space</b></li> <li>• <b>strategically placed students in classroom spaces,</b></li> <li>• <b>provided visual supports for tasks and routines,</b></li> <li>• <b>gave extra time to do what was expected,</b></li> <li>• <b>changed routines when they were not working</b></li> <li>• allowed <b>student choice,</b></li> <li>• <b>communicated</b> upcoming changes to routines</li> <li>• made time to <b>discuss expectations before a task or routine happened</b> (pre-correction.)</li> <li>• <b>strategically planned quiet transition</b> times from in the school to going out of the school.</li> <li>• <b>intentionally created calming transition</b> times between classroom activities with quiet music or reading of books.</li> <li>• <b>provided a variety of breaks</b> before and after certain activities,</li> <li>• communicated and received <b>parental support</b></li> </ul> <p><b>Were they enough?</b></p> <p>Teachers reported that for their students struggling the most with Self-Regulation, our Phase 1 work wasn't enough.</p> <p>Although we have just begun Phase 2 and Phase 3, some teachers reported that it helped them make the shift from trying to control the students, to the student learning to recognize <b>when</b> they were unregulated and learning strategies from the teacher to try to regulate themselves independently.</p> <p>In Phase 2, teachers also acknowledged how important is to regulate themselves in order to successfully help a child regulate themselves, but this was also challenging at times.</p>

	<p><b>Were you satisfied?</b> In our learning together in Phase 1, overall teachers were pleased with the improvements made by students, which created a more positive and less chaotic classroom environment.</p> <p>However, some teachers felt that more needs to be done to shift the responsibility to each child to manage/recognize when they need to change something so they can Self-regulate better.</p> <p><b>What did you use as baseline - and change - evidence?</b> At the beginning of the inquiry, we used a 4 point scale to identify the degree to which students were able to Self-regulate. Because each teacher used different criteria, we decided not to spend the time in coming up with group criteria. Instead teachers observed and reflected on the fact that the majority of students were better able to Self-regulate given the flexibility and changes teachers made by responding more effectively to students individually and to their class as a whole.</p> <p><b>How much richer are your learners' answers to the four questions?</b> Teachers have not asked students the four questions, yet. The teacher New Professional Learning (Phase 2 and Phase 3) only began near the end of this school year. Asking the 4 questions is linked to this learning of Self-regulation. However, teachers did have an opportunity to participate by asking the 4 questions of some of their students through their participation of the Reading Strategies Collaboration Inquiry. That experience has supported a mindset for asking students next year the 4 Questions regarding Self-regulation.</p> <p>The big idea thinking behind the 4 questions are for students to be able to articulate their own learning and to learn how to have some control over it. This aligns with Dr. Shanker's beliefs that children can be taught how to recognize <b>when</b> they are un-regulated and that they can be taught strategies to Self-regulate <b>independently</b>.</p> <p><b>Phase 3: Practices Based on Educational Research</b> <b>Summarize the differences you made.</b> One teacher started targeting stressors from the Physical Domain: sleep diet and gathered parental support through information and education.</p> <p><b>Were they enough? Were you satisfied?</b> This teacher felt it was a good start, but thought more work needs to be done. She was satisfied with the insights she gained and changes she had made, so far.</p>
<p><b>Reflection (complete in June):</b></p>	<p><b>Finish by sharing what you learned from this inquiry.</b> Students have to cope with a great deal of stress. Stress presents itself in many forms. It is important to figure why and when a child is unregulated in order to better support our students.</p> <p>Our time with our students will be better spent by helping them learn strategies to recognize <b>when</b> they are stressed and what strategies they can use to independently Self-regulate in the classroom and the school, rather than teachers repeating the cycle of warnings and consequences for their behaviour.</p> <p><b>Where you plan to go next?</b> All the teachers in this inquiry want to continue to learn and trial Dr. Shanker's 5 Step Method in supporting independent Self-regulation of students. They would also like to explore and trial other methods that help students Self-regulate.</p> <p><b>What advice you would offer other schools with a similar interest?</b> It is recommended for other schools to trial Dr. Shanker's 5 Step Method in order for students to learn how to be <b>independent</b> with their Self-regulation.</p> <p>We have decided that we need to host a parent information night on physiological needs of children: sleeping, eating, video games, blue light effects to educate parents.</p>

See 2<sup>nd</sup> Inquiry following this one.

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

<p><b>Area of Inquiry (make bold):</b></p>	<p><b>Literacy</b> or Numeracy or Curriculum</p>
<p><b>Inquiry Team Participants:</b></p>	<p>Kacie Young (Grade 2/3), Jennifer Wintjes (Grade 4), Connie Burns (Grade 5), Grant Gustafson (Principal), Natalie Ohlhauser (LST), Maria Lepetich (PLC Facilitator) maria.lepetich@sd27.bc.ca</p>
<p><b>Scanning Summary:</b></p>	<p><b>In a few sentences, describe what you did during the scanning phase?</b></p> <p><b>This inquiry group is made up of teachers from Grade 2 to Grade 5, the Learning Support teacher and the school administrator.</b></p> <ul style="list-style-type: none"> <li>• The first scanning work resulted from the school's CID day and led to PLC meetings focusing on teachers collaborating on how to activate Student Self-Assessments using the Core Competencies. This work became the focus until early in the New Year.</li> <li>• During that time, the classroom teachers did an all-encompassing scan of their students and assessed the strengths and challenges of all their learners across all disciplines and made numerous observations.</li> <li>• The focus of this inquiry group was percolated after an analysis of individual written responses from teachers.</li> <li>• Their initial observations were that they were most concerned about many of their students who were struggling readers and writers.</li> </ul>

	<ul style="list-style-type: none"> <li>• A follow-up group meeting clarified and confirmed that the teachers wanted to focus on their struggling readers and writers.</li> </ul> <p>***As our learning and work progressed, it was determined to narrow the focus on just reading strategies with our struggling readers.</p> <p><b>How did you use the four questions?</b> During the PLC meetings, for the first part of the year, teachers created “Student Voice” opportunities by using Self-assessments of the Core Competencies throughout classroom lessons.</p> <p>The end of the year focused on the “voices” of 2 students by teachers asking the 4 questions.</p> <p><b>What did you learn as a result?</b> During the bi-weekly debriefing at PLC meetings, teachers learned how to incorporate the Core Competency “Student Voice/Student Self-Assessments” into their daily classroom lessons.</p> <p>Teachers felt that by sharing at the meetings it kept them mindful of creating opportunities for Core Competency Student Self-Assessments. Once that was dropped from the agenda, teachers noticed that they became less focused on continuing with this work.</p> <p>At the end of the year, a minimum of 2 students in each grade from kindergarten to grade 4 were asked the 4 Key Questions. Most of the struggling readers who the teachers had spent 1-1 time with teaching reading strategies were better at specifically articulating what they were learning in reading and how they were doing and where they needed to go next in their learning. Some very capable students were interviewed and they focused more on the mechanics of reading and writing, but that was what the teacher recently had focused on. It appears that capable students need to be guided to creative and critical thinking goals in their reading and writing. Some of the youngest students could articulate their learning and some responded with few details. Some students reflected that their behavior (Self-regulation) affected their learning and they knew what they had to do.</p> <p><b>What other questions did you find most helpful during this process?</b> How do the 3 Core Competencies: Communication, Thinking &amp; Personal &amp; Social interaction intersect with the 4 Key Questions?</p> <p>***How does the new BC Curriculum - Language Arts - Content - Reading Strategies - <b>Metacognition knowledge merge with the Student Voice/Student Self-assessment of the 3 Core Competencies and the 4 Key Questions?</b></p> <p>It appears that there are several places in a student’s educational program where students are expected to be able to clearly reflect and articulate their learning (Student Voice/Self-assessment, 4 Key Questions, and Metacognition). During our recent Reading Strategies Collaboration day, teachers had not recognized the reflective thinking expectations of Metacognition in the new BC Curriculum. A grade level Language Arts print out was provided and teachers were both surprised and delighted that here was another clearly outlined opportunity for students to reflect on their learning.</p> <p><b>What stimulated your curiosity?</b> It was observed that after each bi-weekly meeting, teachers began to solidify that the student Self-Assessments had to reflect the 3 Core Competencies skill set: Communication, Thinking &amp; Personal &amp; Social interaction. <b>If teachers have these understandings and skills then using the 4 questions will align with the big idea of how important it is for teachers to hear and respond to “Student Voices” regardless of whether it’s in the PLC framework or in the new BC Curriculum.</b></p>
<b>Focus Area (Inquiry Question):</b>	<b>Reading Strategies (Struggling Readers)</b>
<b>Focus:</b>	To learn how to support <b>independent</b> problem solving when students read.  The teachers learned flexible reading strategies, in order to support 1 struggling reader be an <b>independent</b> problem solver in their reading. This methodology is based on the research of Marie Clay, Reading Recovery and Richard Allington: Six Elements of Effective Instruction.
<b>Hunch:</b>	Teachers have expected that the best ways to support all struggling readers is to have their students work with Learning Support outside the classroom. In this inquiry, it was believed that teachers could learn how to accelerate all student’s problem solving in reading during their classroom time. It required teachers to use some of their classes “Independent Reading” time for 1-1 conferring time <b>every day</b> with at least one struggling reader. Research and my Reading Recovery expertise revealed that Struggling Readers use minimal strategies to attempt to solve difficult words when reading a text and these students do not re-read to confirm the correctness of their problem solving.
<b>New Professional Learning:</b>	The New Professional Learning incorporates the structures and methods of the professional work by 2 monumental, Reading researchers: Richard Allington and Rachel Gabriel, “Six Elements of Effective Reading” and Marie Clay’s Reading Recovery, daily 30 minute intervention program.
	<b>Teachers committed to the following action.</b>  <b>EVERY DAY</b> the struggling reader will be given the opportunity to: <ol style="list-style-type: none"> <li>1. have 1-1 intervention during class “Independent Reading” time, for a minimum of 5 minutes.</li> <li>2. the student reads an “Easy” book of their choosing out loud to the teacher. (The child should have minimal problem solving to do.)</li> </ol>

<p><b>Taking Action:</b></p>	<p>3. the student trials, checks and confirms flexible problem solving strategies on difficult words.</p> <p>4. On difficult words, the student will have the opportunity to practice and improve:</p> <ul style="list-style-type: none"> <li>• independent flexibility (try the other sound(s) of the vowel and vowel combinations)</li> <li>• independent flexibility by breaking words apart in different ways to trial the word.</li> <li>• independent flexibility when solving high frequency words by saying what the student knows in the word, then re-reading with an approximation of the word to reveal the correct word.</li> <li>• <b>EVERY TIME</b>, re-read the entire sentence to check and confirm the word that is trialed makes sense, sounds right and looks right.</li> </ul> <p>5. the teacher and student communicate a Star: a strength and a Wish: a strategy(ies) to work on. <b>(Reading Strategies: Metacognition and The 4 Key questions insect here.)</b></p>
<p><b>Checking (complete in June):</b></p>	<p><i>Summarize the differences you made.</i></p> <p><b><u>Summary of 2/3 Classes Reading Results</u> (the other teacher choose not to participate in the final collaboration and analysis work.</b></p> <p><i>When a teacher learns new skills by working 1-1 with a student then all learners benefit.</i></p> <p>The results from the classes of two teachers who specifically worked 1-1 with at least one student and participated in the June 2018 Reading Inquiry Collaboration Day reporting the following impressive results with their class:</p> <p>1. <b>Grade 2/3</b> - 20 Students total</p> <p><b><u>Grade 2:</u></b> <b>November 2017</b> -</p> <ul style="list-style-type: none"> <li>- 10/15 students were reading below beginning grade 2 level (mid-grade 1 to the end of grade 1: Levels E to Level I) with minimal reading strategies.</li> <li>- 5/15 were at or above beginning grade 2 levels( Level J, K, L)</li> </ul> <p><b>June 2018:</b></p> <ul style="list-style-type: none"> <li>- Now only 3/ 15 students were slightly below grade level at the end of the year (mid-grade 2: Level K/L). These students gained some flexible reading strategies and need more 1-1 opportunities.</li> <li>- Now 6/15 students are at beginning to end of grade 3 (Level N, O P). These students noticeably gained flexible reading strategies.</li> <li>- 6/ 15 students are exceeding grade 3 level of reading (Level Q+). An increase of 1 student, exceeding and 1 student made gains of 7 reading levels.</li> </ul> <p><b><u>Summary of Results:</u></b> <b>An overall increase of 7 students reading at or above grade level since the Fall with noticeably improved reading strategies.</b></p> <p><b>Only 3 students reading below grade level at mid-grade 2 level, but most of these students made a 1 year gain in reading.</b></p> <p><b><u>Grade 3:</u></b> <b>November 2017</b></p> <ul style="list-style-type: none"> <li>- 1 student, Level E to I “Familiar” reading books. (Minimal Reading Strategies)</li> <li>- 3 students, Level I (Minimal Reading Strategies)</li> <li>- 1 student, Level M ( at end of grade 2 reading level)</li> <li>-</li> </ul> <p><b><u>Overall:</u></b> 4 students were reading one or more grade levels below (4+ levels below) and 1 student was reading at the end of grade 2 level starting grade 3.</p> <p><b>June 2018</b></p> <ul style="list-style-type: none"> <li>- 1 student, Level N (noticeably gained flexible reading strategies)</li> <li>- 1 student, Level O (noticeably gained flexible reading strategies)</li> <li>- 1 student, Level P (noticeably gained flexible reading strategies)</li> <li>- 1 student, Level S (noticeably gained flexible reading strategies)</li> <li>- The one student who began the year readings at the end of grade 2 Level, reads now at Level U (end of grade 5 level). He made a 2 year gain in his reading.</li> </ul> <p><b><u>Summary Results:</u></b> <b>All students made significant gains in their ability to use flexible reading strategies to solve difficult parts of the story.</b></p> <p><b>From the group of 4/5 students mentioned above, 3 students made gains of 5, 6, and 7 reading levels. All these students made a minimum gain of 1 year and a maximum gain of 2 years in reading.</b></p> <p><b>One student made a gain of 2 years in their reading, 10 Levels from Level I to Level S. This student happens to be a student who cannot regulate his behavior unless directly supported.</b></p> <p><b>This classroom teacher was also involved with me, this year, in the mentorship program, which focused on Reading.</b></p>

2. **Grade 4:**

**November 2017 (25 students)**

- 12 students were reading below grade level. Most students were reading at level I to Level P. (1 student was reading at Level E: a category student who was not targeted in this inquiry.)
- 13 students were at grade Level or above (Level Q, R, S)

**June 2018 (25 students)**

- Now only 5/12 students reading below grade level N, O, P Levels – beginning grade 3 to end of grade 3 )  
plus 1/ 12 students still reading at Level E,
- 19 at or above end of grade 4 Level (Level S+)

**Summary Results:**

**6/12 Students who were reading below grade level at the beginning of this year, completed grade 4 reading at or above the end grade 4 level.**

**There is now a total of 19/25 students reading at or above grade level.**

**An overall increase from 48% of students not reading at grade level to 76 % of students reading at or above grade level.**

**Of the 5/ 12 students still not reading at grade level, they improved 5, 6 and 7 levels in their reading (from 1 to 1 ½ years improvement). All improved significantly, but the category student who was not targeted during this inquiry.**

**This teacher and I have also collaborated to work on reading in the last couple of years.**

**Summary of working 1-1 with 1 Struggling Reader.**

Three teachers, 2 from of the above class results, made the commitment to work 1-1 with 1 struggling reader every day for a minimum of 5 minutes. The following are the results when teachers last checked on their student at the end of May and mid-June.

The student:

**1) on independent flexibility (trying the other sound(s) of the vowel and vowel combinations),**

Student # 1: can solve words in this way when prompted.

Student # 2: can solve words independently,

Student # 3: cannot solve words, yet this way.

**2) on independent flexibility by breaking words apart in different ways to trial the word,**

Student # 1: can solve words in this, independently

Student # 2: can solve words, when prompted and some assistance

Student # 3: needs support, can sometimes recognize parts she knows.

**3) on independent flexibility with solving high frequency (sight words), using a close approximation and re-reading the sentence to reveal the correct word,**

Student # 1: can solve words when teacher uses the prompt "Say what you know."

Student # 2: sometimes this strategy doesn't work and the child has to be told to re-read for meaning.

Student # 3: has a lot of knowledge and can read most high frequency words at her level of reading.

It should be noted that I used the **Gradual Release Model**, (I do it, you watch. We do it. You do it, I watch.) to model how to work with struggling readers 1-1. The results of the classes above are 2 out of 3 teachers that participated.

***Were they enough?***

Overall, students are more flexible in trialing words and re-reading to confirm that what they problem solved made sense, sounded right and looked right. Some students have gained a lot of independence others still need prompting and reminder of specific reading strategies to use.

***What did you use as baseline - and change - evidence?***

Teachers listened to students read, guided them to reading "Easy" books, used PM Bench Mark assessments and analysis, and daily analysis of each student's processing.

***How much richer are your learners' answers to the four questions?***

There was a noticeable distinction between students who worked 1-1 with their teacher during "Independent Reading" time and those that didn't. Most of those students could specifically articulate the strategies they were using or needed to get better at using.

It should be noted that 3 other teachers from the Self-Inquiry group participated in asking their students the 4 Key Questions focused around reading and writing learning. In this group of teachers who worked specifically on Reading or Self-regulation Strategies, their students

	<p>articulated and reflected on their learning, surprising well. Other very capable students from grade K to 4, reflected on the mechanics of reading and writing, but their teachers had recently made this a focus. These students appear to need to engage in creative and critical thinking activities in both their reading and writing to reflect deeper thinking learning.</p>
<p><b>Reflection (complete in June):</b></p>	<p><b><i>Finish by sharing what you learned from this inquiry.</i></b></p> <p>The majority of readers are now engaged and enjoy reading. They are re-reading and checking that what they read makes sense, sounds right and looks right. They are flexible in using problem solving strategies while reading.</p> <p>When working with a teacher, struggling readers need to know that they need to say when they know a word doesn't make sense, sound right or look right. That will let the teacher know that have noticed and to seek help rather than reading on. Some students require more opportunities to practice flexible problem solving. They need to know that they must re-read and check what they have trialed makes sense, sounds right and looks right <b>every time</b>.</p> <p>Working 1-1 with Struggling Readers and teaching students reading strategies during class Independent Reading time is very effective in accelerating children's reading ability. It increases their overall ability to read and their confidence and enjoyment of reading.</p> <p>Teachers need to be explicit when teaching strategies to improve struggling readers and their flexible problem solving. If a student does not seem to be progressing, teachers should have another experienced teacher listen to the child read to offer other insights into what strategies the child needs next.</p> <p><i>If a child is a struggling reader or writer the conclusion must be that we have not yet discovered a way to help him learn. (Clay, 2016)</i></p> <p><b><i>Where you plan to go next?</i></b></p> <p>Teachers would like to continue working 1-1 with Struggling Learners during "Independent Reading" time and would like to learn more specific reading strategy prompts to use with readers, in next year's Reading Strategies inquiry.</p> <p>Teachers would also like the opportunity to use the reciprocal strategies of reading to teach students flexible problem solving with struggling writers, in next year's inquiry.</p> <p><b><i>What advice you would offer other schools with a similar interest?</i></b></p> <p>To use the <b>Taking Action</b> plan trialed in this inquiry and "<b>Gradual Release Model</b>" or <b>Mentorship</b> program to collaborate with teachers to show them how to work with Struggling Readers, teaching the readers how to use flexible reading strategies when reading.</p>

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PRINCIPAL SIGNATURE: