



## Building Resilient Learners School Plan 2018/19

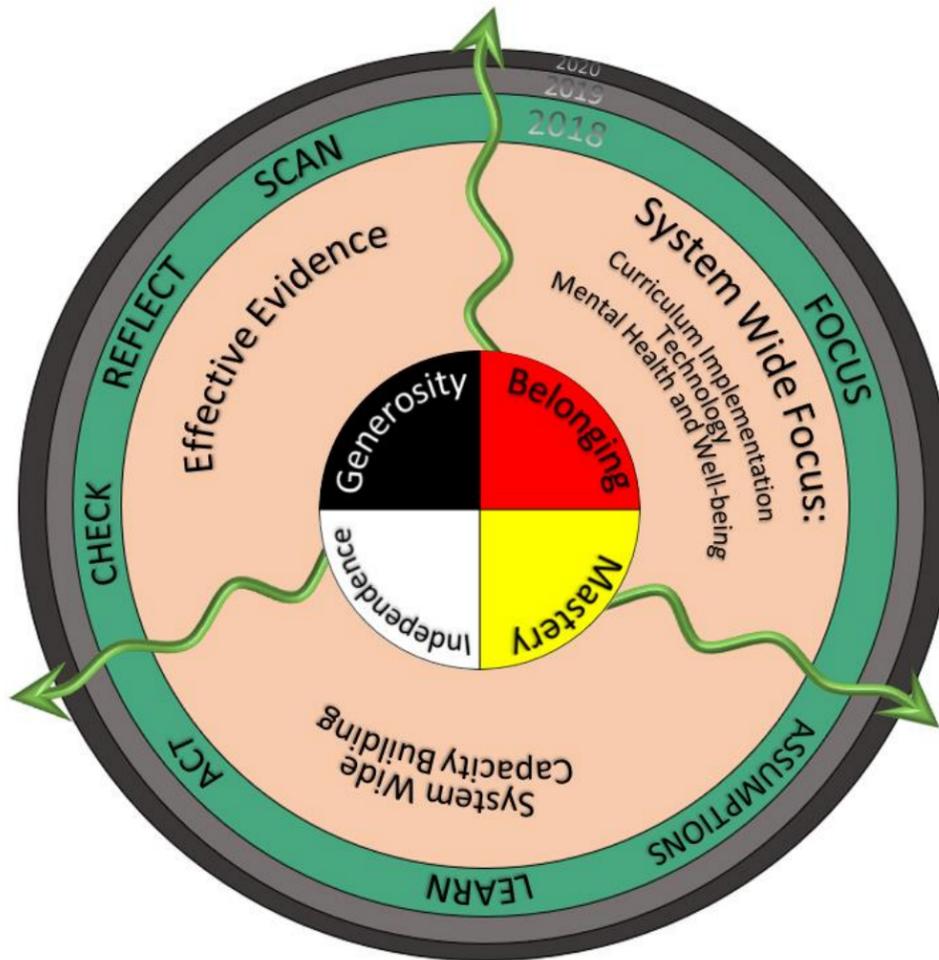
Name of School: **Big Lake Elementary School**

Please submit electronically in this format to Adrianna Durrant ([adrianna.durrant@sd27.bc.ca](mailto:adrianna.durrant@sd27.bc.ca)) and Catherine Getz ([catherine.getz@sd27.bc.ca](mailto: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)**

<b>Area of Inquiry (make choice bold):</b>	<b>Curriculum Implementation</b>
<b>Inquiry Team Participants:</b>	Holly Zurak, Michelle Roberts, Tess Riley, (supported by Shari Mailhot, Kim Benisch)
<b>Scanning Summary:</b>	<p>Using the Circle of Courage, staff members used the September CI Day as the first opportunity to work collaboratively to assess ourselves, “How are our learners doing in these areas?” As it is September, the scanning we completed that day was general and speculative. We are proud of the inquiry work we began last year, and our scanning conversation indicated agreement to “continue the work”.</p> <ol style="list-style-type: none"> <li>1. Belonging: With 33% of our students new to our school this school year, getting to know our new learners and building strong relationships with them is important to us. We have a new common space (a circle of benches) in front of the school where we will meet every day first thing for Morning Meeting. Students will greet and acknowledge each other by name, meet eyes, and make connections.</li> <li>2. Mastery: In small multi-grade classrooms we will work to provide opportunities for direct instruction, partner work and independent practice by continuing the frameworks of Guided Math and Daily 5. We are noticing growth spurts in our students in the areas of math and literacy using these frameworks. Most importantly to us, we are seeing bounds of growth in independence from adults in the “needs” of our students using these frameworks. We will continue to develop our work around assessing Core Competencies.</li> <li>3. Independence: We agree that common language is powerful in the development of independence for our students. We will use common routines and structures such as providing “thinking time”, opportunities for selecting mindfulness, and opportunities for student voice and choice.</li> <li>4. Generosity: Our student leadership group will look at the question “how do we make positive contributions to each other?” this year and document instances of generosity on the</li> </ol>

	Student Leadership board outside the office. This also contributes to our “making thinking visible” goal.
<b>Overarching Inquiry Question (one of 10):</b>	To what extent will new collaborative systems within our schools enable staff to engage in innovative and inquiry-based learning?
<b>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</b>	<p>At our school, teachers are undertaking new learning around “Visible Learning” and “Cultures of Thinking”. To teach collaboratively and school wide (at times) is challenging and requires deep and collaborative planning.</p> <p>Planning for Innovative and Inquiry-Based Learning:</p> <ul style="list-style-type: none"> <li>- Students in grades 2-7 are engaging in an hour-long Inquiry block daily, with Holly &amp; Tess as lead teachers. During Inquiry we are teaching the processes of Social Studies and Science using the inquiry cycle with students. Topics include big content ideas such as Self, Wild Animals, Space, Social Responsibility &amp; Giving, Energy, etc.</li> <li>- Guided math with a focus on taking math outdoors</li> <li>- Exploratory work in early primary math using “loose parts”</li> <li>- Student voice and choice using <i>Flipgrid</i> to do assignments like reader’s responses (Book Talks), parent-teacher-student conferences, and French language learning</li> <li>- Weekly ADST focused afternoon with stations and challenges</li> <li>- Outdoor place-based education (WILD TIME) Tuesday, Thursday and Friday afternoons</li> <li>- Exploring technologies for practice and assessment; such as <i>Kahoot</i>, <i>Epic!</i>, and <i>Sumdog</i></li> <li>- Core French language learning for all students in grades 3-7</li> <li>- Nutrition education and hands-on cooking for grade 6/7s biweekly</li> <li>- Early learning (K/1) whole class inquiries</li> </ul>
<b>Focus Area (Inquiry Question):</b>	To what extent can we improve student growth and ownership of their learning by creating a schoolwide culture of thinking and learning?
<b>Focus:</b>	We met as a staff to discuss our PLC inquiry. After sharing our observations, reviewing support plans, and using the four questions, we looked for foundational pieces that we could build upon. We decided that a focus on teaching visible learning and thinking strategies would build on our good results from last year and provide common language for future growth.
<b>Assumptions:</b>	We need to look at how we support the independence of our learners so they can develop ownership of their learning and consistently demonstrate their thinking/learning. Doing this in a coordinated and intentional way will continue to support learners’ growth towards independence.
<b>New Professional Learning:</b>	<p>We will continue to use these key resources to support our learning and planning:</p> <ul style="list-style-type: none"> <li>- ‘Cultures of Thinking’ by Ron Ritchhart</li> <li>- ‘Visible Learning’ by John Hattie</li> <li>- ‘Number Talks’ by Sherry Parish</li> <li>- the Core Competencies (BC Curriculum)</li> <li>- the 8 Successful Learning Traits</li> <li>- POPFASD ‘8 Magic Keys’ for inclusive learning</li> </ul> <p>New professional learning will be pulled from:</p> <ul style="list-style-type: none"> <li>- ‘A Guide to Documenting Learning: Making Thinking Visible, Meaningful, Shareable and Amplified’ by Silvia Rosenthal Tolisano &amp; Janet A. Hale</li> <li>- ‘Powerful Understanding’ by Adrienne Gear</li> </ul>
<b>Taking Action:</b>	<p>Actions underway:</p> <ul style="list-style-type: none"> <li>• Building a flexible learning environment physically to support diverse learning needs</li> <li>• Continuing Daily 5 language arts choices</li> <li>• Using “Number Talks” in our guided math framework. Getting kids thinking and talking about their thinking in Math.</li> <li>• Implementing Inquiry Hour (Grades 2-7) for the processes (and big ideas) in SS &amp; Science</li> <li>• Having the district resource specialist to come teach about online resources and research skills (ERAC as well)</li> <li>• Provide opportunities for independence in classroom and school routines</li> <li>• Integrate technology, as appropriate, to encourage independence</li> <li>• Explicitly teach Ritchhart’s ‘Thinking Routines’</li> <li>• Adding parent involvement action (communication and aligning language/expectations)</li> <li>• Celebrating the Learner Traits (HOW students think/learn) through celebration assemblies (monthly) and at the year-end awards assembly.</li> <li>• Curating student assessment data in individual binders as evidence of deep and ongoing learning continuum – involving students in the selection of artifacts</li> </ul>
<b>Checking (complete in June):</b>	Teacher Reflections:

	<p>“For me, I have changed my teaching practice by questioning my students in a way that incorporates what they notice, feel, know, better understand and learn. I endeavour to be more present when we talk, truly listen, and actively participate. If I listen with intent, we all learn. My provocations are challenging, go beyond what is expected, and make students think deeply. I notice that my questions are leading students to use their ability to think critically and prior knowledge.” – Michelle Roberts, teacher Big Lake Elementary</p> <p>“Making visible learning has affected my teaching in a number of ways. Firstly, it ensures that everything I plan and do in the classroom is intentional. Having guiding questions posted around the room reminds us as educators but also the students of where we are going and what the end goal will be. It also allows us to work within an inquiry model of learning, where students are co-designing projects and co-creators of assessments. This inquiry learning ensures students have access to learning at their own level and that they find successes at school. Our inquiry learning always culminates with a visual project (presentation, poster, Flipgrid, video, drama) so that the students can demonstrate to themselves, their peers and others in the community their learning.” – Tess Riley, teacher Big Lake Elementary</p> <p>Evidence can you point to that would support the idea that ownership of learning has increased:</p> <ul style="list-style-type: none"> <li>- Ownership of learning has increased by gradual release of teacher support during inquiry learning in science and social studies. Students are “diving in to inquiry”.</li> <li>- By the evidence of increase in self-directed behavior in transitions</li> <li>- The Kindergarteners/grade 1’s have shown increased pride and awareness of their metacognition. The students are aware that they are advancing and are happy to tell about it.</li> <li>- The quantity of work output that is being done independently in all classrooms.</li> <li>- Our teachers’ assessment approaches as well as our pedagogy.</li> </ul> <p>What are students doing now that they wouldn't have done before that shows they 'own their learning':</p> <ul style="list-style-type: none"> <li>- Students are making accurate choices about their own learning levels and when to push themselves as learners (grit for new learning).</li> <li>- Students are asking more sophisticated questions and take joy in the curiosity part of their learning journey.</li> <li>- Students are thoughtful and show pride for their products AND their process. They are better able to articulate the importance of mistakes and stretches.</li> </ul> <p>Ways in which their growth has been enhanced/accelerated because of the school culture:</p> <ul style="list-style-type: none"> <li>- Students’ stories, passions, interests and goals are woven into our school culture more than ever</li> <li>- Enhanced communication with families that reflects the language of learning we use in the school.</li> <li>- Accelerated excitement for new units of inquiry and interest in new topics.</li> </ul>
<p><b>Reflection (complete in June):</b></p>	<p>The most effective ways for us to cultivate a culture of thinking and learning have been through modeling thinking protocols in our classrooms and making learning visible “in” our building, through celebration assemblies and online. In these ways, our practice has been successfully influential for our team. In addition to that, the increase in visibility of what is happening in our school through the use of our Facebook page and through Twitter posts has increased engagement of our learning community and our larger learning network.</p> <p>We have discussed the challenges of collecting evidence of culture change. We have had lengthy discussion about moving our paper-based learner continuums onto an online platform. Using FreshGrade, we hope to track growth and change towards some of the objectives outlined in this inquiry. This will allow us to curate a collection of student work samples to gather a full profile of the learner and the learning. By capturing student voice and ownership, we endeavor to capture the look and sound of success. We hope that by providing a window into the classroom and into student’s engagement in the classroom. This will allow us an avenue to communicate about student learning using common language and expectations.</p>

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