



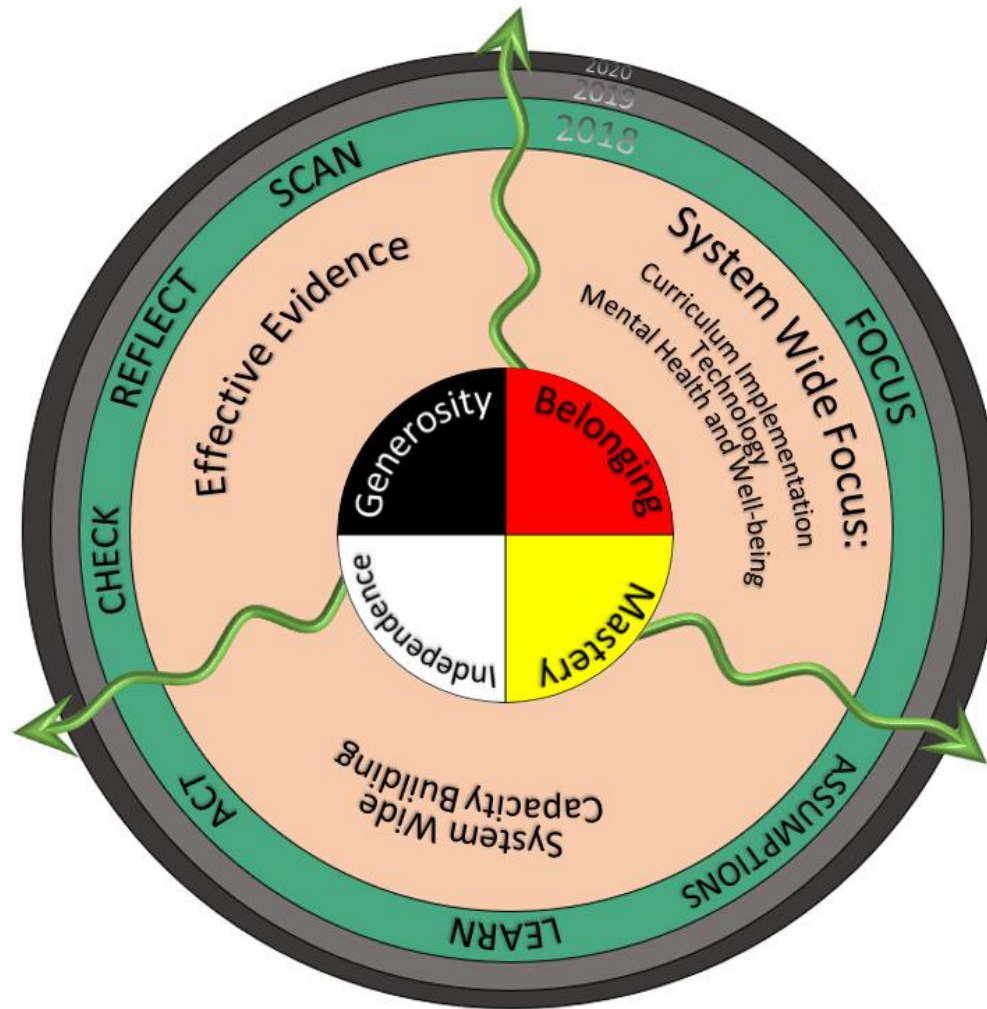
Building Resilient Learners School Plan 2019/20

Name of School: **Forest Grove 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
Inquiry Team Participants:	Peggy Reed, Jenny Dahl, Irena Sindelar-Babicky, Kerry Tunnacliffe, Elaine Arsenault, Mark Doolan
Scanning Summary:	We looked at all four scanning questions individually, then looked at our responses as a team. Though this process, the two questions surrounding mastery and independence brought forward our main areas of concern. We are most concerned about our students’ abilities to read and write independently.
Overarching Inquiry Question (one of 10):	#1. 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	Will creating new collaborative systems within our school enable staff to engage in learning reading and writing development. Will a better staff understanding of development of reading and writing (and the sharing of how each teacher teaches the subjects) lead to gained confidence and independence in our students?
Focus Area (Inquiry Question):	Would a better understanding of reading and writing development across all the grade levels by all Staff help to increase the independence and confidence in students reading and writing output?
Focus:	To what extent would staff having a better understanding of reading and writing development across all the grade levels help to increase the independence and confidence in students reading and writing output?
Assumptions:	We are assuming that each of our teachers has a good understanding of teaching reading and that all classrooms are learning reading strategies. One barrier may be that we may need to overcome could be that some staff feel that students should come to them already being able to read and or write. Another might be that some staff already feel that they have a good understanding of both reading and writing development.
New Professional Learning:	Finding out the key developmental points across the grades to help staff have a better understanding of the entire scope of reading and writing development. Maybe staff sharing what they currently use so that we can both continue with what was taught previously, as well as better prepare and lay the ground work for what comes afterwards. Possible resources could be,

	Coaching in the Moment, Reading Recovery books, The Next step forward in Guided Reading (Jan Richardson).
Taking Action:	-Creating a whole school rubric of independence (4-point scale? NYM, MM, ME, EE?). -Creating a baseline to compare (pre-testing?) Implement Buddy Reading to provide teacher collaboration time on a regular basis. -Sharing what is currently done in each classroom. -Learning developmental milestones for both reading and writing.
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 250-398-3855)

For clarification regarding inquiry work, please contact Brian Davidson at brian.davidson@sd27.bc.ca or phone: 250-398-3842

PRINCIPAL SIGNATURE: