



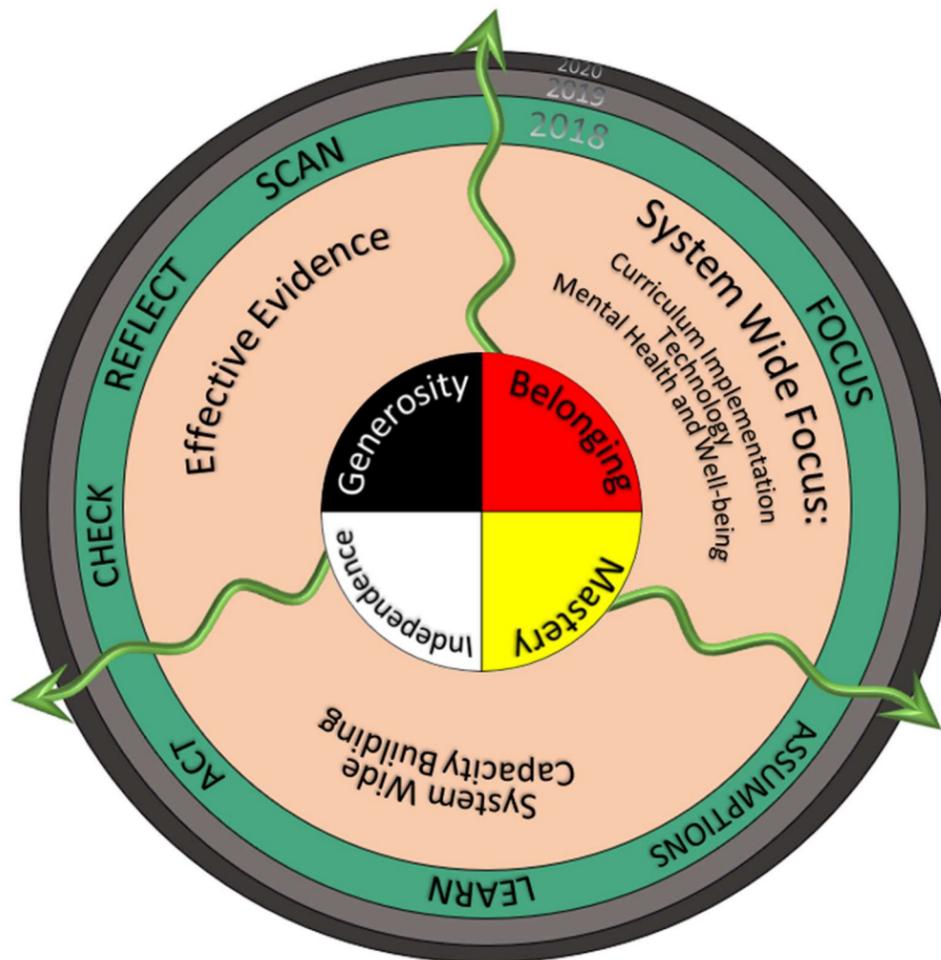
Building Resilient Learners School Plan 2019/20

Name of School: **Lake City Secondary – Columneetza Campus**

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:	Nara Riplinger; Jennifer Clark; Ryan Hanley; Craig Munroe; Hattie Darney; Mike Franklin; Jodie Mason; Mary Jacques; Tara Burtenshaw; Jennifer Chapman
Scanning Summary:	<p>As part of the inquiry process last year, many staff identified that they were concerned they were not meeting the needs of their students. We identified that students need to feel safe and connected to the adults in our building before academic pursuits can be addressed. Further to this, staff need to feel safe and supported before they can work positively with their students. This process was initiated last year and is continuing this fall. Through staff surveys in June, we found that many staff wished to continue to explore their classroom practices and their mental health knowledge (both for self and for students) through partnerships, learning communities, and mentorships.</p> <p>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.</p> <p>We also met with our First Nations Education Coordinators to discuss concerns they had and ways we could work together. As many of our First Nations students have experienced trauma, we wonder if working together could improve the community of support for these students.</p> <p>We feel that some staff exhibit a strong sense of self-efficacy and are already part of the collective staff efficacy of our school. These teachers support others through mentorships and partnerships, and through collective learning communities. Many of these teachers have indicated that they are already or are willing to participate in learning communities. Some staff are still developing self-efficacy and have indicated that they are often overwhelmed or too busy to participate in learning communities. We would like to continue to offer supports and opportunities to these staff to help develop self-efficacy and start the path towards collective efficacy.</p>
Overarching Inquiry Question (one of 10):	The overarching question was actually a combination of two: To what extent will focusing on Trauma Informed practices district wide develop more awareness of self-care both in students and staff? How will supporting staff well-being impact student learning and well-being?

<p>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</p>	<p>Will developing our teacher's self-efficacy through exploring trauma-sensitive practices, improve student sense of belonging and ultimately student performance/progress? The interest from our staff to learn about brain development, how trauma affects the brain, and how to best support students who have been impacted by trauma will hopefully lead professional conversations and useful information to give teachers some skills to help our students feel comfortable in school and better ready our students for learning.</p>
<p>Focus Area (Inquiry Question):</p>	<p>Due to positive feedback from last year (through follow-up staff surveys), we will continue our inquiry of collective staff efficacy: 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? We wonder if fostering collective staff efficacy, which is the highest indicator of student achievement (Hattie, 2018), would be possible through direct and purposeful initiatives.</p> <p>Due to already-identified interest from last year (and in line with collective staff efficacy), we will initiate an inquiry of: How will learning about and implementing trauma-sensitive practices impact teacher efficacy and student learning and well-being?</p>
<p>Focus:</p>	<p>At CI day in 2018, 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. 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> <p>One aspect of helping teachers develop self-efficacy is exploring trauma-sensitive practices, which we started in June. There is quite an interest from our staff to learn about brain development, how trauma affects the brain, and how to best support students who have been impacted by trauma. Through conversation and through staff survey, we were able to identify this as one area of focus. We hope that this may give teachers some skills to help our students feel comfortable in school and better ready our students for learning.</p>
<p>Assumptions:</p>	<p>Carried forward from 2018 is our hunch that stressed teachers lead to a diminished learning environment for students. This makes us need to identify stressors and find solutions. 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. 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> <p>Further to this, our hunch that students who have been impacted by trauma need knowledgeable and supportive adults to help them succeed in school makes us need to learn about trauma sensitive practices.</p>
<p>New Professional Learning:</p>	<pre> graph TD A["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?"] --> B["Teachers developing self-efficacy"] A --> C["Teachers exhibiting collective staff efficacy (interested in learning more or contributing)"] B --> D["Join a partnership or mentorship"] B --> E["Join a collective learning community to focus on classroom practices"] B --> F["Learn about mental health for staff and students"] C --> G["Become a mentor or a partner"] C --> H["Become a leader of collective learning community"] C --> I["Host others in your classroom"] </pre>
<p>Taking Action:</p>	<p>Still Developing.</p>
<p>Checking Plan:</p>	
<p>Checking (complete in June):</p>	
<p>Reflection (complete in June):</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 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: