



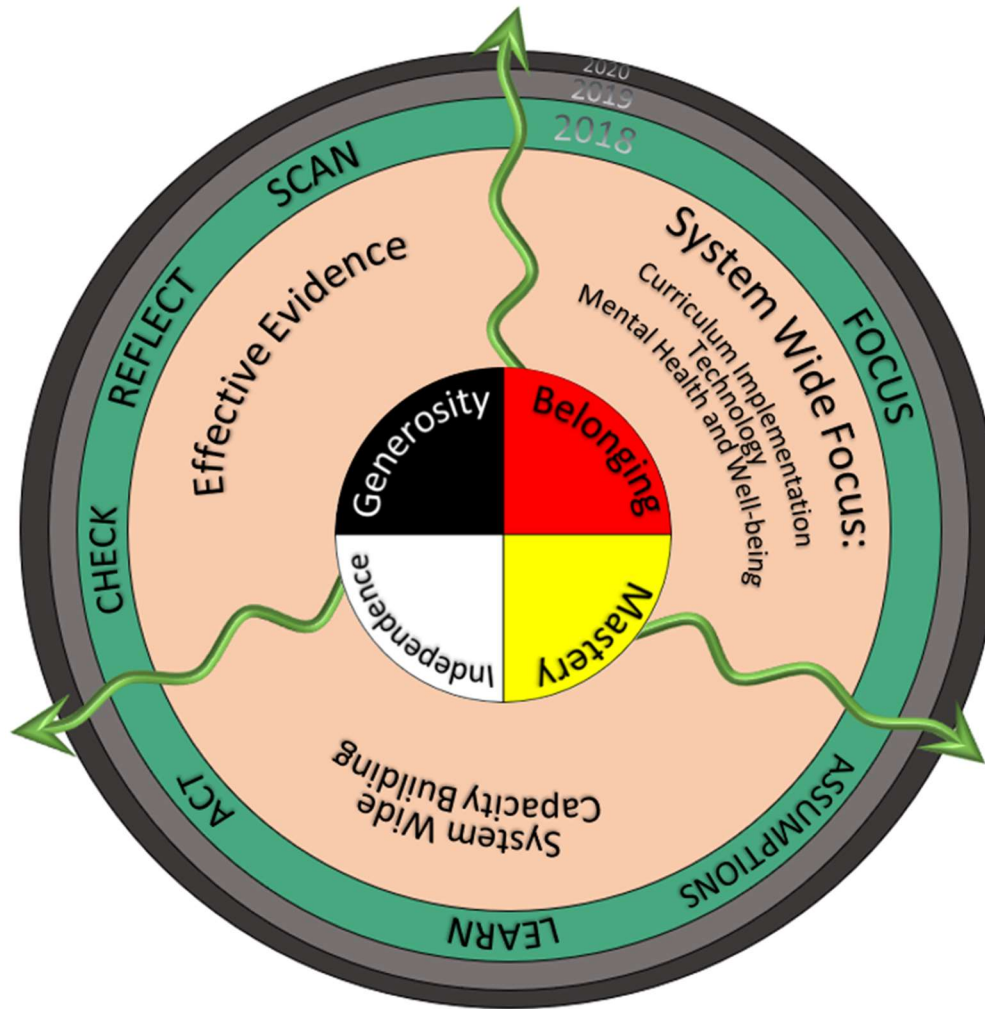
Building Resilient Learners School Plan 2019/20

Name of School: 150 Mile Elementary

Please submit electronically in this format to Tracy Becker (tracy.becker@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 18, 2019; June 19, 2020 (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)

Area of Inquiry (make choice bold):	Curriculum Implementation; Technology; Mental Health and Well-being
Inquiry Team Participants:	Maria Calabrese / maria.calabrese@sd27.bc.ca , Grant Gustafson (principal), Ashley Posnikoff (LST), Carrisa Kohut (K), Robyn Fofonoff (K/1), Catherine Cook (1), Kristy Bowers (2), Wendy Bernier (2/3), Connie Burns (3/4), Robin Ferguson (4/5), and Sandra Campbell (5/6).
Scanning Summary:	Numeracy or Writing Mastery learning is needed in order for more students to meet or exceed grade level expectations.
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	By implementing a new structure (RTI) we expect to better target resources and instruction to students in support of their literacy and numeracy development. We expect to offer better remediation for those students not learning at grade level.
Focus Area (Inquiry Question):	To what extent will students struggling with Mastery of Numeracy or Writing improve when an RTI plan is executed?
Focus:	Mastery: Writing or Numeracy
Assumptions:	The RTI model identifies students not meeting expectations at their grade level. The 3 Tier Model will identify and create 1-1 and small group accelerated opportunities for students to grow and develop Mastery skills in either Numeracy or Writing.
New Professional Learning:	Taking Action: A RTI Handbook at Work by Austin Buffum , Mike Mattos , Janet Malone
Taking Action:	We will be continuing whole class EPRA and DART assessments (Writing Focus). We will start whole class Math Assessments (TBA). Teachers will use the professional book Taking Action and videos to learn about how to implement RTI.
Checking Plan:	
Checking (complete in June):	
Reflection (complete in June):	

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 Seibert-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: