



**Building Resilient Learners  
School Plan  
2017/18**

Name of School: **Peter Skene Ogden**

Please submit electronically in this format to Jackie Shaw ([jackie.shaw@sd27.bc.ca](mailto:jackie.shaw@sd27.bc.ca)) in 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**

	<b>Physical Environment Healthy Eating</b>	<b>Emotional Environment School Connectedness</b>	<b>Teaching and Learning Curriculum - Health, Career and Physical Activity</b>	<b>Parent &amp; Community Partnerships</b>
<b>What are we doing?</b>	School café and vulnerable student’s lunches, Fruit and Veg program, Alternate school foods class and breakfast offering	Mentorship (The Bridge), Big Brother and Sisters mentorship, Grade 8 evening barbecue, PSO Facebook page, mass emailings,	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.	1. The Bridge (mentorship) with past grads and PAC. 2. Reach Out Psychosis assembly, RCMP and CYMH joint assembly (non violence and Internet safety), 3. FALL initiative (Families as Learning Leaders) with Canim Lake, PAC mentorship partnership 4. Continued extra-curricular support from outside agencies
<b>What are our future plans?</b>	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. (February 2018 Pro-D in-service. 2. Canim Lake Band visits to discuss school connectedness. 3. School Culture Committee established September 2017.  Goals: ➤ Improve teacher practice re: connecting with students. ➤ Provide events and activities aimed at encouraging school connectedness.(Staff and student pancake breakfast, Music showcase luncheons) ➤ Initiate the process of establishing a set of PSO operating principles co-created with staff and students. ➤ Follow up to June 2017 school culture survey related to student and staff and student to student respectful interactions and bullying prevalence.  4. Establish bully intervention initiative aimed at reeducation. Based	1. Implementation of new nutritional and healthy living curriculum by visiting instructors and onsite teachers. 2. Core Competencies and self-assessment: ➤ Quarterly self-assessments with the final assessment in June based on Personal Awareness and Responsibility competency. ➤ Delivery of structured lessons targeting mental health, bullying and resiliency to be delivered by all staff within existing curriculum.	

		<p>on “ERASE” principles and Bully Beware program. Classroom in-service with a focus on the “To this Day Project” video.</p> <p>5. Staff in-service on trauma informed classrooms.</p> <p>6. Mental Health awareness presentation (school and community) with Dr. Kristin Buhr. Teenagers and anxiety disorders.</p> <p>7. Green Thumb Theater performance re: Teenage stress and anxiety.</p>		
--	--	--	--	--

**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>	
--------------------------	--

**B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES**

	<b>Core Competencies</b>	<b>Aboriginal Perspectives</b>
<b>Examples of what we are already doing to embed these.</b>	<ul style="list-style-type: none"> <li>➤ Grade 10/11 girls only PE featuring nontraditional PE options (yoga, wellness, healthy eating, lifestyle) re: new PHE curriculum.</li> <li>➤ Focus on Personal Awareness and Responsibility competency.</li> <li>➤ Positive Behaviour Support initiatives connected to Core Competencies (Rewarding cards based on the 6 Competencies)</li> </ul> <div style="text-align: center;">  <p>NAME: _____  HOMEROOM TEACHER: _____  ACTION EXAMPLE: _____</p> </div> <ul style="list-style-type: none"> <li>➤ Multi-grade and clientele focus groups to establish PSO operating principles.</li> <li>➤ Continue with Core Competencies self-assessment. All grades, quarterly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ First Nations tutorial class</li> <li>➤ Orange shirt day</li> <li>➤ Grade 10 Residential schools curriculum delivery in Socials 10.</li> </ul>
<b>What are our plans for this year?</b>	<ul style="list-style-type: none"> <li>➤ Reinvigorate Positive Behaviour Support system based on Core Competencies.</li> <li>➤ Continue Core Competencies self-assessment through Home Rooms.</li> <li>➤ Mid-year survey first delivered in June 2017 to be continued mid-year and year end. See attached.</li> <li>➤ Grade assemblies at the 8/9 level using the “To This Day” video with break out groups facilitated by staff and older students following the video to discuss aspects of the Personal Awareness and Responsibility competency related specifically to respectful treatment of all people at PSO.</li> </ul>	<ol style="list-style-type: none"> <li>1. FALL initiative (Families as Learning Leaders) with Canim Lake.</li> <li>2. Reevaluation of current aboriginal support curriculum delivery models at PSO. <ul style="list-style-type: none"> <li>• Investigate Four Directions and Mount Boucherie Secondary delivery approaches through visitations in conjunction with Canim Lake Band.</li> <li>• Initiate conversations with all stakeholders regarding infusing curriculum with First Nations culture.</li> </ul> </li> <li>3. Take steps toward a more holistic approach to First Nations education emphasizing more authentic, hands-on Aboriginal activities aimed at enriching their understanding of the local culture while making a positive contribution to the community.</li> </ol>

**C. LITERACY, NUMERACY AND/OR CURRICULUM INQUIRY**

**SPIRALS INQUIRY FORM:**

<b>School Name:</b> PSO	<b>School District:</b> SD27 (Cariboo-Chilcotin)
<b>Inquiry Team Members (include email address of Facilitator):</b> Lori Meville and Denise Van Dalen	
<b>Please check the appropriate box below:</b>	
<input checked="" type="checkbox"/> <b>NOII (inquiry will focus on one or more of the OECD learning principles or core competencies)</b>	
<input type="checkbox"/> <b>AESN (focus on Aboriginal learners or Aboriginal understandings )</b>	
<b>FOCUS AREA:</b> Please state in a few words the specific focus for your inquiry - for example Aboriginal transitions, self-regulation, formative assessment, early literacy, math problem solving. This does NOT need to be framed as a question.	

Use a variety of teaching strategies and formative assessment to improve communication and to increase success and resiliency in learners
<b>1. Scanning:</b> In a few sentences, describe what you did during the scanning phase? How did you use the four questions? What did you learn as a result? What other questions did you find most helpful during this process? What stimulated your curiosity?
Staff were surveyed to determine which area of core competencies to focus on this year. Communication was a common area of focus. We looked at student marks in science 9 and 10 and surveyed students in our class in September about their learning style and preferences.
<b>2. Focus:</b> In two to three sentences, explain <b>how</b> you determined the focus for your team inquiry.
Earth Science 11 was the course chosen for our team teaching. Our 'clientele' is dictating our focus; most have had limited scientific literacy and success in previous science courses.
<b>3. Hunch:</b> In two to three sentences, describe your hunches about the ways in which practices at the school <i>may</i> be contributing to a need for change.
We are noticing that some student-centred approaches keep students engaged and more focused on their learning. Students' attention spans and motivation are changing [with these approaches].
<b>4. New professional learning:</b> In two to three sentences let us know about the new areas of professional learning you plan to explore connected to your focus area. Be as specific as possible.
We want to look into ways to incorporate the 'Guided Math' approach in science and investigate effective and sustainable formative assessment strategies.
<b>5. Taking action:</b> Describe strategies you and your team decided on and how your actions worked out. Be as specific as possible – so that other teams can learn from your experience.
We have started to diversify and use more student-centred and collaborative approaches. We are having some success but are struggling to reach some reluctant learners.
<b>6. Checking:</b> Summarize the differences you made. Were they enough? Were you satisfied? What did you use as baseline - and change - evidence? How much richer are your learners' answers to the four questions?
We have compared students to their own past grades and their success early in the term. We believe that we have made a positive difference in some students' overall success. We can pin-point some individuals who have succeeded in that they have completed the course and have shown improvement in their scientific literacy over the term. Not all students showed improvement in their scientific literacy or overall progress. Students have completed surveys and reflections to describe their learning and understanding. As well we looked at their term grade compared to their grades in previous science courses. We have found the team-teaching model to be a positive one in that we have both improved our repertoires of effective formative assessment tools and teaching strategies, but were both frustrated with some of the logistics. Both of us had very full and busy course loads during our team-teaching semester and found it difficult to take time away from our other classes to collaborate. We both feel that this could have been a much more beneficial experience if we had been able to have shared prep time.
<b>7. Reflection/Advice:</b> Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.
We have discovered that the composition of our class greatly affects the success of teaching strategies that usually work well with other groups of students, even with two teachers present. Having two teachers in a class of reluctant learners is effective in many practical ways, such as being able to implement IEP requirements, tracking students' attendance and assignment completion, and providing timely feedback to students about their learning. To take this model into the future we would like to see the team-teaching model continue to be used in our school, especially in the areas of numeracy and scientific literacy, but are investigating ways to spread out the benefits, such as having the PLC coordinator team-teach with a larger number of teachers over the school year, perhaps in 2 to 3 week sessions. Our advice to teachers attempting to team-teach a course such as Earth Science 11 to improve student efficacy would be to choose a few "tried and true" student-centred teaching strategies to use regularly so that students become accustomed to and comfortable with the process. Regular reflection in a friendly format for these students would also be beneficial as a measuring tool.

#### SPIRALS INQUIRY FORM:

<b>School Name:</b> Peter Skene Ogden	<b>School District:</b> SD27 (Cariboo-Chilcotin)
<b>Inquiry Team Members (include email address of Facilitator):</b> Jessie Sviatko ( <a href="mailto:jessie.sviatko@sd27.bc.ca">jessie.sviatko@sd27.bc.ca</a> ) Shawn Meville and CrystalDawn Langton Junior-Level Learning Strategies Teachers Kyla Marten and Pat Seilis Strategy Discussion Group (participation members vary)	
<b>Please check the appropriate box below:</b> <input checked="" type="checkbox"/> <b>NOII (inquiry will focus on one or more of the OECD learning principles or core competencies)</b> <input type="checkbox"/> <b>AESN (focus on Aboriginal learners or Aboriginal understandings )</b>	
<b>FOCUS AREA:</b> Please state in a few words the specific focus for your inquiry - for example Aboriginal transitions, self-regulation, formative assessment, early literacy, math problem solving. This does NOT need to be framed as a question.	
<b>1. Scanning:</b> In a few sentences, describe what you did during the scanning phase? How did you use the four questions? What did you learn as a result? What other questions did you find most helpful during this process? What stimulated your curiosity?	
We are learning a variety of strategies to help teachers help students in various arenas. Shawn and Jessie are looking at providing teachers with strategies to help improve student self-regulation and responsibility. Jessie is helping the Learning Strategies Teachers to implement a system for grade 8 and 9 students to explore and use strategy frames that work best for them for their core courses. The Strategy Discussion Group continues to look for new and effective ways to learn course material.	
<b>2. Focus:</b> In two to three sentences, explain <b>how</b> you determined the focus for your team inquiry.	
Students are struggling to find concrete ways to deal with challenges of high school – classroom work and social interaction. Effective strategies must be presented to them to help them deal with these challenges.	

<p><b>3. Hunch:</b> In two to three sentences, describe your hunches about the ways in which practices at the school <i>may</i> be contributing to a need for change.</p>
<p>Teachers are possibly struggling to change their practices to accommodate the changing demographics of our population. Students need to be encouraged to find a way to meet their individual education needs – i.e. learning new tools and strategies to complete assignments effectively.</p>
<p><b>4. New professional learning:</b> In two to three sentences let us know about the new areas of professional learning you plan to explore connected to your focus area. Be as specific as possible.</p>
<p>Examining ways to change school culture that will work for PSO.</p>
<p><b>5. Taking action:</b> Describe strategies you and your team decided on and how your actions worked out. Be as specific as possible – so that other teams can learn from your experience.</p>
<p>Continued preparation of tools and strategies to be implemented in future Learning Strategy classes. Continued exploration of strategies to improve school culture. Continued exposure to staff of new/interesting lesson ideas.</p>
<p><b>6. Checking:</b> Summarize the differences you made. Were they enough? Were you satisfied? What did you use as baseline - and change - evidence? How much richer are your learners' answers to the four questions?</p>
<p>Re: self-regulation – implemented two lessons based on the Trevor Ragan's "Train Ugly" tutorials for the grade 8s and 9s. Although all teachers during one specified block were asked to do the lesson and show the videos to their classes, few actually did. The feedback from those who did them are valuable to shaping the lessons for the grade 8s next year.</p> <p>Re: strategy frames – Kyla Marten used them as the basis for mini-lessons to fairly good success. The Learning Strategies students are not quite self-motivated enough to use them on their own yet, although with the "Train Ugly" presentations, that may change.</p> <p>Re: anxiety – we are currently in the "searching" stage on this part of the inquiry. Shawn Meville, CrystalDawn Langton, and Jessie Sviatko have been interviewing the counselor and examining the strategies used at Brocklehurst Middle School in Kamloops and looking at a variety of resources to tailor a strategy to help the multitude of student struggling with this issue in our school.</p>
<p><b>7. Reflection/Advice:</b> Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.</p>
<p>This year's Inquiries took a while to reveal themselves in their final iteration. As a result, the "Train Ugly" based lessons were not presented to the students until June – always a problematic time of the year to throw something new at teachers and students. The upside to this process is that, when the first lesson was presented to staff, the consensus was made to show it to all junior-level students as opposed to the original plan to present only to the Learning Strategies students so teachers obviously saw the merit and need for the message.</p> <p>The work on the anxiety initiative is in its infancy. The discussion with Brock Middle School was eye-opening. Their greatest advantage is having Social Worker Students from TRU who did their practicums in the School and therefore run their program but we were able to glean ideas that we can hopefully build on. CrystalDawn Langton is looking into funding options through the Red Cross as part of the fire recovery funding to supply a part-time counselor. We have the beginnings of a plan that we're going to work on over the summer so that we can implement it as early as possible in the 2018-19 school year.</p> <p>In conclusion, this year's PLC Inquiry is a work in progress. Firm plans are in place for short-term and longer-term advancement of both inquiries.</p>

For clarification regarding **Part A**, please contact Silvia Dubray at: [silvia.dubray@sd27.bc.ca](mailto: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](mailto: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](mailto:brian.davidson@sd27.bc.ca) or phone: 250-398-3842



PRINCIPAL SIGNATURE: