



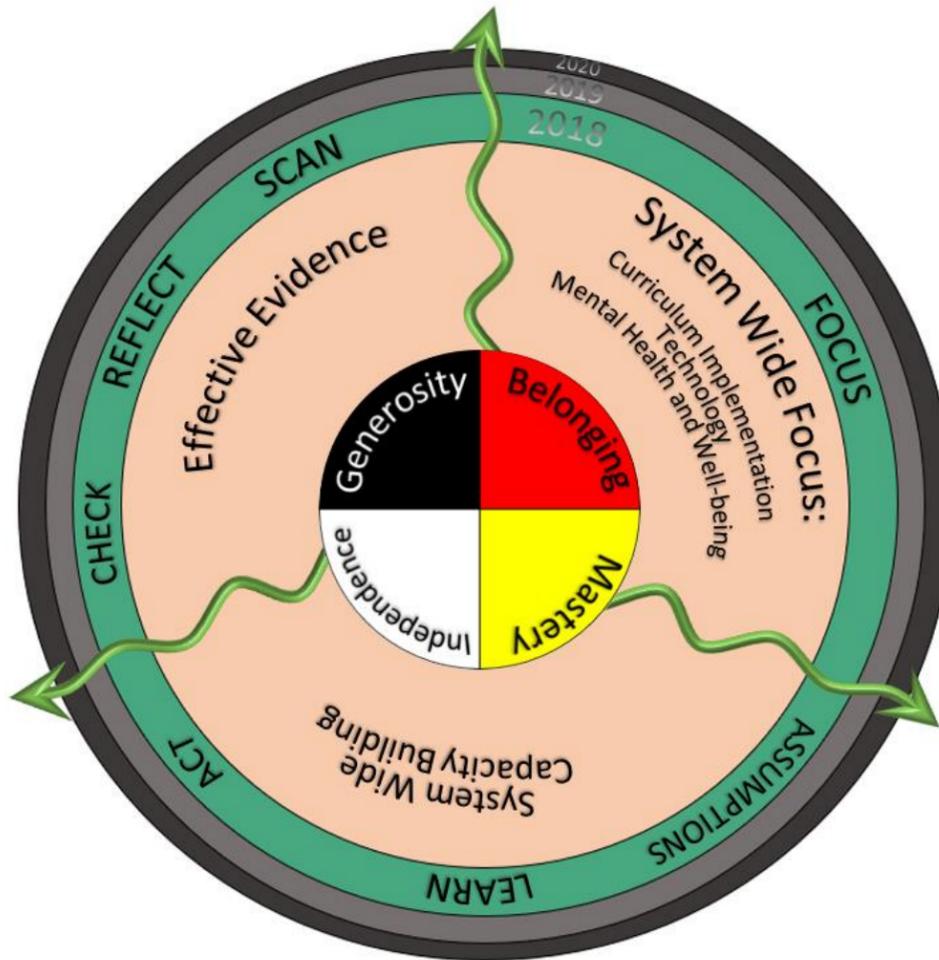
Building Resilient Learners School Plan 2019/20

Name of School: **Marie Sharpe**

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:	Calvin Dubray, Kirsten Hamm (Kacie Young), Celina Parkin, Gail Brommit, Marianne Okrainetz, Cecilia Harry, Marlene Eccles, Katherine Goertz, Vanessa Neufeld, Tracy Walton, Jeremy Parkin, Tanya Isnardy, Jenn Reedman, Jessica Katsura, Tracy Campbell, Angie Johnson, Cindy Stockill-Grant, Chelsea Hamblin, Katrina Balmer, Lynda Porter, Karen Grant, Dawn Ross, Tanya Johnson, Jody Erho, Naomi Weil, Charlotte Haines.
Scanning Summary:	<p>We have identified two areas that were of concern to our collective staff in the previous year and we would like to continue with our plans from last year while incorporating a few new concepts that resonated with our staff at the CI Day and subsequent Pro D involving Stuart Shanker’s work and also the RTI work with Greg Kushnir; in particular the ‘Unpacking the Essentials’ piece. Once again, it was realized going through PM Benchmark scores, FSA’s, School Wide Write data and our CID scanning session of where we felt our students were most vulnerable, that reading and writing (literacy) and the student engagement in their learning continue to be a concern. Through student observation and their previous Core Competency self-assessment it was discovered that students wanted more choice in their learning and making connections to the ‘real world’ learning was lacking. They struggled to grasp basic literary concepts and take ownership of their learning which also translated into behavioral issues. We have worked hard in the area of mental wellness and will continue to do so with incorporating some of Shanker’s strategies into student learning but realize that academic struggles such as mastery of literary concepts and engagement in learning are the ‘seeds’ for behavioral issues and disengagement.</p> <p>What is going on for our learners – Many students are struggling in mastering literary concepts before they move on to the next grade; some students are as many as 3 grades behind in this area after assessment. We also have students that are not engaged in their academics or school in general because of lack of choice or voice perhaps and ‘hands-on, real-life relevant’ learning.</p> <p>How do we know – We look at assessment scores from year to year and many students are behind in grade level in literacy areas; we also have students getting frustrated because they can’t communicate through writing or read to be heard. We also see behavior issues arise from students not being engaged or enthused about the work they are being asked to do.</p>

	<p>Why does it matter – Our students need to gain mastery in their literary skills in order to better represent themselves and move onto the independence stage of their lives. These are necessary life skills that they need to be successful, contributing citizens and to be understood and heard. We see this affecting children’s self-esteem and willingness to engage and participate in school and in the community.</p>
<p>Overarching Inquiry Question (one of 10):</p>	<p>(Intermediate/Primary question) Curriculum Implementation: “To what extent will new collaborative systems within our schools enable staff to engage in innovative and inquiry-based learning.” (Additional Intermediate question) Mental Health and Well-being: “To what extent will the implementation of a district-wide Mental Health Literacy program (awareness) help our students self-regulate and learn more effectively?”) This refers to some of the Shanker work that our Intermediate cohort will be working through to embed in their teaching practice.</p>
<p>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</p>	<p>We have many vulnerable learners that are struggling with literary concepts and academic engagement. It has been realized that we need to be ‘speaking the same language’ across the board for students to progress and understand what is being asked of them and the model to follow year after year. This is why we are engaging in as a staff in ‘Unpacking the Essentials’. We need to get them to be engaged in their learning through more ‘voice and choice’ opportunities so they can make ‘real world’ connections to their learning. There is a concerted effort by staff to help support this in classrooms, but we must be more intentional in our collaborative processes to achieve this.</p>
<p>Focus Area (Inquiry Question):</p>	<p>Intermediate Question: What kinds of activities/does choice in activities make students feel most excited/engaged? Will the implementation of focused hands-on inquiry-based learning in small groups with student ‘voice’ and ‘choice’ increase student engagement in their learning? Primary Question While building independence in our students with direct teaching support for Guided Reading and small group, will they increase their stamina and resilience. Will students be able to be on task problem solving (K) 5-7 mins, (Grade 1-2) 10-15 mins and (Grade 3-4) 20-30 mins decrease disruption. Will their learning increase in Reading and on task abilities in Language Arts.</p>
<p>Focus:</p>	<p>Through our discovery during our CI Day and discussions from last year and heading into this year, we were still struggling with how to increase our student’s literary skills (in particular reading) despite the fact that our Primary teachers were using components of the Daily 5 structure which seemed to be somewhat effective but not consistent throughout the school. It was agreed upon by all our Primary teachers after some Pro D and ‘in-house’ collaboration in ‘Unpacking the Essentials’ and that using the same language, following the same lesson structures and frameworks of ‘The Next Step Forward in Guided Reading’ across the K-3 level that students would better understand and could build upon these skills from year to year. Teaching staff could create a system in which they could better collaborate, share resources, provide support for one another and their students if everyone was working towards the same goals and knowing what the core essentials are in each grade for students to be successful. At the Intermediate level, teachers realized that some of our most vulnerable students were becoming disengaged from school and specifically academia, due to perhaps the lack of choice in what they are learning, lack of motivation or no relevant connection for them to the real- world activities and events. In Learning Module Thursdays, teachers will teach to their strengths on a specific topic (Big Idea) via different mediums such as music, arts and crafts, outdoor ed., technology, cooking, etc. This collaborative system allows students to choose what they would like to learn about and what medium best suits them and has them working with teachers in an engaging way in smaller groups.</p>
<p>Assumptions:</p>	<p>Intermediate - Kids with low energy/low tension are feeling unsafe, frustrated or bored. Primary: By looking at the core foundations in Language Arts at each grade level and determining what students need to be successful in subsequent grades and what is needed so we are all on the same page will lead them to be more successful.</p>
<p>New Professional Learning:</p>	<p>Intermediate Inquiry: Use Stuart Shanker’s Thayer Matrix and self-regulation research to move students from disengagement to engagement. The ‘same literary language and model’ via the tool ‘The Next Step Forward in Guided Reading, to teach subsequent grades we will create a collaborative system and framework in which students will understand and be comfortable with across their primary schooling years.</p>
<p>Taking Action:</p>	<p>Intermediate Inquiry: Use Friday afternoon exploration modules to allow choice in activities with the intention to improve student engagement. Primary Inquiry: Working from our Pro-D workshop on unpacking the essentials in Language Arts for each of the grades. Creating our lists of what is expected each student should know at the beginning of the Grade and what we hope they will leave learning at the end. Our Primary teacher group also has engaged in a ‘in-house’ Pro D to discuss the tool Jan Richardson’s, The Next Step Forward in Guided Reading’ and go through the lessons, format and strategies used. We have a few teachers that are more comfortable with this and led and mentored the newer teaching staff and will continue to do so. They plan on meeting 4 times a month to bring and share resources and strategies they have used during PLC collaboration time implemented in our school. The Intermediate teaching group is also using collaboration time to discuss where they would like to go next with the Learning Modules and also get some outside assistance from experts that can suggest ideas or employ their skills to share with the students.</p>
<p>Checking Plan:</p>	<p>Intermediate Inquiry: Pre and post-survey - Data collection (see attached datasheet). - Anecdotal/photo/video evidence. - End of explorations gallery walk. Criteria: - Use “student check-in” with post-it notes - Track engagement and pro-social behaviour using data collection sheet.</p>

	Primary Inquiry: <ul style="list-style-type: none"> - 'Unpacking the Essentials' – 'in house' Pro D work - Pre and post assessments - Teacher learning walks - Video evidence - Student check ins with learning - Teacher collaboration and strategy building
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: