



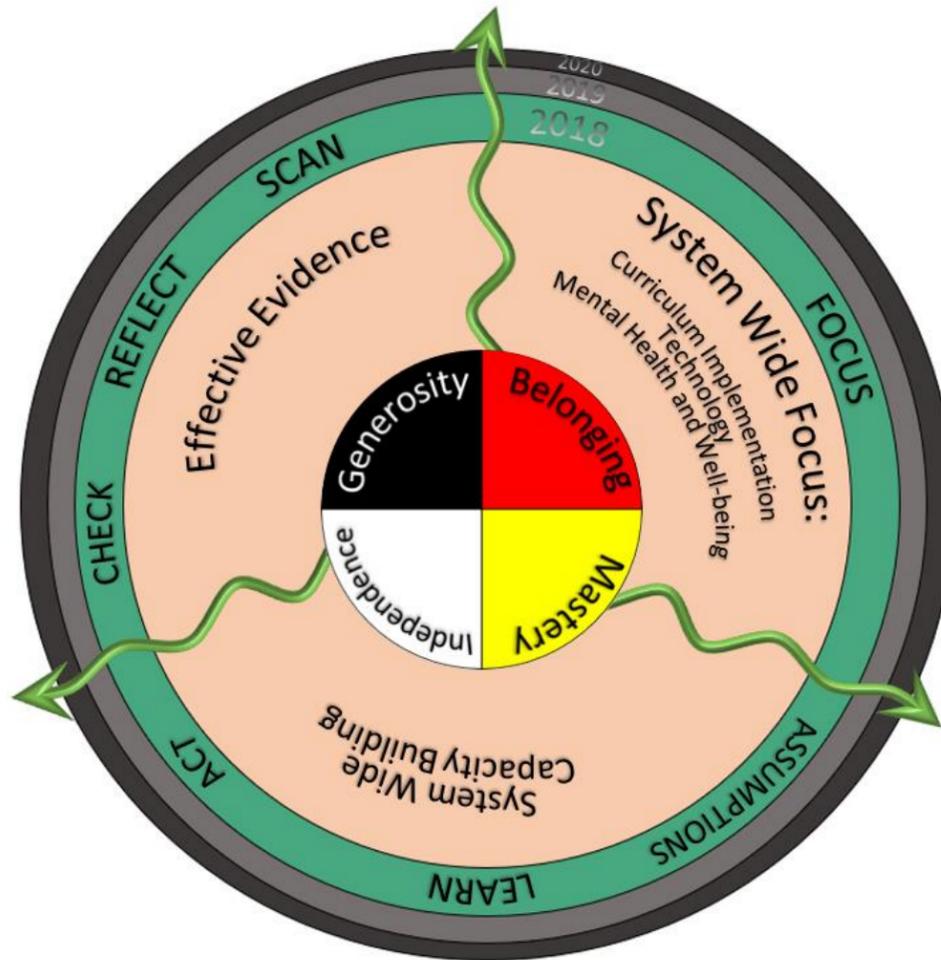
Building Resilient Learners School Plan 2018/19

Name of School: **Lake City Secondary**

Please submit electronically in this format to Adrianna Durrant (adrianna.durrant@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 19, 2018; June 21, 2019 (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 (WL); Technology; Mental Health and Well-being (Col)
Inquiry Team Participants:	WL Campus: Shannon Rerie shannon.rierie@sd27.bc.ca , Melinda MacKinnon, Laura Ulrich, Lauralee Dubuc Columnetza Campus: Nara Riplinger (nara.riplinger@sd27.bc.ca); Jennifer Clark; Ryan Hanley; Hattie Darney; Mike Franklin; Jodie Mason; Christine Schiller; Noemi Searls; Brandi Vath; Tanner Gainer; Cody Slinn; Frances McCoubrey; Elaine Stafford; Chloe Menard; Martin Kruus; Marla Renn; Christy Campbell, Julie Knevel, Isabella McQuarrie, Dave Julius, Mary Jacques, Krista Edwards
Scanning Summary:	WL: On the CI Day, our staff used the scanning tool to identify areas of concern and importance within our school. Columnetza: Through formal discussions (at staff meetings) as well as informal discussions, we realized that our staff is very concerned about their mental health as well as the mental health of their students. If teachers are not feeling grounded themselves, it makes it difficult for them to connect with students. This lack of connection may negatively impact student behavior and learning. We also met with our First Nations Education Coordinators to discuss concerns they had and ways we could work together.
Overarching Inquiry Question (one of 10):	WL: 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. Columnetza: How will supporting staff well-being impact student learning and well-being? How will supporting staff well-being (through education about mental health issues, through classroom supports including mentorship, and through self-care) impact learning and well-being of students and staff?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	WL: The focus area is not specific to communication; however, the overlap exists in the dedicated focus to the students owning their own learning. The focus on conversations between staff and students in guiding and facilitating learning will be paramount. After assessing the results from the scanning tool, I then narrowed that down to 6 key areas of concern or importance. I sent out a survey to the staff to then rank those 6 from highest to lowest of importance. This process narrowed the area down to two key areas, the ownership concern being the concern that ranked the highest in importance. Columnetza: Identical to overarching inquiry.
Focus Area (Inquiry Question):	WL: Student ownership of learning Columnetza: How will supporting staff well-being (through education about mental health issues, through classroom supports including mentorship, and through self-care) impact learning

	and well-being of students and staff?
Focus:	<p>WL: After assessing the results from the scanning tool, I then narrowed that down to 6 key areas of concern or importance. I sent out a survey to the staff to then rank those 6 from highest to lowest of importance. This process narrowed the area down to two key areas, the ownership concern being the concern that ranked the highest in importance.</p> <p>Columnneetza: At CI day, staff were asked to identify priority stressors in their lives. We then categorized them as ‘classroom’, ‘structure’, ‘school/other’, and ‘personal’. We realized that by focusing on some items that we can change, we may be able to relieve some stressors on teachers.</p> <p>We also realized that collective teacher efficacy could be broadened to collective community efficacy; we included support staff and FN Ed Coordinators in our discussions.</p>
Assumptions:	<p>WL: A barrier in taking ownership over learning could be a student sense of entitlement, in that learning is something that just “happens” to them. Teachers make an assumption that kids will understand what they are learning and why so we don’t make it explicit for them.</p> <p>Columnneetza: Our hunch that stressed teachers lead to a diminished learning environment for students makes us need to identify stressors and find solutions.</p> <p>Stressors: Teachers are concerned that they are not able to meet the needs of all learners in their classrooms. They are worried about their most vulnerable students. Teachers also have stressors outside of the classroom.</p> <p>Many staff identified their colleagues as very supportive; we have a hunch that by facilitating focused collaboration and mentorship, teacher stress could be reduced.</p>
New Professional Learning:	<p>WL: Gain deeper understanding of the 6 AFL practices, self-assessing about which are being used effectively, which are strengths and which aren’t, research and try different AFL practices in an area they are interested.</p> <p>Columnneetza: We were interested in collective teacher efficacy. According to Jenni Donohoo (2018), “When teachers believe in their combined abilities to influence student outcomes, the results of student achievement are significantly higher.” We hoped to broaden the term to collective community efficacy by including support staff and FN Ed Coordinators.</p> <p>We started to support teaching and learning in 3 main areas:</p> <ol style="list-style-type: none"> 1. Classroom support (action items). We investigated a variety of resources available to teachers to best meet the needs of their students. We added supplemental math materials as well as an online math assessment to allow teachers to accurately and efficiently assess their students at the beginning of the year. 2. Mental Health Awareness and Education. We are interested in discussing staff mental health and exploring a variety of supports available for staff members. We started to explore trauma-informed practices to better support our students. We also noticed that some staff reported that they do not have a colleague in the building who is supportive of them. 3. Collaboration/Mentorship within the school (creative strategies and best practices). This involved creating partnerships/mentorships/groups to facilitate collaboration on specific topics. We have new teachers who needed support in a variety of ways. We have some staff interested in exploring the core competencies. We have a number of staff interested in FN Education and place-based learning.
Taking Action:	<p>WL: Routinely meet as a small group of teachers, share strategies that are being used and report back on how it is going. We used the Office 365 system to create surveys and offer reflections that could be looked at and utilized by other teachers (through OneNote). Some of the specific actions taken were:</p> <ol style="list-style-type: none"> 1. One teacher had all of the Content and Skills printed out from the new curriculum and put them up on the back bulletin board. As they were covered, they would have a yellow arrow, then if they had been completed they would get a green check mark. Students would then reflect on their learning and use the back board to remember the skills and content if they were struggling with what they had accomplished in the class. 2. One teacher created one column rubrics on OneNote, they would only detail the middle or average a student could do and then as she marked them in consultation with the student they would make notes in the other two columns as they applied. 3. One teacher wrote daily learning intentions on the front board, and gave out detailed rubrics for all of the assignments. <p>Columnneetza: -Classroom supports: We tested all of our students using STAR and we were able to identify our struggling readers. We checked in with classroom teachers to see what supports might be necessary to help that student become successful.</p> <p>-Classroom supports: We found some resources to meet the needs of struggling students, mainly in the areas of reading and math.</p> <p>-Classroom supports: We surveyed the teachers of the students who received intensive literacy or numeracy intervention in Grade 7 to see how the students were doing. We tried to ensure supports were in place for these struggling students.</p> <p>-Classroom supports: Hattie Darney advocated for appropriate District testing for students who were in our intervention programs last year</p> <p>-School supports: Hattie Darney and Trudy-Lynn Pare designed a TTOC binder to help teachers on call become part of our professional staff quickly and efficiently.</p> <p>-School supports: We invited all staff to some of our campus-specific staff meetings to ensure all adults in the building would be working collectively to support our students.</p> <p>-School supports: We started the ‘Take Two’ program to identify and support vulnerable students in our school.</p> <p>-School supports: We visited Esk’et to learn about their school. We met with many community members and discussed how we could better support their students in our school.</p> <p>-Mental Health: We hosted the District Human Resources at a staff meeting; they educated all staff on the supports in place at the District level as well as how to find help.</p> <p>-Collaboration: We surveyed our staff to learn about strengths they would be willing to share (mentorship) as well as ways in which they could work together to explore a focus (collaboration).</p>
Checking (complete in June):	<p>WL: Our surveys and reflections clearly showed the students felt they learned more and had greater ownership over their learning when the intentions of the class were made clear. As a group we think we need to do more work on this question to solidly answer, however, we have seen concrete evidence through our inquiry that suggest AFL practices do help our students to engage in their classroom learning and to take ownership over that learning.</p> <p>Columnneetza: <u>Classroom supports:</u></p> <p>-While providing differentiated resources to teachers aids them somewhat, the real support should come from colleagues.</p> <p>-Baseline assessments early in the year allowed us to put supports in place for the student as well as the teacher. We were able to identify students who needed intervention programs for numeracy and literacy; we were able to ensure that our grade 8 students were on track for a successful year. We will continue this</p>

	<p>practice next year.</p> <p><u>School Supports:</u></p> <ul style="list-style-type: none"> -By inviting and encouraging all staff to attend the staff meetings, we are building a culture of efficacy. Support staff were pleased with the invitation and felt that they could contribute to collective staff efficacy. While we didn't check-in, it would be beneficial to check with our vulnerable students to see if they felt supported by all staff (teachers and support staff). -We would like to continue the 'Take 2' program next year and be able to follow-through with it. In a trauma-informed school, positive relationships can help build resiliency for a student; the more intentional connections we can make with students, hopefully the more positive the school experience is for them. -We would like to check in with our students to determine if they felt more connected to staff after this program. -We had a very positive meeting with all of the First Nations Education Coordinators. However, coordinating positive transitions and programs with 12 separate organizations proved to be difficult. We recommend that we focus on one or two First Nation communities to build positive relationships with and create smooth transition plans. We hope to continue our plan with Esk'et and be able to track the success of the program by checking with their students. -We will continue to support our TTOCs with informative binders. This will hopefully add consistency among the adults in our building. <p><u>Mental Health:</u></p> <ul style="list-style-type: none"> -Staff were pleased to meet with Human Resources; a few staff even contacted HR after the meeting to discuss specific issues or ask questions. <p><u>Collaboration:</u></p> <ul style="list-style-type: none"> -Some collaboration groups started well. Two teachers opened their classrooms for observation. We would like to encourage more of this, even on an informal basis. One teacher said, "I found every experience meaningful: having others come to my class to provide feedback; providing feedback to others; day trip to Esk'et to connect." -Some collaboration groups did not meet due to time restraints or scheduling issues. While the individuals seemed keen, the school year was well under way and teachers found it difficult to make time to meet. This was echoed by most teachers who participated and by some who did not. -Some individuals met once or twice and felt like their needs were met. -One mentorship group checked in informally regularly and even team-taught a unit. The teacher expressed, "I find team teaching really valuable and enjoy working/sharing ideas with other teachers."
<p>Reflection (complete in June):</p>	<p>WL: More time is needed and greater buy in from staff in order to fully examine our inquiry question and make solid decisions regarding best practice moving forward. The participating teachers in this Inquiry group, all agree that greater communication with the students about our purpose and intent with our inquiry would be beneficial, as well great use of technology for communication strategies. Given the survey we gave to the greater school population, they all seem to understand how they learn best and the purpose of clear learning intentions...what is less clear for them is any change around grading and receiving numbers for work done. Education and learning does not seem to register as something they could be internally motivated to do, they are more interested in still being spoon-fed the knowledge.</p> <p>Columnetza: The inquiry was fairly broad and encompassed many factors related to student and staff well-being. We plan to carry forward many of the school supports (assessments, implementing resources, early intervention for our struggling learners).</p> <p>I hope to work more in September with staff and student mental health. Targeted information for teachers for them to read, listen to, and watch will hopefully be provided. There is also discussion of providing Grade 7 students with Mental Health Education.</p> <p>We will be working with one or two First Nation communities to establish a positive relationship. We will look at implementing supports in our school for the First Nation students from these communities and finding ways to bring parents and education coordinators into our school.</p> <p>We will survey our staff early in the year to set-up and support the focus groups. Many groups were excited to start but had difficulty as we started too late into the year. Scheduling release time will be carefully considered.</p> <p>One focus group, Trauma-Informed Practices, will be carrying on in September. Perhaps we will use their information and findings to guide another inquiry.</p>

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 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: