



Building Resilient Learners School Plan 2018/19

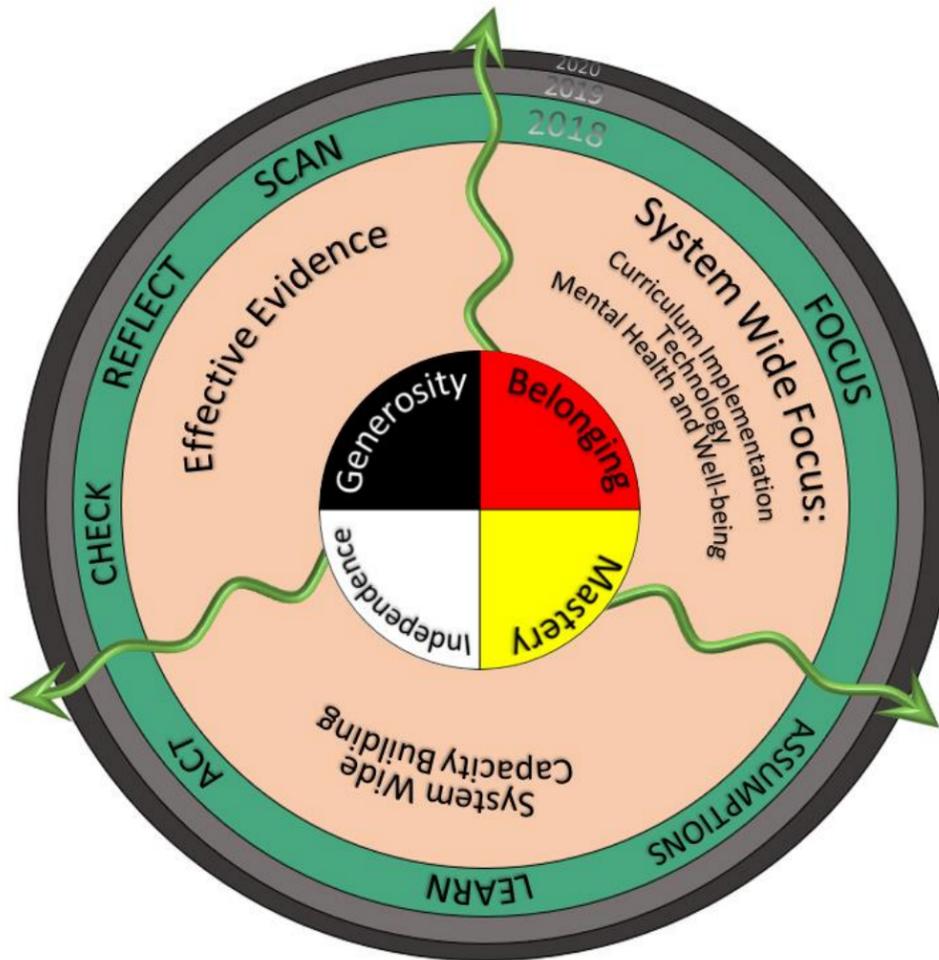
Name of School: Horse Lake Elementary

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:	PLC teacher - Kristi Pecor, Principal – Ty Lytton, Entire Horse Lake Staff
Scanning Summary:	Using scanning questions provided by the district last year, it became apparent that some students do not perceive a connection to our school or the adults in the school. We found some success with initiatives that were put into place last year and will continue with those programs (recognition assemblies, horse bucks) . In our staff reflection several other proposals were presented as a focus for this year.
Overarching Inquiry Question (one of 10):	To what extent will new collaborative systems within our schools enable staff to engage in innovative and inquiry based learning? Will this learning help foster improved connections to our school for students? How will supporting staff well-being impact student learning and well-being?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	By focusing on staff collaboration and well-being we feel that student engagement and connections though inquiry based projects will see a positive impact.
Focus Area (Inquiry Question):	How will teacher collaboration projects improve student connections to our school? Will a more collaborative environment provide more engaging learning opportunities for our students?
Focus:	By developing a supporting a couple of school wide collaborative projects (intensive recycling program and multi-grade, cross-curricular inquiry project days).
Assumptions:	Staff collaboration on sense of belonging activities/projects will increase positive student and staff connections to our school. Students will become more engaged in school projects and feel a stronger connection to school.
New Professional Learning:	Recycling Pro-D (staff meetings). Inquiry based learning.
Taking Action:	We will build on our actions from last year to establish our inquiry project days and our intensive school wide recycling program. We will use a survey and teacher observations to measure students’ sense of connection to our school. Staff will collaborate these projects with release time from administration

Checking (complete in June):	<p>Our school wide project days involved a Kite building and Kite flying STEM day where students worked with their buddies in the construction phase and the school flew the kites on mass. The Days were a success and the ability for students to take home a piece of their learning was very beneficial. Student's comments on the days were all positive and behavior incidents were less than usual. Staff surveys of students were overwhelmingly positive and the cooperation between students was evident throughout the building. Teacher collaboration was evident, and genuine connections were being made between teachers and students as we worked through the STEM process.</p> <p>Our PLC has become more focused with a commitment to bringing the successful learner traits into the collaborative work that teachers are doing. This has resulted in a clearer process for our inquiry and a desire to revisit the scanning portion of our inquiry.</p>
Reflection (complete in June):	<p>Our STEM days were productive and positive with requests from teachers and students to plan more of these days for next year. The data for increased sense of belonging is completely qualitative which does not lend itself to definitive conclusions on whether these school projects have had the results that we hope for. Staff recognize this issue and have begun work on taking a deeper look into the scanning portion of this process for next year's plan. With more refinement we will be able to develop a plan that has more measurable outcomes to better guide the inquiry.</p>

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: