



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

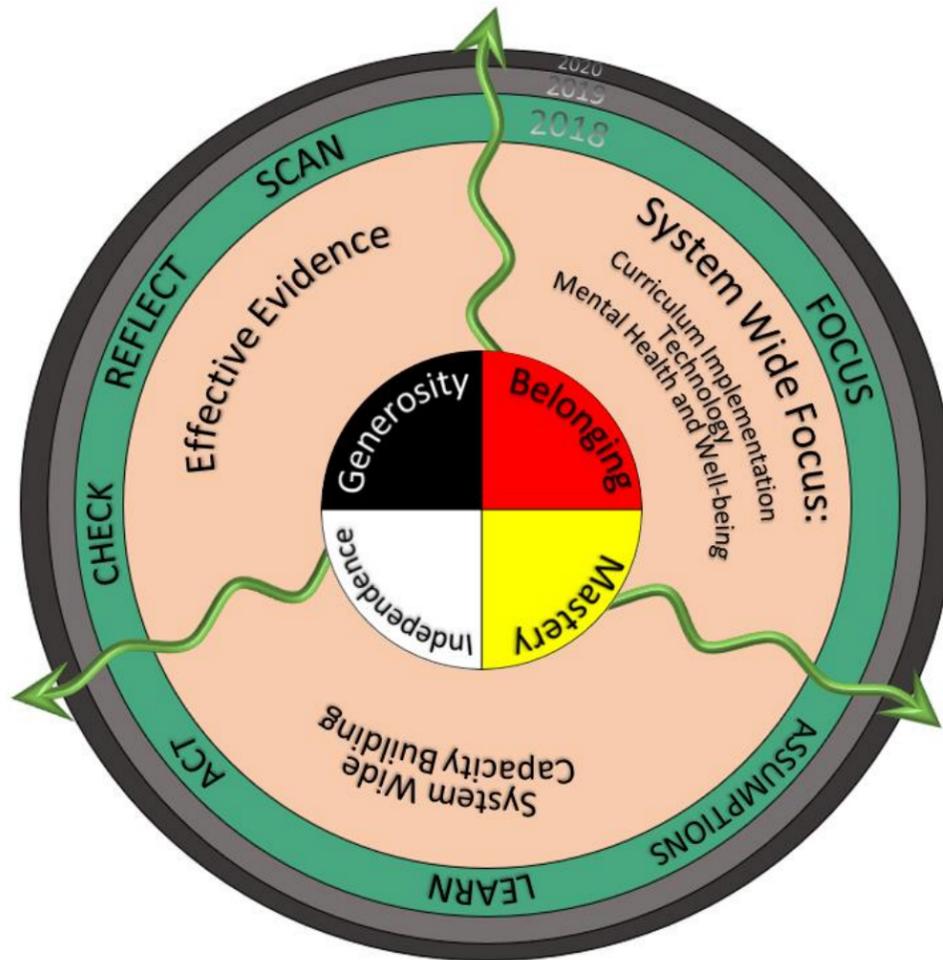
Name of School: **Horsefly Elementary Junior Secondary**

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):	Mental Health and Well-being
Inquiry Team Participants:	Michele Bebault, Connie-Lyn Redl, Kathy Farkas, Brent Morton
Scanning Summary:	On the CI Day as a team we discussed the “Scanning with the Circle of Courage” questions and came to consensus about our levels of concern. We determined that Independence was the area where we had the highest concern.
Overarching Inquiry Question (one of 10):	To what extent will the implementation of a District Wide Mental Health Literacy program help our students self-regulate and learn more effectively.
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Our inquiry question is directly connected to the outcome of the over-arching question above. The difference is we are more focused on how teaching specific strategies will enhance student self-regulation and learning. These strategies are not going to be specific to mental health, but will look at increase self-awareness, self-esteem and independence in learning.
Focus Area (Inquiry Question):	To what extent will staff learning about and using AFL (Assessment for Learning) practices within the classroom increase student ownership of their learning.
Focus:	As part of our discussion on CI Day, we determined that the two most pressing areas within Independence were connect to student self-assessment of learning and personal awareness and responsibility.
Assumptions:	Our current practice may not include explicit enough instruction and concrete examples around students’ roles and responsibilities for learning.
New Professional Learning:	We will investigate resources that support AFL practice and student ownership of learning. Teachers will have some release time to dig into resources and then to apply strategies that support student learning of these. Teachers will have time during staff meetings to report on their progress and learning.
Taking Action:	Teachers will implement specific practices/strategies in their planning to support students in learning and taking on their roles as learners in the school community.
Checking (complete in June):	Throughout the year each class implemented self-assessment of learning in different ways. Some classes did oral reflection on how students thought about their work, others did checklists, written reflections and/or ongoing feedback. Students were given opportunities to help build rubrics for assignments and involved in discussion in class before, during and after assignments about

	<p>expectations and what “complete” looked like. There were many opportunities for students to have choice in how they presented their learning and a wide variety of ways that classes worked to make learning more visible.</p>
<p>Reflection (complete in June):</p>	<p>In staff discussions we felt that many of the obstacles we were running up against in having students do self-assessment and work toward greater independence in their learning was a result of Mastery. We found that a large portion of our student population had noticeable gaps in their learning and so while they may theoretically know what “complete” looked like, they often didn’t have the academic skills to “complete” the assignments. Also this played a role in development of Independence as the skill gaps sometimes created self-esteem issues and students would not push through a hurdle in an assignment and wanted to be very dependent on staff to “do it for them”. We have decided that our focus for next year is to look at a bit more of a Mastery approach. We have talked a great deal about RTI and how we might be able to group students in creative ways to build up some of the missing skills, support continual learning, and allow students to demonstrate mastery of concepts so that self-esteem and independence can grow.</p> <p>One of the staffing hurdles we encountered this year was that we didn’t have a full staff. We were missing 35 hour/weeks of EA time until Christmas and after Christmas through to the end of the year 10 hours/week of EA time. This made it difficult for staff to release ourselves to meet and have collaboration time. It was too much to ask to have one staff member take all the students in the school and it wasn’t productive collaboration time if all the teaching staff couldn’t meet and talk together. With such a small staff, any missing personnel is noticeable.</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

Michele Bebaust

 PRINCIPAL SIGNATURE: