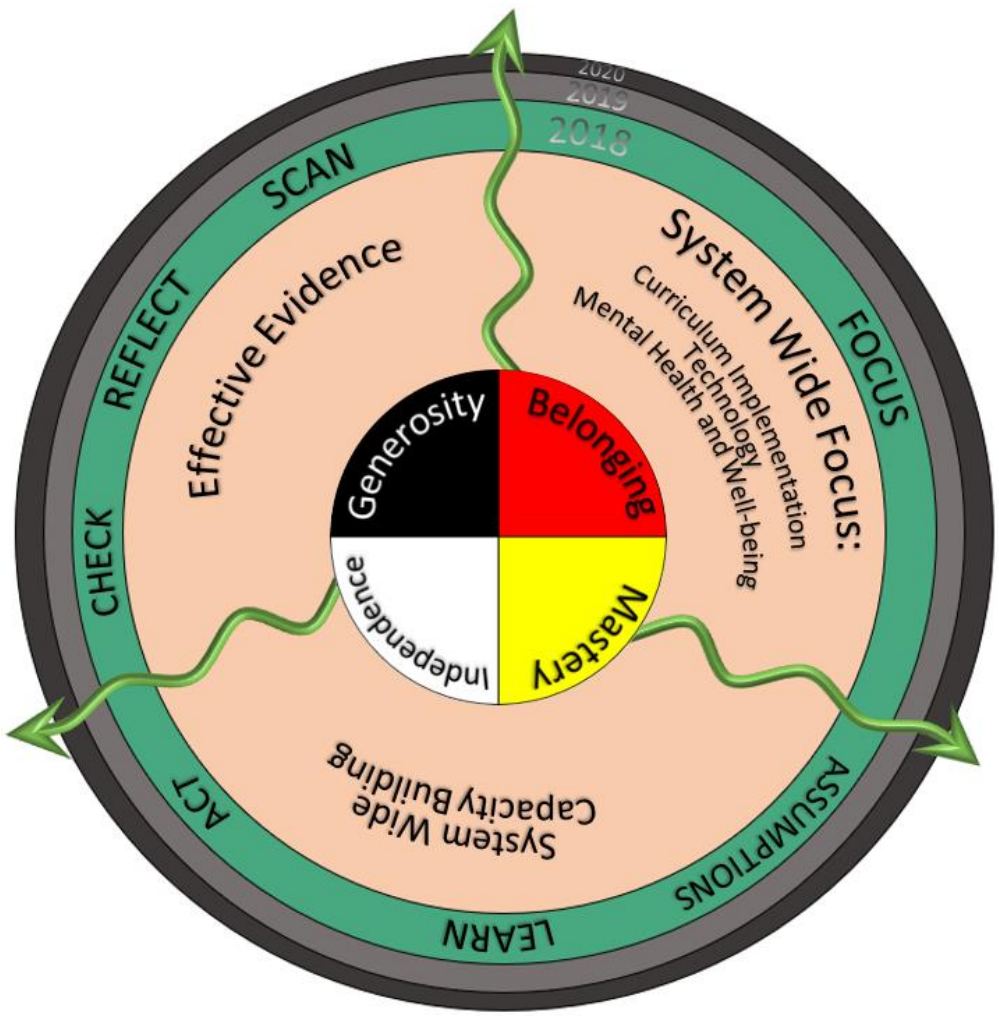
Building Resilient Learners
School Plan
2019/20

Name of School: **Cataline**

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 – Primary PLC

Area of Inquiry (make choice bold):	**Curriculum Implementation; Technology**; Mental Health and Well-being
Inquiry Team Participants:	Sari Small (sari.small@sd27.bc.ca), Rya Enns, Moira Christoffersen, Nicole Ulrich, Barbara Goodliffe, Cory Neufeld, Ali McKnight, Trish Fustey,

Scanning Summary:	During the scanning phase, teachers considered their students in the classroom, looking at the following areas: literacy, numeracy, social emotional. Teachers were asked to bring data from any literacy or numeracy assessments, as well as, anecdotal notes to the PLC meeting.
	Identified areas of concern:
	Essential skills
	• Basic organization
	• Letter ID/sound knowledge
	• Pencil grip – ability to hold a writing or colouring tool
	• Stamina
	• Rhyming
	• Concept of print/pre-reading skills
	• Numeracy – number recognition, number skills
	
	Social/Emotional
	• Student anxiety
	• Self-regulation
	• Attention seeking
	• Lack of empathy
	
	Communication
	• **Engagement between home and school**
	• **Parent engagement**
	  ○ **Understanding of the learning process**
	  ○ **Involvement**
	
	Other
	• **Overall student engagement in the learning process**
	  ○ **Lack of willingness to engage in the learning process**

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? To what extent can technology make student learning and reflection more visible (Choice and Voice)?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Engaging in collaboration to develop common goals and language to engage learners.
Focus Area (Inquiry Question):	To what extent will the use of communication tools (Freshgrade) and clear learning intentions (visible learning targets) improve student engagement? How will the use of these tools also improve parent engagement in the learning process?
Focus:	Much of the discussion circled around the observation that more and more students are coming to school unprepared, lacking basic skills, and with more anxiety. In general, students are not engaged in their learning and seem to not really understand the purpose of school and their responsibility as learners. Moreover, parents are not as engaged in the learning experiences of their children and lack the confidence to assist their children with learning. Teachers wonder if more regular communication with home that showcases the learning in the classroom (window into the classroom) will have an effect on parent engagement. A few teachers are interested in looking at their writing workshop and how can setting individual writing targets give students more ownership of their writing, while improving overall engagement and success in the writing process.
Assumptions:	• Students may not know what they are learning about and why. They are unable to consistently verbalize what they are learning about. • Teachers may not be clear with their learning intentions. • Teachers may not be giving students enough opportunities for student choice and voice. • Teachers may not be using assessment to plan for instruction, specifically individualizing instruction or setting individual goals for students. • Teachers may not have enough time to communicate with parents about ways to support their children. • Parents may not be familiar with the re-designed curriculum, shift in teaching and assessment practices.
New Professional Learning:	Teachers are interested in learning how to use the Freshgrade platform to showcase learning in their classrooms, while improving communication with parents and engaging students with their learning. Teachers will also look at AFL strategies. A possible look at these resources: "Creating Cultures of Thinking" – R. Ritchhart; "Powerful Understanding" – A. Gear, "Teaching with Intention" – D. Miller, "Conferring" – R. Allen
Taking Action:	
Checking Plan:	
Checking (complete in June):	
Reflection (complete in June):	

INQUIRY – Intermediate PLC

Area of Inquiry (make choice bold):	**Curriculum Implementation**; Technology; Mental Health and Well-being
Inquiry Team Participants:	Carol Anne Dikur (carolanne.dikur@sd27.bc.ca) Tamara Smith, Sharon Allan, Janet Sandberg, Chris Armstrong, Steve Dickens, Rae Perry, Corinna Knapton, Ali McKnight, Rebecca Johnson, Erin Scholefield
Scanning Summary:	Over the first two months of school, teachers were asked to gather any data from the students that they have in their class this year. They were scanning 3 areas: literacy needs, numeracy needs, and social emotional needs. The data gathered ranged from assessments, anecdotal notes, conversations with students and with former teachers of the students. This helped them gain a better understanding of the students strengths and areas of growth. **Literacy Needs:** - Low reading levels - How do we support these kids at the varied reading levels - Wide variety of skills of students - How do we include students with low reading levels in the regular classroom - 6 Grade 6 students reading at a grade 2/3 level - Huge need for oral support - Need ways to keep bright/capable students engaged and pushed - Written output is low - Stamina is short
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	Engaging in collaboration to develop common goals and language to support students in literacy.
Focus Area (Inquiry Question):	**How will having consistent, collaborative, and intentional expectations accelerate students development in literacy?**
Focus:	Our intermediate staff is wanting to be more consistent across all classrooms and grades and have a shared understanding of skill development in literacy. We feel that by being more consistent and intentional, and by having a better understanding of where we want our students to get to by the end of the year, we will be better able to target instruction and monitor student learning.
Assumptions:	- Teachers may have different expectations of skill levels and target levels for their students - Teachers may not have a clear understanding of the needs of their students and how to support them to build on their skill - Teachers may not be allowing the assessments of their students to drive their instruction

	- Teachers may not be intentional enough about the specific skills they are trying to teach - Teachers may not be analyzing student work enough to know what needs to be taught - Teachers may not be targeting instruction to the needs of the learners - Students may not have a clear understanding of the learning targets - Students may not understand what good quality work samples compared to poor quality work samples - Students may not be given enough practice or Guided Instruction on specific skills
New Professional Learning:	1. We are going to analyze the BC Curriculum Guide 2. We are going to analyze the Performance Standards 3. Balanced Literacy approach to teaching
Taking Action:	- Each teacher is going to make a list of specific skills in Literacy: reading, writing, speaking, and listening, they feel are important, specific to the grade that they teach for both the beginning of the year and the end of the year target. They will also use the BC Curriculum guide and the Performance Standards to help guide their decisions. - Each teacher will then work with common grade teachers to discuss and then continue to work with teachers from the grade lower and higher to make sure that their lists are the same and that they support the target skills. - We are going to look at "best practice" teaching around literacy. - We are going to look at ways to use student assessment to make decisions about teaching targets.
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

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PRINCIPAL SIGNATURE: