



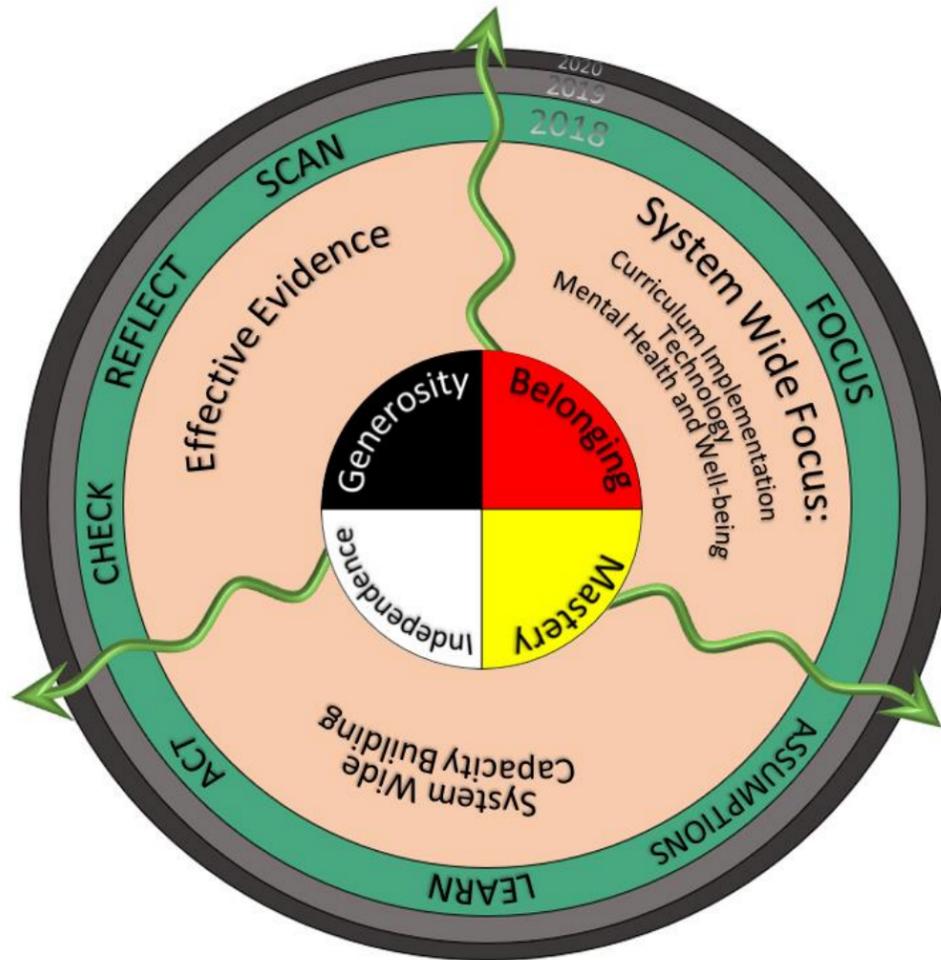
Building Resilient Learners School Plan 2019/20

Name of School: **École Nesika 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:	Alanna Vachon, Naomi Miller, Todd Routtu, Nicole Ratko, Tami Leblanc, Cassie Campbell, Amy Kolinsky, Leona William, Kari Johnson, Kyla Edwards, and Allison Bos (facilitator) allison.bos@sd27.bc.ca
Scanning Summary:	After attending the Curriculum Implementation day with Stuart Shanker, teachers realized they need more work in this area to help their students learn how to self-regulate themselves. They were seeing unwanted behaviours in their classroom and were not sure why.
Overarching Inquiry Question (one of 10):	To what extent will the implementation of a district wide Mental Health Literacy program (awareness) help our students self-regulate and learn more effectively?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Our staff’s study of self-regulation through Shanker’s work will deepen our knowledge and ability to help students stay calm, feel good, and be ready to learn throughout each day. While this would be a school-wide model, it would certainly be shared with the entire district.
Focus Area (Inquiry Question):	Self-Regulation - Book study on Stuart Shanker’s book
Focus:	All primary teachers were eager to read Stuart Shanker’s new book Self-Reg and implement it in their classrooms. They have stated they have many students in their class who either can’t or don’t self-regulate and are not sure what to do with it. They have all stated they need help.
Assumptions:	Teachers are looking for an understanding of where the behaviours are coming from and are wanting ways to help reframe the behaviour, and to be proactive vs. Reactive.
New Professional Learning:	They plan to work through the book as a group and try new things in their classrooms. They will use Shanker’s website to help guide them through it.
Taking Action:	As of November/December, teachers have met and read the first chapters and began implementation plans.
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

_____ Yvonne Davis / Kevin McLennan _____
 PRINCIPAL SIGNATURE:

Area of Inquiry (make choice bold):	Curriculum Implementation; Technology; Mental Health and Well-being
Inquiry Team Participants:	Grace Lau, Lacey Nasuszny, Melissa Therrien, Jordan Bamsey, Kevin McLennan, Kaarina Fichtner, Jamayca Whalen, and Allison Bos (allison.bos@sd27.bc.ca)
Scanning Summary:	After looking at previous FSA results, we saw that we have increased our scores in reading and writing, while our scores in math have declined. ***Need FSA Results to confirm this***
Overarching Inquiry Question (one of 10):	To what extent will changing our format for communicating student learning create more student choice/voice and guide planning and delivery of curriculum in a way that includes all learners?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	We want to change our math outcomes by changing the way math is delivered. Students will be grouped by ability and provided targeted instruction to fill as many gaps as possible and advance learning/knowledge as much as possible. This will be done through FreshGrade (online portfolio assessment).
Focus Area (Inquiry Question):	Does teaching students at their level in math with other students working at that level, regardless of age, improve students' progress in math?
Focus:	We discussed different ways of increasing our students' math abilities. It was suggested that we group students by ability rather than their grade level. We try to teach students at their level within the regular classroom, but students were still not improving their math skills. We had to try something different.
Assumptions:	All intermediate teachers are using guided math and teaching students at students' level, but with such a range of abilities in each grade, teachers felt they were not able to effectively teach all students at their level. The lowest students seemed to be falling further behind.
New Professional Learning:	We plan on having all intermediate math be taught at the same time each day and group students according to ability rather than age. Different teachers would be teaching different curriculums and the students could/would go to different teachers during math. Groups will be fluid, so students could move to different teachers based on their performance.
Taking Action:	
Checking Plan:	
Checking (complete in June):	
Reflection (complete in June):	