



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

Name of School: **Peter Skene Ogden**

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?	School café and vulnerable student's lunches, Fruit and Veg program, Alternate school foods class and breakfast offering	Gr. 8 Educo, Mentorship (The Bridge), Big Brother and Sisters mentorship, Grade 8 evening barbecue, Facebook page, mass emailings. New Student Council model,	Alternate PE class, Grade 10/11 girls only PE featuring nontraditional PE options (yoga, wellness, healthy eating, lifestyle choices). Weekly learning strategy discussions regarding new curriculum.	<u>Grade 8 Connectedness</u> 1. The Bridge (mentorship) 2. Educo for grade 8s 3. Turning Beauty and Masculinity Inside Out, 4. Reach Out Psychosis assembly, RCMP and CYMH joint assembly (non violence and Internet safety), 5. FALL initiative (Families as Learning Leaders) with Canim Lake, PAC mentorship partnership 6. Continued extra-curricular support from outside agencies
What are our future plans?	Implementation of new nutritional and healthy living curriculum by visiting instructors and onsite teachers.	1. Reinitiate Positive Behaviour Support program to assist with school connectedness at all levels. 2. Canim Lake visits to discuss school connectedness.	Implementation of new nutritional and healthy living curriculum by visiting instructors and onsite teachers.	

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:	
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B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES

	Core Competencies	Aboriginal Perspectives
Examples of what we are already doing to embed these.	Grade 10/11 girls only PE featuring nontraditional PE options (yoga, wellness, healthy eating, lifestyle) re: new PHE curriculum. Testing at grade 10/11 level.	First Nations tutorial class, Orange shirt day, Truth and Reconciliation group presentation, Grade 10 Residential schools curriculum delivery.
What are our plans for this year?	3 teacher team teaching model expanded from 2.	In-service staff on First Nations Blanket Ceremony.

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

Area of Inquiry (make bold):	Numeracy
Inquiry Team Participants:	Mark Doolan, Lori Meville
Evidence Based Rationale:	Peer planning and collaboration are key to instructional improvement.
Goal:	Assess the degree to which the collaborative planning and teaching model is improving numeracy skills.
Inquiry Question:	How will using a variety of student-centered strategies for learning and assessment affect the success and resiliency of our students?
Success Criteria:	<ul style="list-style-type: none"> • verbal and written feedback from students would indicate satisfaction and confidence • increased participation in classroom activities • greater student success on tasks and assessments • teacher observation of greater student efficacy

Assessment Plan:	<ul style="list-style-type: none"> • use informal surveys with open-ended questions to get feedback from students. • observe and monitor student engagement; ask students during and after new strategies and activities (what worked for them, what would they want us to do differently?) • look at student performance on tasks and assessments.
Focus for Teacher Learning:	<ul style="list-style-type: none"> • we will look for online resources (and using technology) and activities such as Youtube and Khan Academy (for improved video coverage of topics), Kahoot (for interactive game-like review) and Socrative (for review and assessment). • we will also collaborate on varying our teaching strategies (such as adapting the “Guided Math” approach to a science course) to deliver the content in a more effective way than lecturing.
Analysis:	<ul style="list-style-type: none"> • we found that student engagement did increase given opportunities for collaboration and when a variety of teaching strategies was used. • we noted that most of our students became more confident with the course content when given chances to show their knowledge in different ways and when they had a say in the way they were being assessed.
Reflection:	<ul style="list-style-type: none"> • we found that students were more engaged, more confident and more successful when we provided them with learning opportunities that were varied, collaborative and interactive. • we, as teachers, became more willing to try new ideas and were successful at moving away from a teacher-centered classroom to a more student-centered one. • we also believe that we were successful in covering the content in this course with fewer and shorter lectures and a more student-centered approach.
Next Steps:	Working in conjunction with previous participants in the collaborative inquiry model the team teaching approach will be extended to other staff specifically Denise Van Dalen. Lori Meville will partner with Denise and continue the analysis of this approach as an effective teaching model.

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

Area of Inquiry (make bold):	Literacy
Inquiry Team Participants:	Jessie Sviatko and Zack Matfin
Evidence Based Rationale:	
Goal:	
Inquiry Question:	How do we improve reading comprehension in our Learning Strategies students?
Success Criteria:	<p>Students will demonstrate competency through the explicit strategy lessons given in Learning Strategies.</p> <p>Students will demonstrate an improved completion and handing in of assignments in their core curriculum courses.</p> <p>Students will demonstrate a positive comfort level upon reflection of LS lessons and subsequent course work.</p> <p>POTENTIALLY improved progress in English/Communications or another specific course</p>
Assessment Plan:	Mr. Matfin and Ms. Sviatko will assess the progress of students’ grades and attitudes through Semester Two.
Focus for Teacher Learning:	<p>Continued research on improving student comprehension.</p> <p>Assessment of best strategies and preparation of explicit lessons to be implemented in the second semester Learning Strategies blocks.</p> <p>Continued preparation and participation in Strategy Discussion Groups to share learning from this Inquiry and other learning.</p>
Analysis:	<p>A teacher introduced the goal setting and reflection to his Learning Strategies class at the beginning of Term 4. Students were asked to set a goal on Monday, do a check-in on Wednesday to monitor their progress, and complete a reflection of their progress on Friday. He had an interesting group to try this with – mostly Alternate students who were not necessarily receptive to structure and demands. Some of those students were strongly resistant to this additional requirement, but most were willing to at least try it. He found that the students who were truly motivated to succeed found the goal setting and reflection opportunity helpful and worthwhile.</p> <p>He and I have been working on the strategies booklet for Learning Strategies students to begin using next year and it is about 2/3 complete. It will be completed before September. I have also discussed the use of it in all LS classes next year with the learning support teacher as we have numerous teachers assigned to teach LS and this will provide a common basis from which to build their lessons.</p>
Reflection:	<p>Given our success, I will be discussing with the learning support teacher next week how best to role the goal setting and reflection strategy out across all Learning Strategies class. Obviously, we need to figure out the best way to get a significant majority of students to see it as a worthwhile practice for students so they get the full benefits of the practice.</p> <p>She and I will also be discussing how best to introduce the Strategies Booklet to the teachers so that they will see it as a useful tool. We used to have an amazing lesson sequence done in LS but that has fallen by the wayside in recent years as teachers have moved in and out of the department and the school. This will hopefully be the start of resurrecting that practice.</p> <p>Our Strategy Discussion Meetings were more regular this year after making the decision to hold the meeting on the first Friday of each month instead of scheduling it to accommodate other school activities and pressures. We consistently had six attendees, including myself, as we shared our lesson ideas and reviewed two other “new” strategies. After doing this for nearly 10 years, there aren’t many truly “new” strategies out there, but it provides an opportunity to review one we’ve talked about in the past that may have been forgotten and may fit with what we’re currently doing in our classrooms or will be in the near future. Also, the group has changed over the years so some may not have been there for the initial introduction. With the changing staff assignments next year, I anticipate we may have new additions (but hopefully not subtractions) to the group.</p>
Next Steps:	Literacy, as a school wide concept, is difficult to implement and monitor in a high school setting. From the Principal’s perspective I would like to discuss the possibility of moving to PLC connections to the implementation of Core Competencies and to develop approaches and standards that promote the fundamental aspects of the Core Competencies both in grade 8/9 and in preparation for the new grad program.


 PRINCIPAL SIGNATURE: