



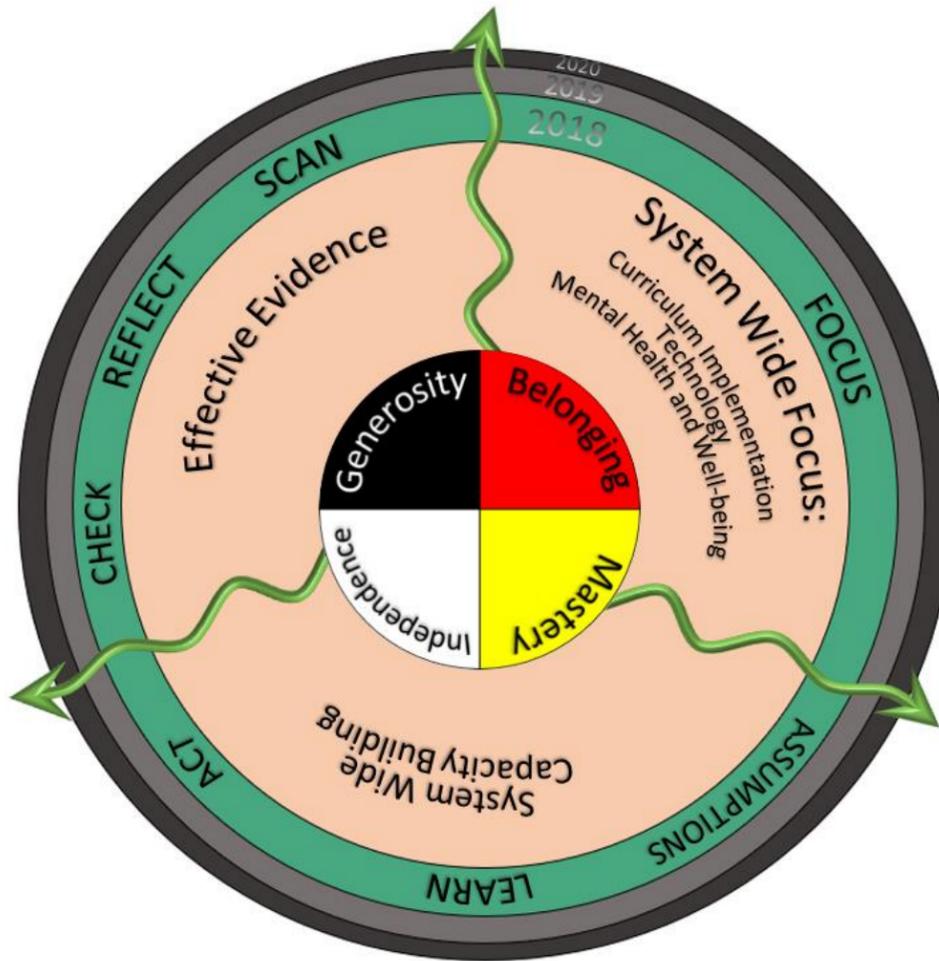
Building Resilient Learners School Plan 2019/20

Name of School:

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):	Mental Health and Well-being
Inquiry Team Participants:	Jill Kurki, Darren Lindsay, Kathy MacBurney and Dianna St. Onge
Scanning Summary:	During our first staff meetings we shared the process form last year with our new teacher: asking three questions: “1) What is most important for Likely students, 2) What can we do about it? 3) How do we know how we are doing?” Over first two months Darren and I met often to discuss these questions and #1 answered consistently with statements related to the students emotional needs and family support. Our focus initially but knew it’d be related to building resilience and students being able to self-regulate independently.
Overarching Inquiry Question (one of 10):	To what extent will the implementation of a District Wide Mental Health Literacy program help our students self-regulate and learn more effectively.
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Increasing student knowledge around the link between their ability to self regulate and their ability to fulfill their role in learning. Teaching background knowledge and strategies for self-regulation along with a focus on students’ direct role in learning is expected to increase self-awareness, self-esteem and independence in learning.
Focus Area (Inquiry Question):	To what extent will staff learning about self-regulation and Assessment for Learning practices within the classroom increase student ownership of their learning.
Focus:	As part of our discussions, we determined that the two most pressing areas within Independence were connected to student self-regulation and taking personal responsibility for learning.
Assumptions:	Our current practice may not include explicit enough instruction regarding self-regulation and around students’ roles and responsibilities for learning as our teacher is new to teaching and to the BC curriculum. Our EA’s continue to take on an in-depth role so implementation requires more collaboration time and a longer time-line. My time to lead this inquiry continues to be stretched extremely thin due to the newness of teaching staff. I suspect this inquiry will not get the attention it deserves.
New Professional Learning:	We will investigate how best to progress from the ‘Zones’ program used last spring and this fall into self-regulation programs? that build independence. I will investigate how to explicitly teach the link between self-regulation and current AFL practices. My teacher and I will develop self-assessments specific to learning outcomes for us to implement. I will also search for a survey relevant to our inquiry. Release time will be necessary for me to do so, as well as, to collaborate as a team. Staff will have time during regular debriefing of the day/week as well as at staff meetings to report on their progress and learning.
Taking Action:	In the new year a survey will kick off our year in order to provide the base line we need to measure progress. The ‘Zones’ program will be reviewed to provide the scaffolding to move on from to

	more independent practice of strategies by students. I Can... statements for learning outcomes will be posted and taught within lesson times and learning activity times. Levels 1-4 of self-assessment using 'student-friendly language' will be posted, introduced and referenced throughout lesson times and learning activity times. Portfolios will be used as an 'evidence-of-learning' file for each student. We will meet weekly to ensure big ideas, specific content, common language, and expectations are school wide and understood by all staff. Parents will be included in our initiative via newsletters, PAC meetings and word of mouth.
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

Jill Kurki

PRINCIPAL SIGNATURE: