



Building Resilient Learners School Plan 2018/19

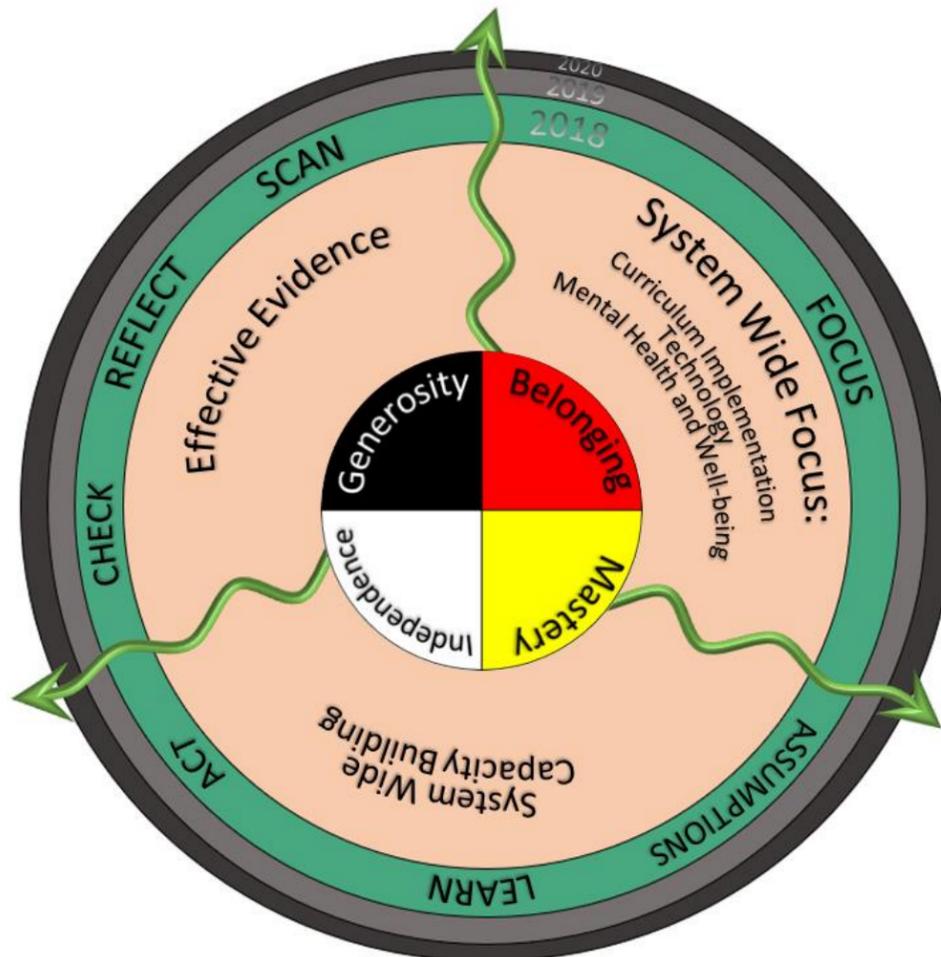
Name of School: Lac La Hache Elementary School

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:	Kristy Davis, Nika DeKok, Barb Hagen, Bonnie Robinson, Dawn Jorgenson
Scanning Summary:	<p>To frame our scanning, we used the circle of courage to assess what we feel is going on for our learners. We found that the area that we are most concerned about is under the section of Mastery. Specifically, we are most concerned with the percentage of students that are meeting or exceeding expectations for their grade level in reading and writing. We continued our scanning by gathering PM benchmark data based on the end of last year or the beginning of this year. The information that we gathered validated our concern about the reading level of our students. We also looked at school wide write information for last year and concluded that writing was also an area that we would like to focus on.</p> <p>In addition, we completed an activity with staff and students to determine how our students learn best and what they value for our school.</p> <p>Finally, we completed a modified survey of the Halbert and Kaser’s four key questions with all of our students. Overall, we found that most students were able to verbalize (to some extent) what they were learning and why it was important. They could verbalize their strengths quite well, but had more difficulty identifying their goals. Almost all students felt safe at school and could name two adults in the school who believed they would be a success in life.</p>
Overarching Inquiry Question (one of 10):	How will having access to site based funds and decision making for relevant resources improve planning and application of new curriculum?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Some resources will need to be purchased to support our developing literacy program.
Focus Area (Inquiry Question):	To what extent will implementing a guided reading framework and intentionally teaching writing strategies improve the literacy results of our students.

Focus:	Through our scanning process, reading and writing were identified as high levels of concern. We decided that improving the reading and writing of our students would have the most impact on our learners.
Assumptions:	We feel that many students haven't been provided with enough high quality "just right books" and that a guided reading framework hasn't been consistently followed. In addition, we feel that direct instruction of writing strategies will improve student writing.
New Professional Learning:	We decided to use Jan Richardson's "The Next Steps in Guided Reading" and Jennifer Serravollo's "The Writing Strategies Book" as a tools to facilitate our inquiries. Both of these resources came highly recommended. In addition there is going to be a "book club" in our district around "The Next Steps in Guided Reading" and the author will be the keynote speaker at the summer institute in August.
Taking Action:	Over the course of the year, the primary and intermediate teacher met regularly to collaborate on the implementation of the guided reading framework as suggested in "The Next Steps in Guided Reading" by Jan Richardson. The plan was for the PLC team to meet weekly, however, due to staffing shortages for the majority of the year, this was often not possible. One staff member participated in the book club with Lori Kelly focusing on this book and was able to bring this learning back to share and to enhance PLC meetings. One Pro-D day was used by both teachers to delve deeply into examining the pre-A, emergent and early guided reading lessons. A variety of levelled reading books were purchased to supplement the primary classroom library. Over the next several months, the primary teacher began implementing the guided reading framework in her class and the principal/intermediate teacher supported with suggestions and release time for assessments when needed. Early on in the year, the staff decided that they would like to prioritize reading as the PLC focus and they decided that the writing focus would be postponed. It was felt that focusing on two areas at the same time would have been overwhelming and not as productive.
Checking (complete in June):	After comparing PM benchmark levels from the beginning to the end of the year, staff noticed that most students improved their reading a full grade level, however, the most struggling readers made few gains.
Reflection (complete in June):	Staff felt that the guided reading framework worked fairly well and that the lessons were laid out and structured so that they were easy to follow. There were some concerns, however, about the number of reading groups that were required to have all students in their appropriate levelled group. In our K-3 class, there were students ranging from pre-A level all the way up to fluent, so this made grouping very difficult. Sometimes, there was only one student in a group and there was a concern about whether this was the most effective use of teaching time. In addition, it was felt that the lessons were very time consuming. In the future, it might be helpful to view the videos for tips on effectively conducting the guided reading lessons in a time efficient manner. Furthermore, staff found that it was difficult to prepare lessons, resources and manipulatives for so many different group levels at once. Staff noticed that there remains a need for additional levelled reading books, especially for levels A-F in the primary room. Staff continues to be concerned about the success of some of the most struggling readers and is considering whether the implementation of a phonics based approach may be more beneficial for them in particular.

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: