



**Building Resilient Learners
School Plan
2018/19**

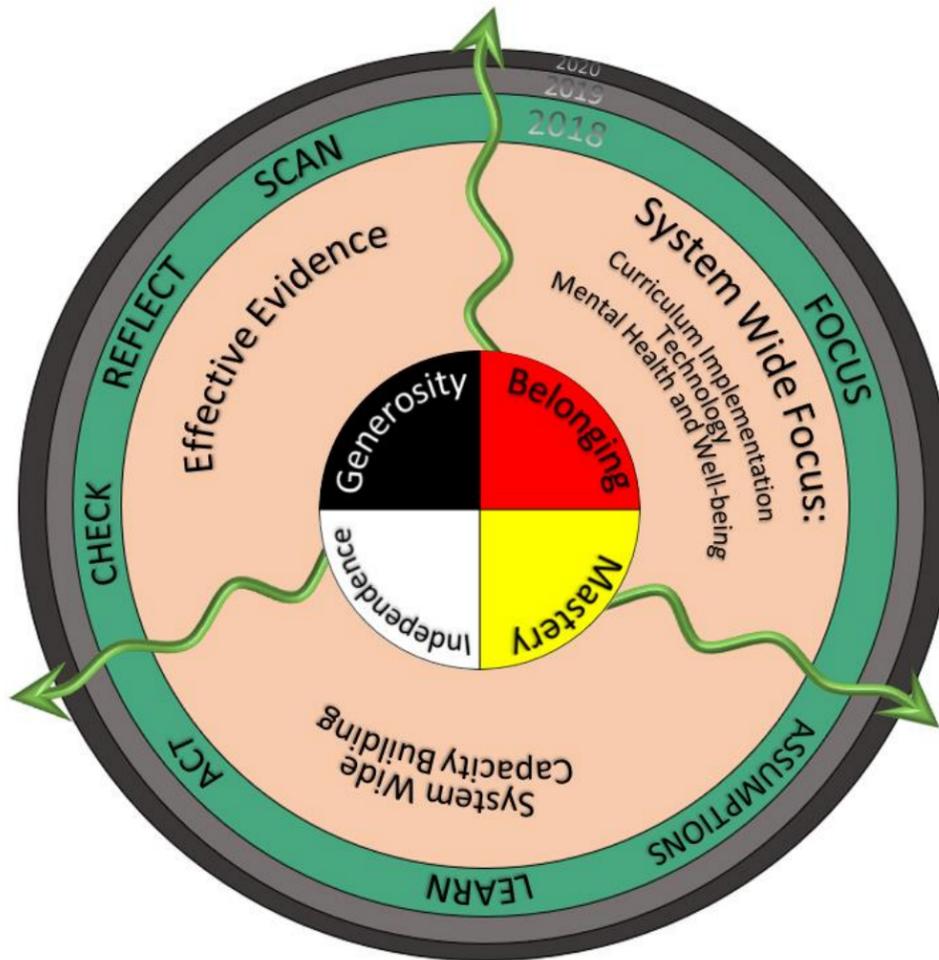
Name of School: 150 Mile Elementary

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 Calabrese / maria.calabrese@sd27.bc.ca , Grant Gustafson (principal), Ashley Posnikoff (LST), Carrisa 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 wanted to create more Self-Assessment opportunities, which reflected students taking ownership of their Sense of Belonging.
Focus Area (Inquiry Question):	What opportunities could be created for students to improve their Sense of Belonging through Self-Assessment?
Focus:	Sense of Belonging opportunities were created at the School, Classroom and Student levels.
Assumptions:	There might be a connection between a student’s Sense of Belonging and a Student’s Sense of Responsibility. The ability students have to solve their own interpersonal problems.
New Professional Learning:	Teachers learned from Ameila Franck Meyers in her Ted Talk Video, “The Human Need for Belonging.” A Sense of Belonging matters because the need for a healthy Sense of Belonging is a “necessary” human need. In the book, Learning in Safe Schools: Creating Classes Where Students Belong by Faye Brownlee and Judith King, we learned how to implement a School Wide Code of Conduct with student and parental input, although this was not our focus. We got some concrete ideas and activities on ways to create “Belonging” classrooms.

<p>Taking Action:</p>	<ol style="list-style-type: none"> 1. December and May Student Sense of Belonging Surveys were administered. 2. Students with a negative Sense of Belonging were red-flagged, interviewed and special attention was given to them by their classroom teacher and other teachers. 3. The WITS Program (Walk Away, Ignore, Talk it Out, Seek Help) and role playing was implemented by teachers, in order for all students to gain more skills when dealing with interpersonal conflict. 4. At an assembly, Grades K to Grade 4/5 students were read a story, taught the WITS communication salute and hand shake, given a badge and were given a WITS strategy bookmark. Prior to that teachers implemented the WITS program in their classrooms and the principal reminded students daily to use their WITS, through the morning announcements.
<p>Checking (complete in June):</p>	<p style="text-align: center;"><u>Teacher’s summarized their thoughts, ideas and feelings about their findings on the May Sense of Belonging Survey.</u></p> <p><u>Positive Results:</u> In the May survey, the majority of students responded positively with “Agreed a Lot” or “Agreed a Little” to how they felt about their Sense of Belonging. The questions required students to choose from the choices of: Agree a Lot, Agree a Little, Disagree a Little or Disagree a Lot.</p> <p>Some classes did not have any negative responses to how they felt about their Sense of Belonging. There were some classes where there were not any students who responded with “Disagree a Little” or just a few students who responded with “Disagree a Lot.”</p> <p><u>Negative Results:</u> Some classes reported that students who they identified in December as making them feel unsafe are the same students in May who made them feel unsafe. Some students reported that students who they did not identify in the December survey are making them feel unsafe in the May survey.</p> <p style="text-align: center;"><u>Teacher’s remarked on student’s responses to the questions, “Did using the WITS program help you solve problem(s)?”</u></p> <p><u>Positive Results:</u> Most of the grade K to grade 4/5 students used the WITS strategies: Walk Away, Ignore, Talk It Out or Seek Help. Students “Agreed a Lot,” or “Agreed a Little” with how much it helped.</p> <p><u>Negative Results:</u> A few students in a mid-grade primary class found it hard to use the WITS strategies. These students also had negative responses to many of the other survey questions. These students are still lacking interpersonal problem solving skills and some of their personal problems are complex.</p> <p>Students in both Grade 5/6 classes did not either use the WITS strategies or did not find them helpful. These students did not get the same introduction assembly as the Grades K to 4/5.</p> <p style="text-align: center;"><u>Results of Red flagged Students from December Survey</u></p> <p>Forty-one students were red flagged after the December Sense of Belonging Survey. Teachers were given release time to interview the students to determine why they responded negatively.</p> <p>Classroom teachers took the following actions to build students Sense of Belonging. They spent more time building stronger relationships with the red flagged students in their classroom. They checked in with them frequently. These teachers ensured that when problems arose they took the time and used the WITS strategies and Role Playing to provide a model for how problems could be dealt with when conflict arose.</p>

	<p>A master photo list of all red flagged students was made and kept in the office. Each teacher signed up to take the following actions to connect to 3 students who were not in their classroom. They invited them to their classroom to help with jobs. Teachers went out of their way to connect with these students when they were on duty or when they saw them elsewhere in the school.</p> <p>In the follow-up May Sense of Belonging Survey, of the 41 students that were red flagged, 2 had moved. Of the 39 remaining students 8 students who responded negatively in December, they now responded with a positive Sense of Belonging.</p> <p>An additional 5 students who responded with a positive Sense of Belonging in December were red flagged by their teacher again in May because they are low academic students that lack interpersonal skills. These students were identified as needing to form authentic connections with their next year's teachers in order to continue to learn and grow successfully. The teacher who identified these students has advocated for transitional time at the end of the school year and at the beginning of the new school year to support a positive transitioning of these students to their next grade.</p> <p>Teachers did not comment on a total of 18 students who they red flagged in December when they responded on the May survey results. The reasons are unknown.</p> <p>Of the 7/39 remaining students the teachers red flagged in December and May as having a negative Sense of Belonging, the reasons were varied. One was due to very low school attendance. Another student their issues had to do with very low academic learning and struggling with social emotional skills. For two other students the reasons appear to be just social-emotional issues. These students are average academic learners. There are two other students who are siblings. Their reasons for their challenges appears to be that they are struggling in their homes with the family dynamics. These brothers both challenge adult authority and have difficulty responding in successful ways to teachers. Their ability to successfully deal with conflict resolution in interpersonal relationships is a challenge also with their peers. The other student is generally quiet and co-operative, but he does lack affective interpersonal problem solving skills.</p> <p style="text-align: center;"><u>Students identified in the May Survey that were not identified in the December Survey.</u></p> <p>Teachers identified 14 other students that they had concerns about in the May survey that they did not identify in December. Thirteen out of fourteen had negative responses in December, but showed positive responses in May. The reasons varied from students making friends to several unknown reasons. There wasn't time to follow-up on the reasons why their responses were now positive.</p> <p>Two students who had positive responses in December had more negative responses regarding their Sense of Belonging in May. One student was often caught in the middle of 2 groups of friends and she lacks the problem solving skills to manage these situations.</p> <p>The other student was new to the school in September and the reasons his answers were now negative are unknown as there was not time to follow-up and ask him.</p>
<p>Reflection (complete in June):</p>	<p style="text-align: center;"><u>Teacher's summarized their thoughts, ideas and feelings about their findings on the May Sense of Belonging Survey.</u></p> <p><u>Positive Results:</u> <i>The following comments have to do with the general questions of Sense of Belonging at the top of the survey form: feelings about liking school, feeling safe, belonging to the school, seeing classmates, teachers being fair, being proud of your school and learning a lot.</i></p> <p>On the May survey students were feeling more confident, happier, and safer. They felt like they belonged and they were feeling like they were being treated fairly in comparison to the December Survey.</p> <p><u>Negative Results:</u> The principal is planning to follow-up with the students who named students that still made them feel unsafe.</p> <p>In some of the youngest classes the teachers felt the students did not fully understand the Sense of Belonging questions and wondered how the survey could have been done differently for them.</p>

**Teacher's remarked on student's responses to the questions,
"Did using the WITS program help you solve problem(s)?"**

The reasons stated were because teacher's thought the words were simple, short and easy to remember. Teachers purposefully modeled the solutions through Role-Playing. The students then became familiar with the strategies and vocabulary. This framework gave students authentic, practice opportunities.

Negative Results:

The results from one of the youngest classes revealed that students mainly used "S-Seek help," but with a gentle reminder they tried to "Talk it Out."

With another young class, the results showed that students tried all the steps, but nothing changed. This could be attributed to students not understanding the cycle of conflict resolution. When a problem is talked about and solutions and consequences have been found the issue needs to end and everyone needs to move forward.

One intermediate class and one primary/intermediate class, the teachers noted that the implementation time for WITS was very short.

One teacher noted that two of her low, academic and socially, challenged, students needed lots of help and practice using WITS. It helped when the teacher said "Use your WITS" and "Role Play" was used. They continue to be limited in their ability to solve problems independently.

Another early primary class needed reminders about what they could do differently to deal with problems using the WITs strategies.

The two upper intermediate classes either did not use the WITS program or did not find it useful. The school wide presentations were done with the K to Grade 4/5 classes in the school because they were more suited to that age group.

Teacher Recommendations for Next Year:

- To intentionally plan activities for Sense of Belonging at all Levels in the School: school, class and student level next year.
- To continue using WITS, but it is not necessary to do it as an inquiry.
- Teachers feel it is important for students to have say in one friend they would like in their class next year.
- Give some students the opportunity before the end of the year to spend some time with their next year's teacher in a social way, building a relationship.
- At the start of the next school year, have a whole school getting to know each to know each other activities during the first week of school and periodically throughout the year.
- To remind teachers to invite and share the learning of their students with other classes, in order for more students to get to know other teachers and students in the school.

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: