



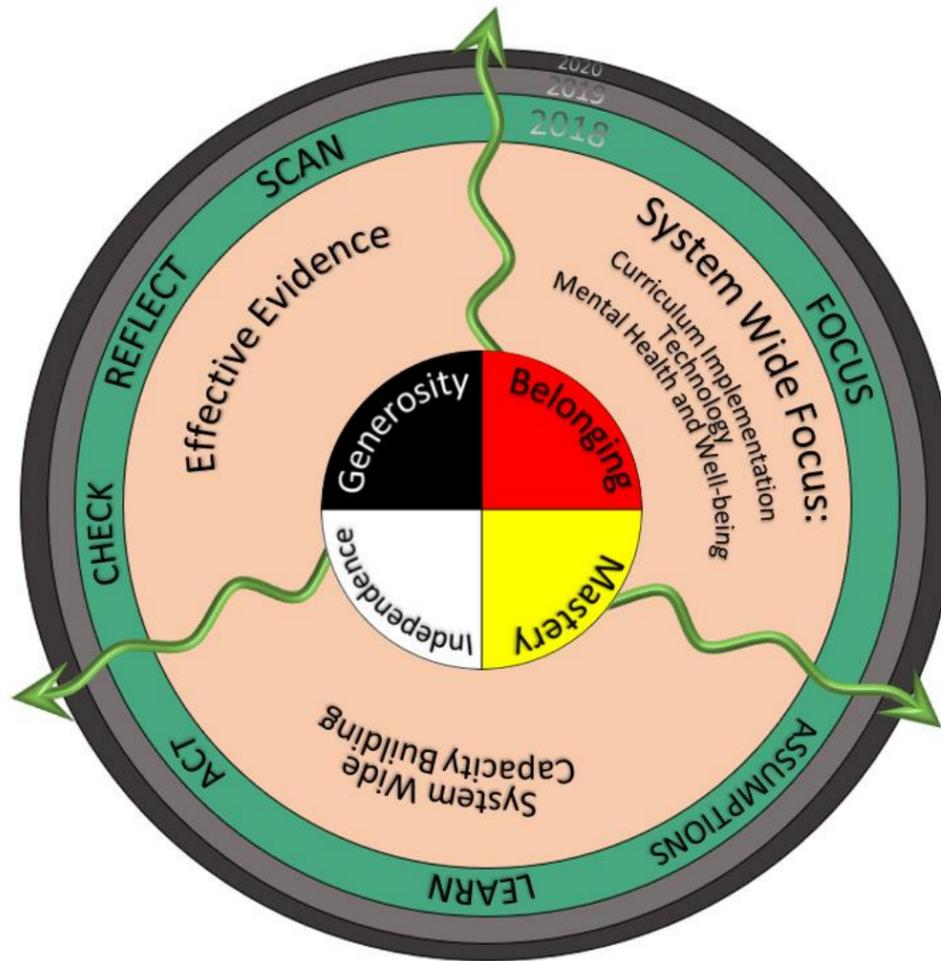
## Building Resilient Learners School Plan 2018/19

Name of School:     **Naghtaneqed**    

Please submit electronically in this format to Adrianna Durrant ([adrianna.durrant@sd27.bc.ca](mailto:adrianna.durrant@sd27.bc.ca)) and Catherine Getz ([catherine.getz@sd27.bc.ca](mailto: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. 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)**

<b>Area of Inquiry (make choice bold):</b>	<b>Curriculum Implementation;</b> Technology; Mental Health and Well-being
<b>Inquiry Team Participants:</b>	Elke van Breemen, Sharon Baptiste, Udetta Class, Shelly Davidson, Dinah Lulua, Alexandra Poll, Tony Speers ( <a href="mailto:tony.speers@sd27.bc.ca">tony.speers@sd27.bc.ca</a> ), June Williams
<b>Scanning Summary:</b>	We used the ‘Scanning with the Circle of Courage’ tool to scan our students. We learned that our areas of highest concern were located in the Mastery quadrant. We recognize that by tackling our inquiry, some of the areas of concern will also likely be addressed (especially community relations and student ownership of learning – learners know what they’re learning and why; knowing how they’re doing; and, knowing where to next).
<b>Overarching Inquiry Question (one of 10):</b>	To what extent will new collaborative systems within our schools enable staff to engage in innovative and inquiry based learning?
<b>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</b>	We are going to use different ways of working together (e.g. book club, meetings focused on learning to use the Daily 5 structure, and technology) in order to implement a new framework for teaching and learning about literacy.
<b>Focus Area (Inquiry Question):</b>	How will implementing a guided reading structure support our learners and amplify reading and writing growth?
<b>Focus:</b>	We had a conversation wherein we compared our perceptions about high priority concerns from the ‘Scanning with the Circle of Courage’ tool. The areas of highest priority revolved around literacy and numeracy. Sense of belonging seems to be in place quite solidly – what we are doing in this area is working, so we’ll continue.
<b>Assumptions:</b>	Teaching whole ‘grade’ or having kids working through graded workbooks isn’t meeting student needs. Looking at ways to differentiate instruction may be a better way to support our learners.
<b>New Professional Learning:</b>	We investigated the Daily 5 structure to see how we might be able to create time to target instruction in reading and writing. We used other similar routines and structures in writing and math classes.
<b>Taking Action:</b>	We will implement a Daily 5 structure. We will check to see whether growth in reading and writing skills is increasing at a rate faster than is typical with our learners when we use other structures. We will teach students how to independently manage each of the stations we create. When/if appropriate, we may try to apply a similar structure to our Math lessons.

<p><b>Checking (complete in June):</b></p>	<p>Staff of Naghtaneqed embarked on an inquiry asking, “How will implementing a guided reading structure support our learners and amplify reading and writing growth?” Unfortunately, the remote nature of our school made it difficult to secure teachers at the onset of the school year. We were able to staff our classrooms by the end of January 2019. As a result, we made a late start in the implementation of our inquiry. With teachers in place, we began the implementation of the Daily Five reading and writing structure. We managed to develop the training foundation. Students developed the capacity to work more independently while becoming more in control of their learning. Students know now what they are learning, why they are learning, and what to do next in their learning. This has freed the teachers up to focus instruction on the individual learning needs of each student. Students have developed more confidence and created independence. They have increased their stamina allowing them to spend longer on their assigned focused tasks. Reading and writing is occurring with less opposition as students are more motivated. The Daily 5 structure is conducive to reaching our goal of creating more independent learners that are progressing with better reading and writing capacities.</p> <p>Our primary goal was to develop more capacity within our students. They had developed habits of waiting for staff to help before making any real effort on their own. The structure built into Daily 5 was replicated in writing and numeracy classes as well. Establishing routines has enabled student confidence and problem solving leading to more independence. Offering students choice and designing real, engaging and authentic tasks has also supported student buy-in and independence.</p>
<p><b>Reflection (complete in June):</b></p>	<p>We have learned that we can support students’ independence and engagement by teaching and reinforcing structures and routines they can count on. Learning designed to include student voice and choice and that is authentic and interesting also supports growing confidence and independence. We are interested in taking advantage of our local language, culture, land and people in order to make learning more meaningful.</p>

For clarification, please contact Jerome Beauchamp ([jerome.beauchamp@sd27.bc.ca](mailto:jerome.beauchamp@sd27.bc.ca) or 250-392-3845), Dean Coder ([dean.coder@sd27.bc.ca](mailto:dean.coder@sd27.bc.ca) or 250-398-3810) or Silvia Dubray ([silvia.dubray@sd27.bc.ca](mailto:silvia.dubray@sd27.bc.ca) or 250-398-3851)  
For clarification regarding inquiry work, please contact Brian Davidson at [brian.davidson@sd27.bc.ca](mailto:brian.davidson@sd27.bc.ca) or phone: 250-398-3842

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PRINCIPAL SIGNATURE: