



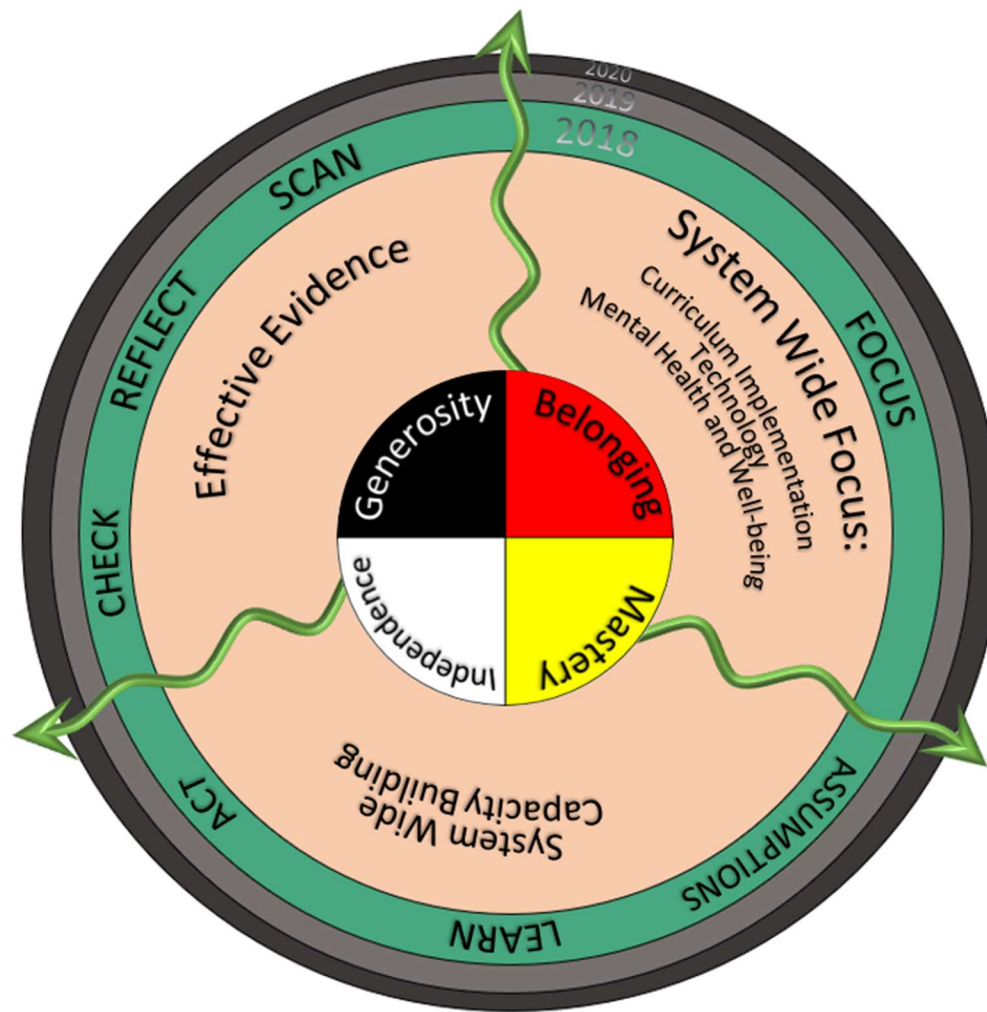
Building Resilient Learners School Plan 2019/20

Name of School: **Tatla 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.

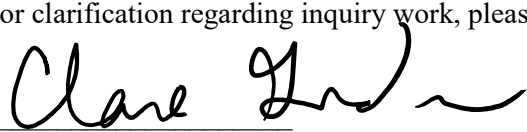


INQUIRY (NOTE: copy/paste a new box for each inquiry)

Area of Inquiry (make choice bold):	Curriculum Implementation; Technology ; Mental Health and Well-being
Inquiry Team Participants:	Clare Gordon, Audra Peterson
Scanning Summary:	From Teacher Notes: We spent a lot of time focusing on a Sense of Belonging last year and although we will continue to work with the Zones of Regulation, it was felt that this was no longer an area of high concern. A high level of concern existed when answering the question: “What percentage of our students are meeting or exceeding expectations for their grade level in writing?” Results from the School Wide Write showed that most students were minimally meeting expectations at a satisfactorily, or 2.5, level for writing. However; it is the beginning of the year and the students were evaluated on where they should be in the spring of the current year.
Overarching Inquiry Question (one of 10):	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	We have restructured our school day to allow for collaboration time. Lunch hour has increased by 20 minutes, giving us a full hour to meet. Consequently, the school day has also been extended by 20 minutes. This increase in time at lunch also gives our students more time to play outside on our new playground and more time to skate on our rink in the winter. Since Audra only works Tuesdays, Wednesdays, and Thursdays, these lunch hours will be spent on collaboration. Clare will be teaching the personal and literary writing while Audra will be teaching the writing to communicate ideas and information. If we collaborate, we can ensure that we are using common language and from marking the school wide writes together, we identified the areas in which we need to focus.
Focus Area (Inquiry Question):	If we explicitly teach writing during language arts, science, socials, art, health, and career using Adrienne Gear’s Writing Power strategies, will our students’ School Wide Write scores improve?
Focus:	From marking the school wide writes, we can see the areas in which we need to focus. Although we will be teaching all the strategies that Adrienne Gear goes over in her books <i>Writing Power</i> and <i>Non-Fiction Writing Power</i> , we will spend more time on those areas that we identified that most students are struggling.
Assumptions:	We assume that all students are capable of learning to write to a high standard. For some students, this will happen with technological assistance (Read and Write app).
New Professional Learning:	Books - Adrienne Gear’s <i>Writing Power</i> and <i>Non-Fiction Writing Power</i>
Taking Action:	In science, socials, art, health, and career, teachers will use the subject content to teach writing to communicate ideas and information.
Checking Plan:	We will complete another School Wide Write in March to see if students writing is improving.
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: