



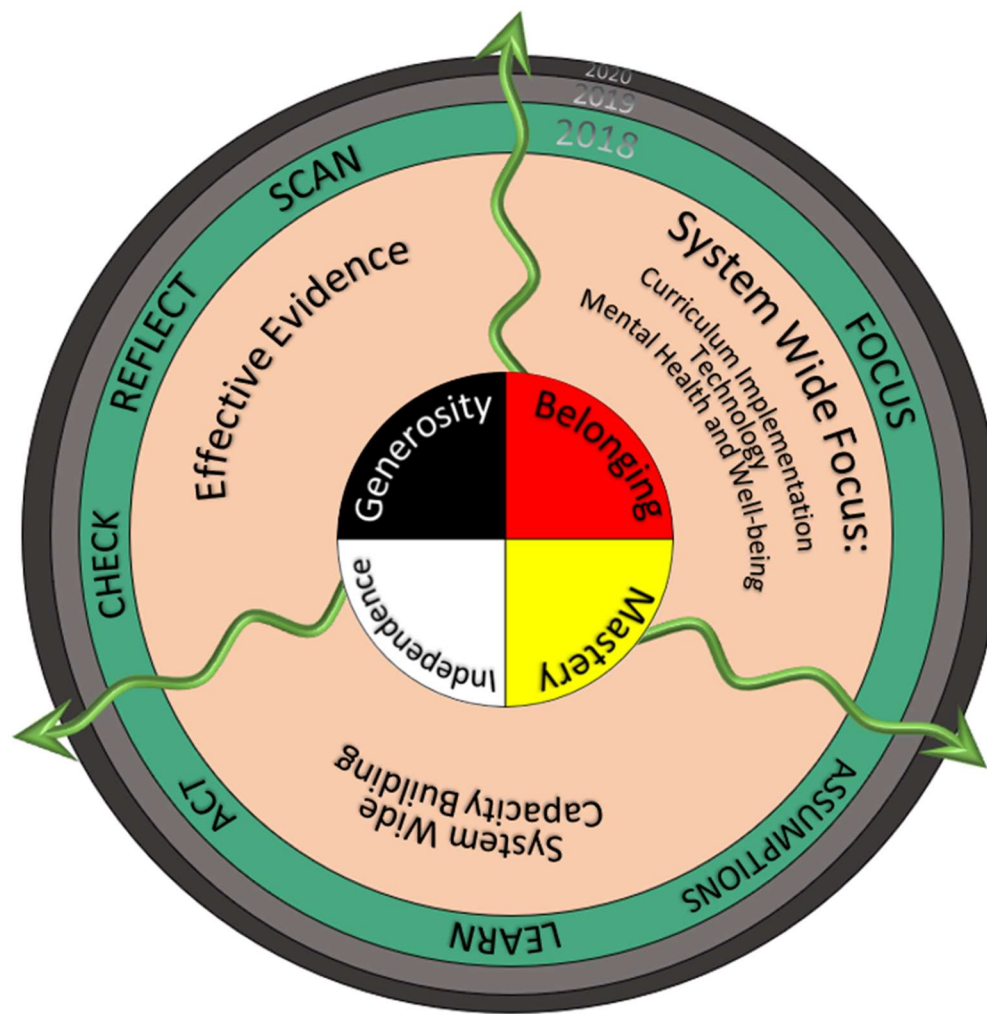
Building Resilient Learners School Plan 2019/20

Name of School: 100 Mile 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:	All Staff
Scanning Summary:	<p>Our scanning process was done over a period of four weeks. The scanning tools that were used were to gather evidence regarding areas of high concern were: Scanning with The Circle of Courage, Student Vulnerability Profile, Evidence from literacy and numeracy assessments and staff observation / reflection. From this evidence each staff member identified the <i>quadrant</i> of the circle of courage they believed to be the highest area of concern for our students this year and the area where we as a staff could do more learning to move all students forward. A large template of the circle of courage was put up in the staff room and staff responses were posted for everyone to see.</p> <p>Results of Scanning – Staff response / Highest area of concern this year: Sense of Belonging – 4% Mastery – 48% Independence – 44% Generosity – 4%</p>
Overarching Inquiry Question (one of 10):	Undecided at this time. We still have more focusing to do.
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Through the analysis of responses thus far it is looking as though we may be leaning towards extending our professional learning in the areas of: RTI (developing school-wide expectations per grade for mastery and/or independence and developing team approach to looking at next steps) Growth Mindset, communicating clear (high) expectations, strategies for making learning visible
Focus Area (Inquiry Question):	Which strategies and structures will be most effective in increasing student mastery levels? Which strategies and structures will be most effective in increasing students’ independence?
Focus:	<p>We are currently working on the Focusing / Assumption stages. We have a large staff and we are a dual track school. It is important to take adequate time to really investigate and discuss what area of professional learning and collective efforts would benefit our students the most this year.</p> <p>We are currently in our third week of continuing to gain clarity about what to do next. After the staff worked through scanning and collecting evidence, they were asked to provide more detail on:</p> <ul style="list-style-type: none"> - What do you feel is leading to the situation / holding our students back from achieving ... (insert their quadrant)?

	<p>- What do you feel we could learn more about as a team to help move all students forward?</p> <p>This information was collected and coded into common themes. The themes were posted on the circle of courage in the staff room for everyone to consider. At our next staff meeting happening (this week) we are going to have pivotal conversations about the results of scanning and focusing and decide on an inquiry question that we, as a staff, value and can all get behind as important work that will make the most difference for our students this year.</p>
Assumptions:	Once we have narrowed in on a question we will look at and check our assumptions about what we believe is leading to the situation.
New Professional Learning:	<p>At the last staff meeting and through staff handouts we have been building on our understanding of how the spirals of inquiry process works and how it is connected to the PLC structure.</p> <p>Other resources that are being used to help guide our decision making are: John Hattie. Visible Learning: A synthesis of over 800 meta-analyses relating to achievement John Hattie & Klaus Zierer. 10 Mindframes for Visible Learning. Teaching for success.</p>
Taking Action:	<ul style="list-style-type: none"> -Participating in the spirals of inquiry process throughout the year in support of professional learning -Developing a PLC structure that will work consistently and efficiently in a large school -Targeting time during staff meetings to discuss professional learning as a whole staff
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

PRINCIPAL SIGNATURE: