



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

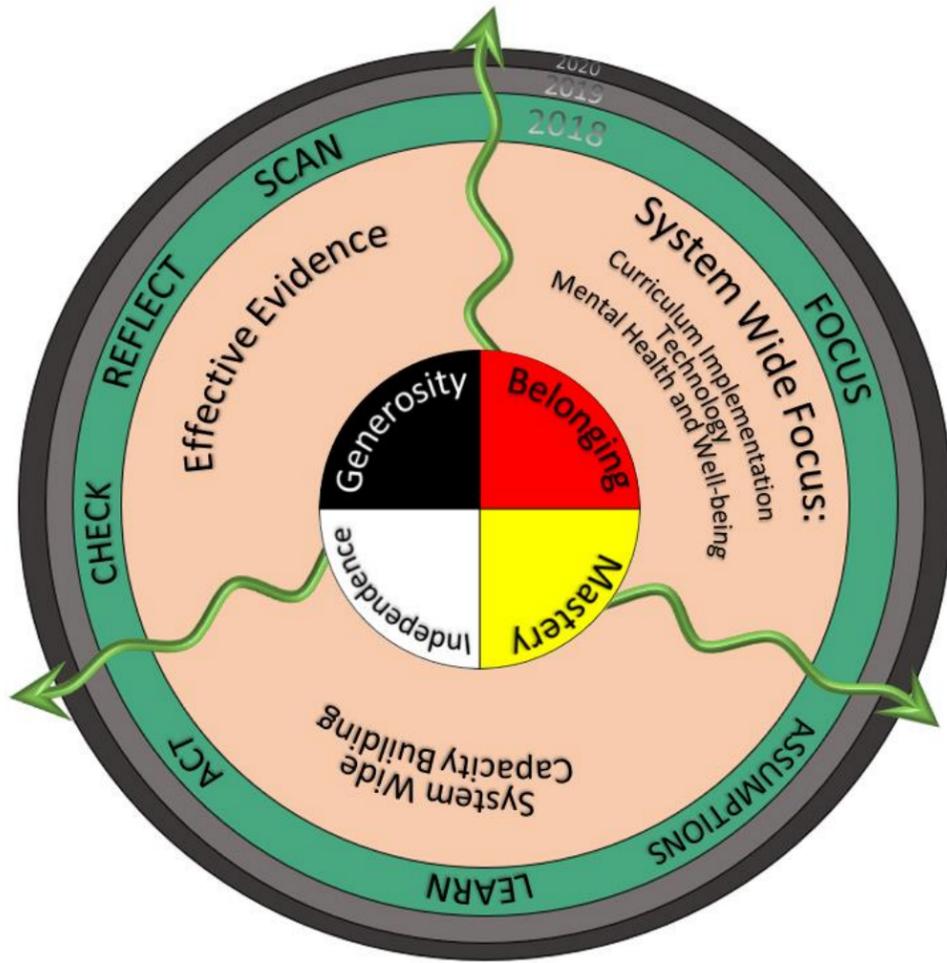
Name of School: **Forest Grove Elementary**

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.*



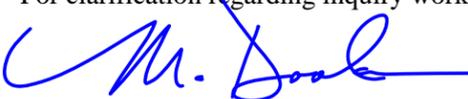
**INQUIRY (NOTE: copy/paste a new box for each inquiry)**

<b>Area of Inquiry:</b>	<b>Curriculum Implementation; Technology; Mental Health and Well-being</b>
<b>Inquiry Team Participants:</b>	All teaching staff and EA's at Forest Grove Elementary
<b>Scanning Summary:</b>	Our staff's areas of medium to high concern focused around reading, writing and behavior. We also identified the Core Competency of Self-Assessment (Personal Awareness) to be an area that we would like to work on with our students. We identified student behavior as an area we would also like to address this year.
<b>Overarching Inquiry Question (one of 10):</b>	#1. <i>To what extent will <u>new collaborative systems within our schools</u> enable staff to engage in innovative and inquiry based learning?</i> We felt our goals fit loosely with several of the other questions but that this one was the closest fit.
<b>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</b>	Even though the tool we are going to implement is not the same as implied by the question, our outcome/goal will be the very similar.
<b>Focus Area (Inquiry Question):</b>	<b>Will a collaborative approach to student development foster personal growth and responsibility?</b>
<b>Focus:</b>	In our scanning exercise that we conducted on the CI day, staff wanted to continue to address academic concerns of reading and writing as we have done in recent years. However, in addition to these academic concerns staff clearly expressed that they would like to target school-wide behavior issues. Staff stressed the importance of consistency with our expectations for students but also how we approached student behavior as a whole. We felt that by learning more about and carrying out Dr. Ross Green's Collaborative Proactive Approach we would give us a common language to use with our students and would teach them lagging skills
<b>Assumptions:</b>	What are ways our current practices/structures getting in the way of our students? Past practice has typically involved only "Plan A" approaches to student discipline and behaviour. We believe that we have often been treating the "symptoms of problems, not the causes. We have been reactive rather than Proactive. We are assuming that taking a more proactive approach with our students will bring about more desired outcomes.

<b>New Professional Learning:</b>	Staff was introduced to Dr. Ross Green's CPS model during our first CI day in September. To follow this up, teachers and EA's were given the opportunity to read Ross Green's "Lost at School" for a deeper understanding of this model. As the year progressed we gained confidence in our ability to work collaboratively with our students and became more adept at completing and using the ALSUP. We also became a little more confident and skillful with our implementation of "Plan B."
<b>Taking Action:</b>	Teachers from each of our 4 divisions have completed ALSUP forms for one or more of their challenging students. Each of these ALSUPs has been followed up with a Plan B empathy step in which the adult (teacher or principal) has actively listened to student concerns. With several of these students we moved forward with Plan B to express <i>our</i> concerns and were then able to do some collaborative problem-solving. Our teachers have used Plan B with individuals and, on occasion, with their whole class to address some of the unsolved problems that presented themselves throughout the school year.
<b>Checking:</b>	The evidence that we have gathered for checking this year is largely anecdotal and is based on teacher observations, notes taken and personal reflections. We have observed that office referrals for student behaviour are significantly lower this year than last. Our secretary has commented that students sitting in front of her office waiting to see the principal this year are a rarity rather than the common sight that they were previously. Teachers have also commented that their students have responded well to our collaborative approach. For example, we have noticed that students are more accepting of the consequences for their actions when they have been involved in the process. In addition, our out of school suspension rate is one of the lowest in the district this school year. The fact that we have only had to issue one 1-day and one 3-day suspension throughout the course of the school year provides encouraging evidence that our collaborative approach to student behaviour has beneficial.
<b>Reflection:</b>	Taking Ross Greene's approach that "kids do well if they can" has resulted in something of a paradigm shift amongst the staff at our school. By seeing and responding to unsolved problems rather than bad or unwanted behaviours, we have been able to get our students talking more freely about their negative experiences/interactions at the school. This has enabled us to gain a better understanding of some of the things our students have been struggling with. The empathy step (carefully listening to our students concerns) has becoming something of a habit amongst staff members. We have found that if our students are yelling or screaming it is, more often than not, because they do not believe their voice is being heard. Listening has often proven to be an effective means for us to help our students navigate their emotional upsets. In fact, we have had many successes using the empathy step alone. This was one several unexpected positive outcomes of our collaborative approach this year. We have also found that the Ross Green approach has provided us with valuable information we can share with our parents. We have made it a habit to share a copy of the ALSUP with parents during a teacher-parent meeting. This has proven beneficial in that it provides a means for us to share with parents not only the approach we are taking (sharing our mindset), but also has allowed us to share some of the language we will be using to help students solve these problems. The ALSUP has allowed us to collaborate with parents on which unsolved problem(s) are the most urgent to be addressed. More often than not, the parent has seen these same unsolved problems at home. The Ross Green CPS model has also made us reflect that "parents do well if they can". If kids have unsolved problems at school, they likely have similar problems at home. Taking this approach has provided us with a positive framework with which to work from when communicating with parents of kids who are struggling at school. Perhaps we should not have been surprised when we discovered that the empathy step works remarkably well with parents. Their reaction to feeling like they are being "heard", sometimes for the first time in a school setting, has been overwhelmingly positive. Who would have thought that this year's Inquiry this year might lead us to the mindset that "people do well if they can."

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: