



Building Resilient Learners School Plan 2018/19

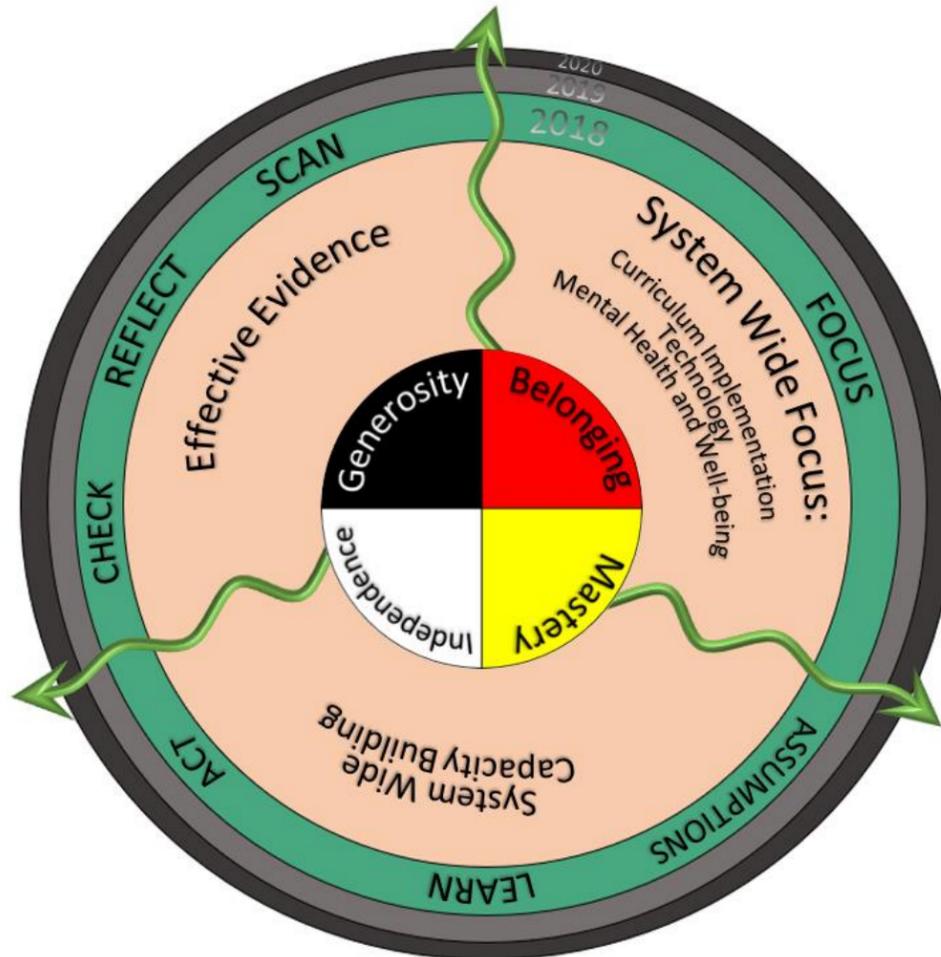
Name of School: **Marie Sharpe Elementary**

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:	Calvin Dubray, Kirsten Hamm, Celina Parkin, Kacie Young, Marianne Okrainetz, Cecilia Harry, Marlene Eccles, Katherine Goertz, Barb Goodliffe, Tracy Walton, Jeremy Parkin, Erin Scholefield, Wendy Lonson-Hoffman, Jenn Reedman, Jessica Katsura, Tracy Campbell, Janea Piche, Cindy Stockill-Grant, Chelsea Hamblin, Sandy Marlow, Kyla Irawan, Karen Grant, Dawn Ross, Tanya Johnson, Michelle Johnston, Naomi Weil, Charlotte Haines, Amy Sandy
Scanning Summary:	<p>We identified two areas that were of concern to our collective staff. It was realized going through PM Benchmark scores, FSA’s, School Wide Write data and our CID scanning session of where we felt our students were most vulnerable, that reading and writing (literacy) and the student engagement in their learning were of concern. Through student observation and their previous Core Competency self-assessment it was discovered that students wanted more choice in their learning and making connections to the ‘real world’ learning was lacking. They struggled to grasp basic literary concepts and take ownership of their learning which also translated into behavioral issues. We have worked hard in the area of mental wellness but realize that academic struggles such as mastery of literary concepts and engagement in learning are antecedents for behavioral issues.</p> <p>What is going on for our learners – Many students are struggling in mastering literary concepts before they move on to the next grade; some students are as many as 3 grades behind in this area after assessment. We also have students that are not engaged in their academics or school in general because of lack of choice or voice perhaps.</p> <p>How do we know – We look at assessment scores from year to year and many students are behind in grade level in literacy areas; we also have students getting frustrated because they can’t communicate through writing or reading to be heard. We also see behavior issues arise from students not being engaged or enthused about the work they are being asked to do.</p> <p>Why does it matter – Our students need to gain mastery in their literary skills in order to better represent themselves and move onto the independent stage of their lives. These are</p>

	necessary life skills that they need to be successful, contributing citizens and also to be understood and heard. We see this affecting children's self-esteem and willing to engage and participate in school.
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?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	We have many vulnerable learners that are struggling with literary concepts and academic engagement. It has been realized that we need to be 'speaking the same language' across the board in order for students to progress and understand what is being asked of them and the model to follow. We need to get them to be engaged in their learning through more 'voice and choice' opportunities so they can make 'real world' connections to their learning. There is a concerted effort by staff to help support this in the classroom but we must be more intentional in our collaborative processes to achieve this. Our systems sometimes may be realized as a 'band-aid' solution to problems with 'push in and pull out models' to support students with literary struggles.
Focus Area (Inquiry Question):	Primary Inquiry: Will the use of Jan Richardson's, <i>The Next Step Forward in Guided Reading</i> as a tool for using same literary language and lessons across all grades from K-3, and as a collaborative system, improve their reading ability and skill by years end? And year after year? Intermediate Inquiry: Will the implementation of focused hands-on inquiry based learning in small groups with student 'voice' and 'choice' increase student engagement in their learning?
Focus:	Through our discovery during our CI Day and discussions from last year and heading into this year, we were still struggling with how to increase our student's literary skills (in particular reading) despite the fact that our Primary teachers were using components of the Daily 5 structure which seemed to be somewhat effective but not consistent throughout the school. It was agreed upon by all our Primary teachers after some Pro D and 'in-house' collaboration that using the same language, following the same lesson structures and frameworks of 'The Next Step Forward in Guided Reading' across the K-3 level that students would better understand and could build upon these skills from year to year. Teaching staff could create a system in which they could better collaborate, share resources, provide support for one another and their students if everyone was working towards the same goals. At the Intermediate level, teachers realized that some of our most vulnerable students were becoming disengaged from school and specifically academia, due to perhaps the lack of choice in what they are learning and no relevant connection for them to the real-world activities and events. Through the use of Learning Module Thursdays, teachers will teach to their strengths on a specific topic (Big Idea) via different mediums such as music, arts and crafts, outdoor ed., technology, cooking, etc. This collaborative system allows students to choose what they would like to learn about and what medium best suits them and has them working with teachers in an engaging way in smaller groups.
Assumptions:	Primary: By using the 'same literary language and model' via the tool 'The Next Step Forward in Guided Reading', to teach subsequent grades we will create a collaborative system and framework in which students will understand and be comfortable with across their primary schooling years. Intermediate: Through the use of Learning Modules in which students have 'voice' and 'choice', teachers teach to their strengths, and more focused real world learning takes place, we will invoke more student engagement in their learning.
New Professional Learning:	Our Primary teacher group engaged in an 'in-house' Pro D to discuss the tool Jan Richardson's, <i>The Next Step Forward in Guided Reading</i> and go through the lessons, format and strategies used. We have a few teachers that are more comfortable with this and led and mentored the newer teaching staff and continued to do so. They met 4 times a month to bring and share resources and strategies they had used during PLC collaboration time implemented in our school. One of our primary teachers even embarked on her own extended learning with the Book Club group which focused on Jan Richardson's book 'The Next Step Forward in Guided Reading' The Intermediate teaching group also used collaboration time to discuss where they would like to go next with the Learning Modules and also received some outside assistance from experts that suggested ideas or they employed their skills to share with the students. These were experts such as Frances McCoubrey, Mary Forbes, Jessica and Roland Totzauer (Wild BC facilitators), Jenny Howell, Kim Zalley and Tatianna Bates (community nutritionist). With the Outdoor Learning the entire staff engaged in workshops with the Wild School BC facilitators.
Taking Action:	The primary teachers used Jan Richardson's, 'The Next Step Forward in Guided Reading'. We thought that if we all were using this book as the basis for our guided reading, would our students increase their reading ability with the use of the same language being used? Starting students off from where they are and seeing increases throughout the year by using the ideas and prompts in the book to help guide the lessons for the students. We thought this fit nicely into the focus we all chose at the CID day. The intermediate teachers met early in the year and discovered that we were all interested in doing an inquiry based, multi-grade, hands on learning experience for our students on a regular basis, and they quickly came up with our Thursday afternoon learning modules. The goal was to provide a focussed teaching experience based on our own strengths and interests engaging students in a variety of ways, and we moved to student led inquiry and workshops designed on their interests. The first set of modules was based on patterns. We split our three classes, grades 4-6, into four groups. Every Thursday afternoon for 4 weeks the groups rotated through one module. Jeremy Parkin led a module based on patterns in nature, bringing the students to the river valley to explore and discover our local flora and fauna. Tracy Walton taught about patterns in math, showing students how the Fibonacci sequence worked and its various applications. Jen Reedman taught patterns in art, showing students how to create beautiful bracelets from yarn. Erin Scholefield explored patterns in music, teaching students about beat and rhythm, as well as how to play Boomwackers following these principles. The modules culminated in a whole group field trip as well as self reflections and evaluations. The next set of modules focused on giving back and community involvement as we

	<p>approached the holiday season. Students learned to create decorations, bake cookies, sing seasonal songs, and play simple games, with the final field trip at the Deni house where the students shared these things with the residents there. After the winter break, the students determined they wanted to participate in the Science Fair with their classmates. The Science Fair has been revitalized at MSE over the past few years and is an engaging event for our students. The final theme was ‘Needs of Living Things and the Environment’ in which students were engaged in learning about the 4 modules; impact (footprint) we have on the environment, plant growing cycle, nutrition and what our body needs to survive, and the environment and ecosystems of living things.</p> <p>Our students responded very positively to these modules. The smaller, multi age groupings, the hands-on learning, and the chance to engage with their teachers in a different and very focused way has benefited us all on the intermediate floor. We are looking forward to where this is going to bring us next.</p>
<p>Checking (complete in June):</p>	<p>Primary Inquiry: Will the use of Jan Richardson’s, <i>The Next Step Forward in Guided Reading</i> as a tool for using same literary language and lessons across all grades from K-3, and as a collaborative system, improve their reading ability and skill by years end? And year after year?</p> <p>We believe that our learners have gained from and will continue to benefit from not only the use of the resource Jan Richardson’s ‘<i>The Next Step Forward in Guided Reading</i>’ as a tool to increase literary skills but more importantly the shared learning, collaboration and mentorship that has been created amongst our Primary teachers in using this resource. There has been a confidence built amongst staff that has resonated with our learners as well. We can see the growth in our children in their literacy skills and I believe it is a direct result of them all being on board and settling on a framework that is going to be successful year after year. This consistency is what our students need (especially the most vulnerable). The intentional incorporation of phonemic awareness along with the sharing out of what lessons work and what didn’t with each other was invaluable. We have attached some videos and write-ups of successes. The videos also show the growth in the students and the stamina and resiliency that they have built over time. The two classes that were videoed were challenging classrooms with very low learners.....this was our baseline and we witnessed remarkable change and growth over the year.</p> <p>Intermediate Inquiry: Intermediate Inquiry: Will the implementation of focused hands-on inquiry-based learning in small groups with student ‘voice’ and ‘choice’ increase student engagement in their learning? This experiment was the most intriguing inquiry we have been on at MSE and we believe one of the most successful. The power of voice and choice by students had not really been explored at the academic level at our school to this magnitude before. With some creative encouragement of groupings and discussions with teachers regarding what our students would like to learn about, the Learning Modules on Thursday afternoons was very successful. We witnessed definite change in students with behavioral issues as they engaged in learning modules and mini-themes. Office referrals were down 96% during these modules on Thursday afternoons and students that were previously not engaged in learning were making remarkable progress in demonstrating their learning and showcasing it to others. I feel there was a ‘dignity to learning’ restored to many of these students and they excelled at the hands-on, inquiry-based, outdoor or community learning. They could communicate their learning through a number of mediums which gave those that struggle with traditional ways of demonstrating their learning such as reading or writing, a voice. Student evidence of how engaged they were was on their student reflection questionnaires which focused on the Successful Learner Traits in which some of them will be sent home in report cards. The growth in learning, in particular the ‘Giving Back’ theme with the students work at the Deni House, was truly remarkable as empathy, compassion and love of mankind was displayed. Some of these students at the start, I would have never thought they could achieve this based on their own life circumstances. I believe they did because they were engaged in what they were doing. Change evidence also came in the form of teacher feedback. All the teachers said that they enjoyed the groupings, teaching a mix of students other than their own, and having smaller classes enabled them to get into richer and deeper conversations with the students.</p>
<p>Reflection (complete in June):</p>	<p>We learned that the two different inquiries that we embarked on this year were both positive in their own, different ways but both lead back to student growth. Whether this be student engagement in learning of our more vulnerable students or the consistent framework for literary skill building used by teachers, we have seen overall growth in a majority of our students schoolwide. The most significant growth was those vulnerable students who seemed to lack empathy or compassion at the Intermediate level at the start of the year and then grew into these students who gave back, not only in their modules, but also with their peers at school and our much younger students as well. This is one of Martin Brokenleg’s Circle of Courage results we are trying to get our students to which is that of generosity and mastery. Our staff plans to continue to use the Jan Richardson’s <i>The Next Step Forward in Guided Reading</i> as a tool for subsequent years. They are all planning to go to the Summer Institute in which Jan Richardson will be the keynote. This was ironic that we chose this inquiry and the use of this tool before this being known. The mentoring, collaboration and sharing of ideas and resources using this tool has been invaluable for our Primary teaching family. They are looking forward to the consistency that this will create for themselves and our students moving forward. We are looking forward to what they will bring back after the Summer Institute learning. There is some significant change that will occur staffing wise at our Intermediate level which will make things interesting to see if the Learning Modules continue next year, are expanded upon or die a slow death. The staff that remain are very keen on continuing this and tweaking things to make it run more efficiently. The Primary Group have noticed the successes of the Learning Modules and were looking to do something similar in Math but with skill level groupings despite grade level. We feel that if other schools are interested in any of these inquiries that it does take total staff buy-in and neither of these could necessarily run without it. Allow your staff to have the time to collaborate and empower those individuals who have</p>

	the expertise or experience to take the lead; reminding them that we teach and mentor, but we also listen. Guides and books are the tools and that we as educators are the real resources for not only our students but each other as well. Take risks, accept failure as a learning opportunity, and move forward with student growth and success as the mindset.
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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)

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Calvin Dubray

PRINCIPAL SIGNATURE: