



Building Resilient Learners School Plan 2018/19

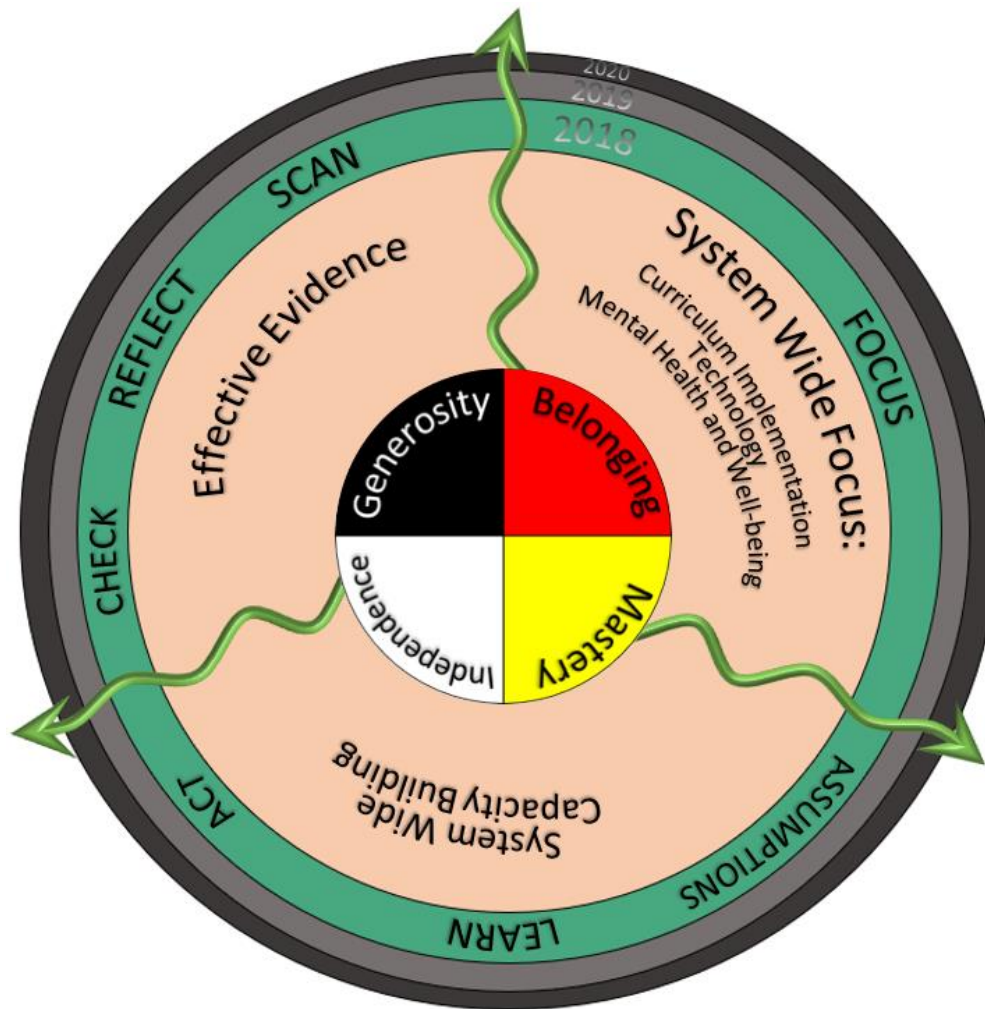
Name of School: 150 Mile Elementary

Please submit electronically in this format to Adrianna Durrant (adrianna.durrant@sd27.bc.ca) and Catherine Getz (catherine.getz@sd27.bc.ca) in October & June; please consult the “How to Complete the Building Resilient Learners Plan” and the “Scanning with the Circle of Courage” documents for completion details.

DUE DATES: October 19, 2018; June 21, 2019 (Updates and Checking and Reflection Parts)

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.

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.



INQUIRY (NOTE: copy/paste a new box for each inquiry)

Area of Inquiry (make choice bold):	Curriculum Implementation; Technology; Mental Health and Well-being
Inquiry Team Participants:	Maria Lepetich / maria.lepetich@sd27.bc.ca , Grant Gustafson (principal), Ashley Posnikoff (LST), Corrisa Kohut (K), Robyn Fofonoff (K/1), Catherine Cook (1), Kirsten Lyons (2), Jana Prokes (2/3), Wendy Bernier (3/4), Jen Wintjes (4/5), and Sandra Campbell (5/6).
Scanning Summary:	Teachers read each of the new (Fall 2018) Circle of Courage Scanning Questions within the 4 Quadrants and rated their Level of Concern for their learners.
Overarching Inquiry Question (one of 10):	To what extent will changing our format for communicating student learning create more student choice/voice and guide planning and delivery of curriculum in a way that includes all learners?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Teachers are wanting to create more Self-Assessment opportunities, which reflect students having and taking ownership of their learning.
Focus Area (Inquiry Question):	Self-Assessment of Sense of Belonging and Independence (Circle of Courage)
Focus:	Teachers chose 1 of the 4 areas of Human Development: Sense of Belonging, Independence, Mastery, or Generosity that most closely reflected what their students need to learn.
Assumptions:	Teachers are wanting to support students in regards to Self-Assessment and Reporting of the Core Competencies as a result of the Ministry of Education’s new BC Curriculum expectations.
New Professional Learning:	Teachers will interview a minimum of 2 students using the “Four Key Questions that Matter” in order to collect and gain deeper insights into student’s ownership of their learning as part of the SWW process to guide their classroom programs.
Taking Action:	
Checking (complete in June):	
Reflection (complete in June):	

For clarification, please contact Jerome Beauchamp (jerome.beauchamp@sd27.bc.ca or 250-392-3845), Dean Coder (dean.coder@sd27.bc.ca or 250-398-3810) or Silvia Dubray (silvia.dubray@sd27.bc.ca or 250-398-3851)

For clarification regarding inquiry work, please contact Brian Davidson at brian.davidson@sd27.bc.ca or phone: 250-398-3842

PRINCIPAL SIGNATURE: _____