



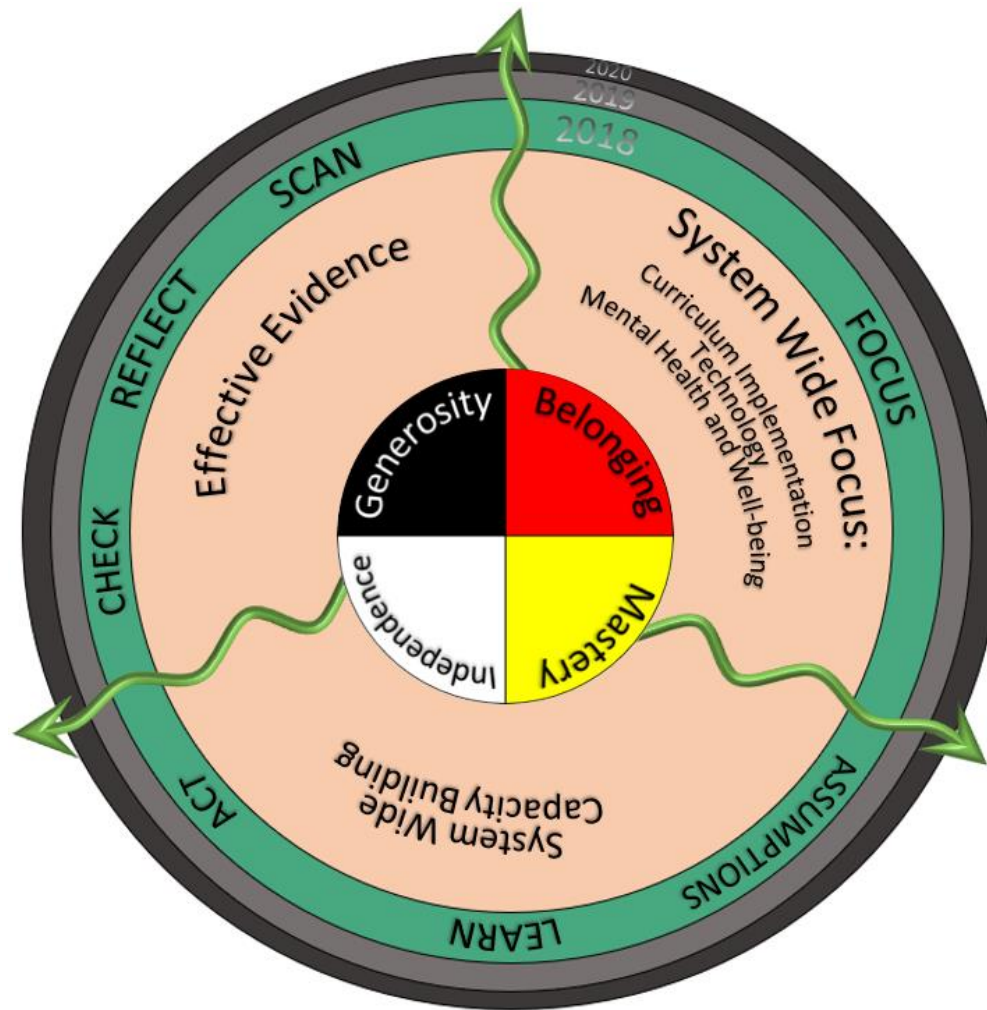
**Building Resilient Learners  
School Plan  
2019/20**

**BIG LAKE ELEMENTARY**

Please submit electronically in this format to Tracy Becker ([tracy.becker@sd27.bc.ca](mailto:tracy.becker@sd27.bc.ca)) and Catherine Getz ([catherine.getz@sd27.bc.ca](mailto: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)**

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| <b>Area of Inquiry (make choice bold):</b>       | Curriculum Implementation   |
| <b>Inquiry Team Participants:</b>                | Holly Zurak, Michelle Roberts, Tess Riley, (supported by Katie Chaffee and Jessika Woods)   |
| <b>Scanning Summary:</b>                         | <p>Using the Circle of Courage, staff members continue to work collaboratively to ask ourselves, “How are our learners doing in these areas?” We are proud of the inquiry work we began two years ago, and our scanning conversation indicated agreement to “continue the work”.</p> <p>At our school, teachers are continuing to undertake learning around <i>Visible Learning</i> and <i>Cultures of Thinking</i>. To teach collaboratively and school-wide can be challenging and requires deep and collaborative planning as well as flexible and student-centered teaching.</p> <p>We are continuing the work from last year around: planning for “Innovative and Inquiry-Based Learning” in several ways:</p> <ul style="list-style-type: none"> <li>- Students in grades K-7 are engaging in an hour-long Inquiry block daily, with Holly &amp; Tess as lead teachers. During Inquiry we are teaching the processes of Social Studies and Science using the inquiry cycle with students. Topics include big content ideas.</li> <li>- Guided math with a focus on taking math outdoors</li> <li>- Exploratory work in early primary math using “loose parts”</li> <li>- Student voice and choice using platforms like <i>Flipgrid</i> to do assignments like reader’s responses (Book Talks), parent-teacher-student conferences, and French language learning</li> <li>- Weekly ADST focused afternoon with stations and challenges</li> <li>- Outdoor place-based education (WILD TIME) twice a week</li> </ul> <p>Students and staff were responsive to these innovative and collaborative ways of teaching and learning. Scanning shows that based on these examples of changes of practice and learning, students and staff alike are ready to take Next Steps in our learning.</p> |
| <b>Overarching Inquiry Question (one of 10):</b> | To what extent will new collaborative systems within our schools enable staff to engage in innovative and inquiry based learning? <b>AND</b><br>To what extent can technology make student learning and reflection more visible?  |

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| <p><b>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</b></p> | <p>In order to continue to demonstrate our learning around <i>Visible Learning</i> and <i>Cultures of Thinking</i>, we plan to deepen our focus on documenting learning and work to explicitly teach student initiative of learning. We want to push students to make their thinking visible, meaningful, shareable and amplified. This year we are replacing our traditional reporting process with communicating student learning through the Fresh Grade platform.</p>  |
| <p><b>Focus Area (Inquiry Question):</b></p>  | <p>To what extent can we continue to improve student growth and ownership of their learning by cultivating a schoolwide culture of thinking and learning, and deepening student initiative of learning?</p>  |
| <p><b>Focus:</b></p>  | <p>We met as a staff to discuss our PLC inquiry. After sharing our observations, reviewing support plans, and using the four questions, we looked for foundational pieces that we could continue to build upon. We decided that a renewed and deeper focus on teaching visible learning and thinking strategies would build on our good results from last year and provide common language for future growth. In this school year, our school has implemented the ongoing communicating of student learning through Fresh Grade in place of traditional report cards. Focusing on deepening the initiative of our students in/for and of their learning is an exciting next step for our inquiry team.</p> <p>The staff agrees that a student will demonstrate <i>initiative of their learning</i> when that student:</p> <ul style="list-style-type: none"> <li>• acts upon new ideas and opportunities for learning;</li> <li>• demonstrates a willingness to take risks;</li> <li>• demonstrates curiosity and interest in learning;</li> <li>• approaches new tasks with a positive attitude;</li> <li>• assesses and reflects critically on her/his strengths, needs and interests;</li> <li>• identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;</li> <li>• and perseveres when facing challenges</li> </ul>   |
| <p><b>Assumptions:</b></p>  | <p>We need to look at how we support the independence of our learners so they can develop ownership of their learning and consistently demonstrate and begin to document their thinking/learning. Doing this in a coordinated and intentional way will continue to support learners' growth towards independence.</p> <p>We make the assumption that students are already thinking about their learning, but that a heightened focus on getting them to notice and name their learning and growth will improve their development as learners.</p>  |
| <p><b>New Professional Learning:</b></p>  | <p>We will continue to use these key resources to support our learning and planning:</p> <ul style="list-style-type: none"> <li>- 'Cultures of Thinking' by Ron Ritchhart</li> <li>- 'Visible Learning' by John Hattie</li> <li>- Successful Learner Traits</li> <li>- POPFASD '8 Magic Keys' for inclusive learning</li> <li>- 'Powerful Understanding' by Adrienne Gear</li> </ul> <p>New professional learning will be engaged from:</p> <ul style="list-style-type: none"> <li>- 'Assessing Critical Competencies' by Tom Schimmer</li> <li>- 'A Guide to Documenting Learning: Making Thinking Visible, Meaningful, Shareable and Amplified' by Silvia Rosenthal Tolisano &amp; Janet A. Hale</li> <li>- Fresh Grade online seminars and collaborative teachers in our school district</li> </ul>   |
| <p><b>Taking Action:</b></p>  | <p>Actions underway:</p> <ul style="list-style-type: none"> <li>• Continually adjust flexible learning environments (physically) to support diverse learning needs</li> <li>• Continuing to provide literacy choices (Daily 5)</li> <li>• Guided math framework. Getting kids thinking and talking about their thinking in Math.</li> <li>• Inquiry Hour (Grades K-7) for the processes (and big ideas) in SS &amp; Science</li> <li>• Provide structured opportunities for independence in classroom and school routines</li> <li>• Integrate technology such as Read &amp; Write, as appropriate, to encourage independence</li> <li>• Explicitly teach Ritchhart's 'Thinking Routines'</li> <li>• Encouraging parent involvement action (communication and aligning language/expectations) via Fresh Grade portfolios for each student</li> <li>• Celebrating the Learner Traits (HOW students think/learn) through celebration assemblies (monthly) and at the year-end awards assembly.</li> <li>• Curating student assessment data in individual binders as evidence of deep and ongoing learning continuum</li> </ul> <p>New action:</p> <ul style="list-style-type: none"> <li>• involving students in the selection of artifacts of, for, and as learning</li> <li>• displaying student sentence frames for documenting their reflections</li> <li>• capturing student learning in a shareable format</li> <li>• meeting to discuss our learning around documenting OF/FOR/AS learning</li> <li>• communicating student learning in an ongoing manner through Fresh Grade</li> <li>• using Microsoft Office SharePoint to share as a PLC group</li> </ul> |

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| <b>Checking Plan:</b>                 | <p><i>What are you going to do to notice the difference you're making?<br/>Success criteria? What will you notice?</i></p> <ul style="list-style-type: none"> <li>- Content of parent contributions – perhaps coding for the kinds of responses that parents are likely to contribute on Fresh Grade and the school Facebook pages.</li> <li>- Students are moving towards reflection language that is more sophisticated and less simple (“That was fun”)</li> <li>- How often students are talking about their learning, their mistakes, their growth</li> <li>- Students taking more initiative in the following ways with increased frequency: <ul style="list-style-type: none"> <li>• acts upon new ideas and opportunities for learning;</li> <li>• demonstrates a willingness to take risks;</li> <li>• demonstrates curiosity and interest in learning;</li> <li>• approaches new tasks with a positive attitude;</li> <li>• assesses and reflects critically on her/his strengths, needs and interests;</li> <li>• identifies learning opportunities, choices, and strategies</li> <li>• and perseveres when facing challenges</li> </ul> </li> </ul> |
| <b>Checking (complete in June):</b>   |   |
| <b>Reflection (complete in June):</b> |   |

For clarification, please contact Jerome Beauchamp ([jerome.beauchamp@sd27.bc.ca](mailto:jerome.beauchamp@sd27.bc.ca) or 250-392-3845), Dean Coder ([dean.coder@sd27.bc.ca](mailto:dean.coder@sd27.bc.ca) or 250-398-3810) or Silvia Seibert-Dubray ([silvia.dubray@sd27.bc.ca](mailto:silvia.dubray@sd27.bc.ca) or 250-398-3851)  
For clarification regarding inquiry work, please contact Brian Davidson at [brian.davidson@sd27.bc.ca](mailto:brian.davidson@sd27.bc.ca) or phone: 250-398-3842

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PRINCIPAL SIGNATURE: