



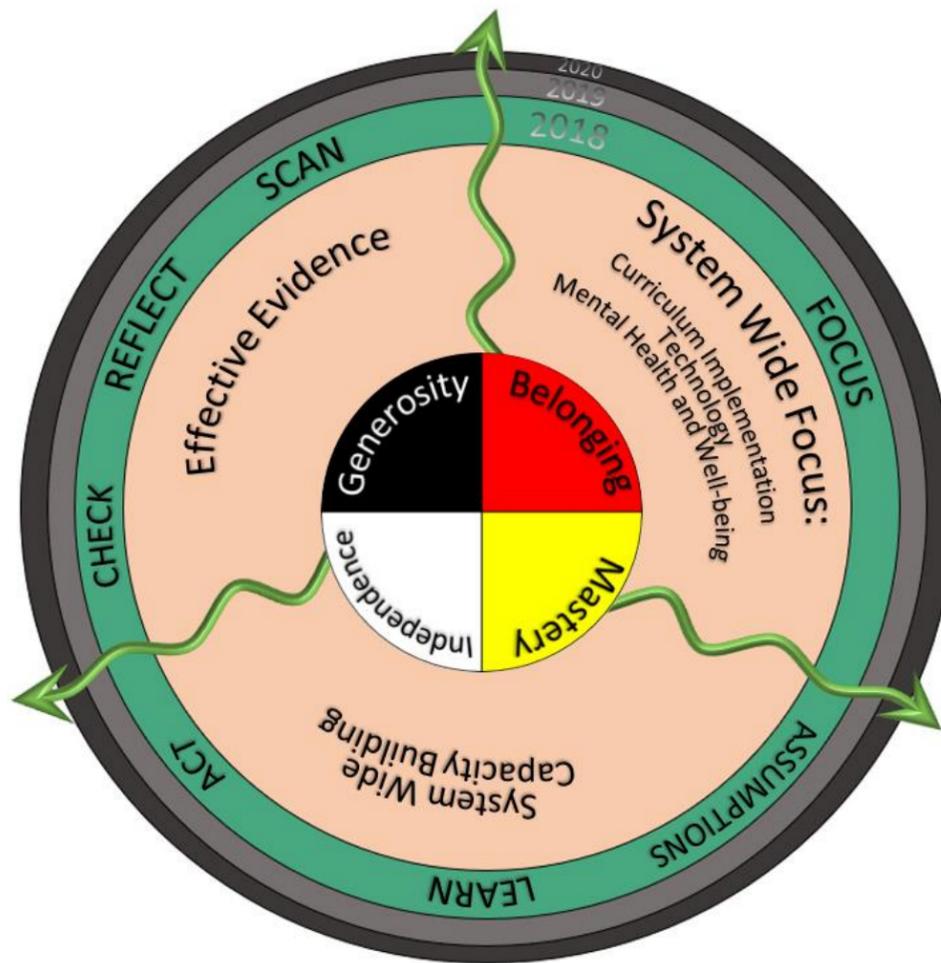
Building Resilient Learners School Plan 2019/20

Name of School: **Horse Lake**

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:	Kristi Pecor, Kyra Hopson, Lisa Pugh, Margaret Ramsay, Leslie Dickson, Marie Matwick, Mike Davidson, Jillian Eyer, John Foote, Ty Lytton
Scanning Summary:	Through the use of the district scanning tool our school has determined that the focus for our plan will be on student mastery and independence. In particular to student awareness and responsibility. Do our students know how well they are learning and do they understand why and what they need to do next in their learning?
Overarching Inquiry Question (one of 10):	Our scanning aligns within the overarching curriculum based question that asks, “To what extent will new collaborative systems within our school enable staff to engage in innovative and inquiry based learning?”
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	The area of focus speaks directly to the Inquiry question that explores collaborative systems and the inquiry process as we investigate the literature around growth mindset and Assessment For Learning.
Focus Area (Inquiry Question):	With the increased implementation of AFL and growth mindset strategies in the classroom can we get a net improvement in student ownership/engagement and will it transmit into improved student performance? If we do and it does not, what may be the reasons for this and what can we do to ensure that this transmission occurs?
Focus:	Collaborative teacher approaches to implementation of AFL practices in the classroom to increase student ownership and engagement seem to be the best way to approach our goal of increasing student engagement and ownership. Staff agreed that the practices around growth mindset and AFL could be implemented more collaboratively with the purpose of answering our inquiry question.
Assumptions:	Learning has the potential to become routine for both students and teachers and if it is not clear why what we are doing in school is important, it can be hard for students to engage in their work. If students can better understand the structure of learning and the role they play in that process, their connection to the lessons will be strengthened.
New Professional Learning:	During staff meetings and specific Pro-D days staff will work together through Assessment for Learning refreshers mixed with some RTI structures with a focus of getting measurable results in their classrooms. This will be combined with an overarching conversation around growth mindsets
Taking Action:	Students will be given a short survey at the beginning of the year to help them and their teachers get an understanding of their impressions of student ownership of work and the driving motivations behind the work they do in class. Collaborative sessions will be scheduled during staff meetings and during buddy reading time for teachers to discuss the literature around growth mindset and AFL. Plans to implement will be developed and reflected on during this time as well. These plans will be evidence driven with assessments that can be used to reflect and compare on the delivery of instruction to determine if we are approaching our intended targets.

Checking Plan:	Near the conclusion of the year a second survey will be implemented to help determine if our efforts to increase ownership and engagement have produced results. Teachers will also work through a self-reflection to identify if any of their teaching practices have developed over the year to further encourage student independence. Teachers will document concerns in their classrooms with the expectation that these concerns will be reviewed at the end of the year to determine if any have been mitigated.
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: