



Building Resilient Learners School Plan 2018/19

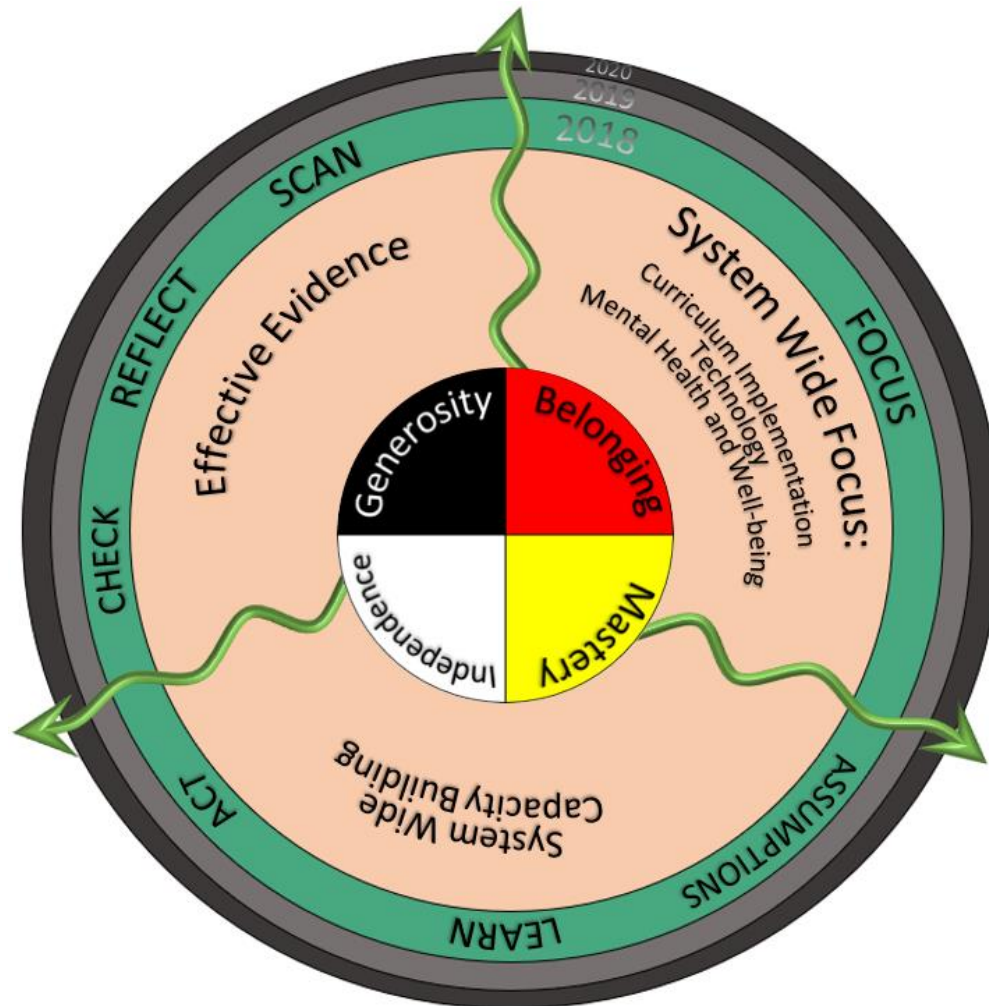
Name of School: **Likely Elementary Junior Secondary**

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:	Jill Kurki with EA’s Kathy Brackett and Dianna St. Onge (due to absence of teaching staff)
Scanning Summary:	During our first two staff meetings and the CI Day we used the same questions: “1) What is most important for Likely students, 2) What can we do about it? 3) How do we know how we are doing?” Initially we thought our focus would be on ‘Sense of Belonging’ but over time re-addressing the questions helped us determine that the area of Independence needed to be our focus.
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	My inquiry question is still developing but believe it is directly connected to the over-arching question above. Increasing student knowledge around the link between their ability to self regulate and their ability to fulfill their role in learning. Teaching background knowledge and strategies for self-regulation along with a focus on students’ direct role in learning is expected to increase self-awareness, self-esteem and independence in learning.
Focus Area (Inquiry Question):	To what extent will staff learning about self-regulation and Assessment for Learning practices within the classroom increase student ownership of their learning.
Focus:	As part of our discussions, we determined that the two most pressing areas within Independence were connected to student self-regulation and taking personal responsibility for learning.
Assumptions:	Our current practice may not include explicit enough instruction regarding self-regulation and around students’ roles and responsibilities for learning. Our EA’s are taking on a new and more in-depth role due to the absence of teaching staff so implementation requires more collaboration time and a longer time-line. My time to lead this inquiry is also stretched extremely thing due to the absence of teaching staff so I suspect this inquiry will not get the attention it deserves.
New Professional Learning:	I will investigate how best to introduce the ‘Zones’ program for staff to teach strategies and background knowledge regarding self-regulation. I will investigate how to explicitly teach the link between self-regulation and current AFL practices. I will develop self-assessments specific to learning outcomes for EA’s to implement. Release time will be necessary for me to do so, as well as, to collaborate as a team. Staff will have time during regular debriefing of the day/week as well as at staff meetings to report on their progress and learning.

<p>Taking Action:</p>	<p>The 'Zones' program will be implemented after the fall break. Picture books will be used to scaffold the big ideas around the effect of moods and emotions. I Can... statements for learning outcomes will be posted and taught within lesson times and learning activity times. Levels 1-4 of self-assessment using 'student-friendly language' will be posted, introduced and referenced throughout lesson times and learning activity times. Portfolios will be used as an 'evidence-of-learning' file for each student. I will demonstrate to EA's big ideas, specific content, common language, and expectations by way of teaching the whole group before having EA's do so with smaller groups.</p>
<p>Checking (complete in June):</p>	<p>Checking: differences you made: 1) Majority of students were able to work more independently as observed by teachers and EA's in the class. All noticed there was more time to work with individuals on a preventative level than reactive level. 2) Students can all "go green": verbalize when experiencing negative emotion and talk about how to improve. Some still require guidance by adults. <i>baseline - and change - evidence:</i> The students with extreme emotional reactions have given us the most evidence: behavior records show a decrease in intensity and frequency for a couple students, while the opposite for another. Staff feeling overwhelmed and stressed is another source of evidence for me and it makes me reflect and question more. Anecdotal evidence gathered at daily check-ins after recess, lunch and after school show peaks and valleys overall in what we've labeled 'emotionally charged days' and 'calm days'. A general increase in positive staff moods tells me something is working.</p>
<p>Reflection (complete in June):</p>	<p>Reflection/Advice: I learned that implementation is hard, takes more time than expected and needs evidence-based reasons for staff to be an effective team.</p> <p>The more staff involved, the harder it is to implement. Differences and variance in mindset were hard to overcome and these actually hijacked our direction for some time. With everyone trying what they did in the past or with their children, created confusion. Once evidence was presented to clarify the 'why' something new must be implemented, there was positive movement. Some found changing their mindset to be threatening so being sensitive to this helped. Having professional help (district staff) guide us as a team, rather than just me was the turning point. Discovering the 'why' to implement something new as a team motivated us to question our actions and find a focus. This focus was much 'smaller' than we all expected and each time we tried to expand that focus results were negative. A couple weeks of calm students and staff, motivated staff to continue and move beyond the implementation phase into the maintenance phase.</p> <p>I learned that it's easy to take on too much. In hindsight, reading our BRLP we tried to combine self-regulation and ownership of learning too quickly. Next year a single focus on self-regulation will be our year's focus. It will be better to do one thing in depth before adding on to it.</p> <p>Having evidence is crucial. Staff needs to 'see' the reason clearly for change/implementation and 'see' the effect the change is producing. Daily check-ins we were able to hear and reflect on how many more 'calm' days over 'emotionally charged day's we were having. When the reverse was true, we could question, reflect on reasons and change actions. Reflections were also a time to be reminded of the success overall we were having through our students' success.</p> <p>Next year, we will start the fall with a deeper focus on the Zones Program and over term 2 & 3 move into programs that help students be less reliant on adults. Over the summer I would like to look at Ross Green's articles, the programs like Super Flex, WITS and Mind Up. I'd like to arrange our weekly schedule so there is time available to have check-ins, reflection time, and hopefully share professional materials. I would like to use the ideas I didn't get to from fall 's BLRP to deepen students understanding and ownership: I Can... statements for learning outcomes will be posted and taught within lesson times and learning activity times. Levels 1-4 of self-assessment using 'student-friendly language' will be posted, introduced and referenced throughout lesson times and learning activity times. Portfolios will be used as an 'evidence-of-learning' file for each student. I will demonstrate to EA's big ideas, specific content, common language, and expectations by way of teaching the whole group before having EA's do so with smaller groups.</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

Jill Kurki

PRINCIPAL SIGNATURE: