



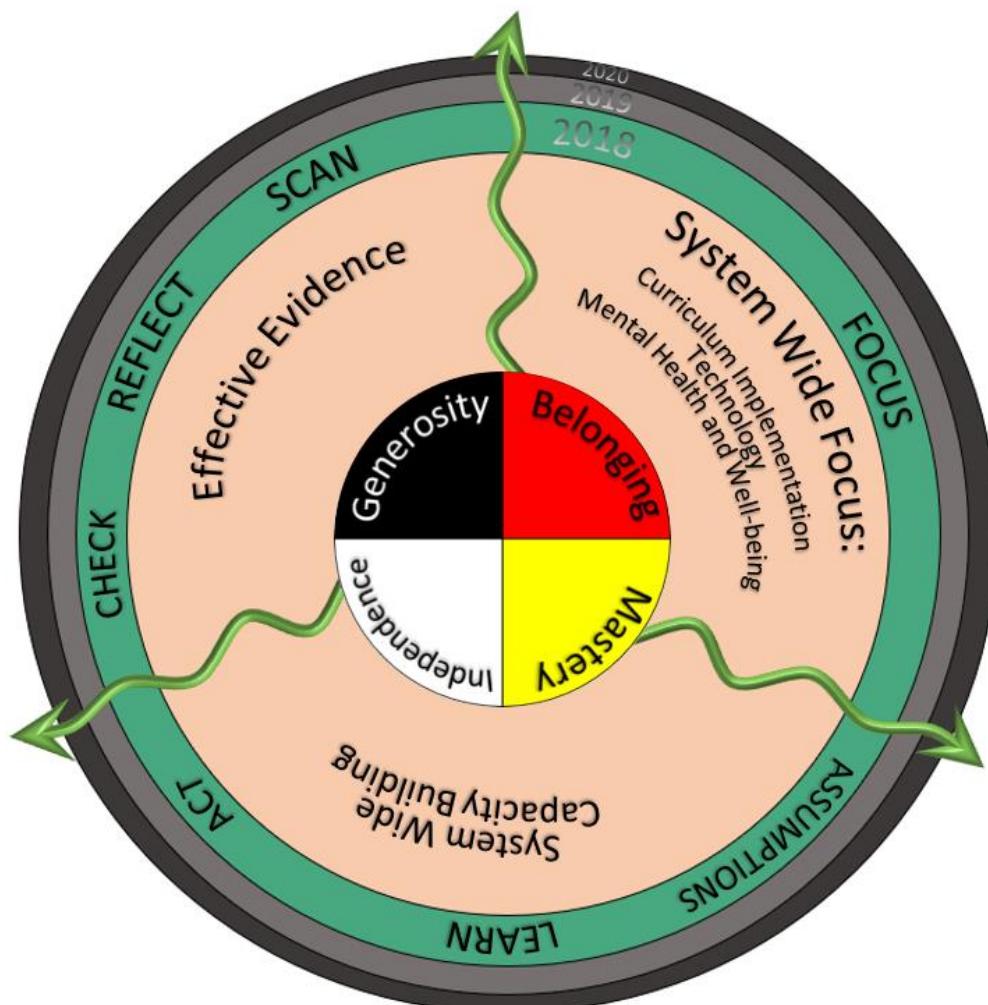
Building Resilient Learners School Plan 2019/20

Name of School: Lake City Secondary – Williams Lake 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:	Shannon Rerie, Craig Munroe, Julia Jack, Caroline Chupa, Kris Beaulne, Doug Brown, Laauralee Dubuc, more TBD
Scanning Summary:	For the scanning phase we conducted a couple of surveys to start. We surveyed the staff about what they were seeing with the students and what they felt should be a priority for our year. Then I pulled four of the student related questions and sent out surveys to 7 random classes of very diverse learners to ask what they felt about their learning experience. There were definitely some similarities. For example, the students ranked the question "Can you name 2 adults in the school who believe you will be successful" as a very high level of concern for them, as did the teachers.
Overarching Inquiry Question (one of 10):	To what extent do school community members (students, staff, parents) have supportive, respectful relationships with each other?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	We want to link actions to the question "What percentage of our students can name 2 adults in the school who believe they will be successful in life?" so we can improve the overall % result from that simple question.
Focus Area (Inquiry Question):	Will our efforts to build more meaningful staff-student relationships contribute to improved student attendance and ultimately performance?
Focus:	After the scanning, discussions with admin and the PLC coordinator, lead to determining that the questions under the heading "Sense of Belonging" seemed to fall most within the concerns of both our students and our staff. This foundational block seemed to be missing and was of high concern to both our students and our staff. The students often did not feel they were operating in an environment that fostered their learning, and the staff were questioning the school culture and environment, as creating a sense of belonging for themselves or their students.
Assumptions:	Based on scanning and post discussions, our hunch is that our school has been through significant changes this year, and is continuing to grow from the initial change of becoming a 10-12 campus of the high school. Teachers have thrown themselves in to surviving the changes, and as a staff we have struggled to come together in a positive way to foster positive change, we sense that teachers often feel that they are just getting their heads around new curriculum, new principals, new superintendents and then things change again.

New Professional Learning:	There are going to be two specific inquiry groups this coming year. The first one will be focused on developing respectful relationships and connections in the building, between administration, teachers, support staff and students. As such we will seek out strategies, articles, and resources that will help to foster and develop healthy and positive relationships at all levels in a school. The second will be focused on the classroom environment and ensuring that all learners can be successful. For this inquiry, the group will find resources, successful models, and strategies that will help to foster an environment that allows for the success of all of our diverse learners.
Taking Action:	As we begin, our team will do preliminary research and investigations in to what has worked in other areas and other schools in both BC and elsewhere. We have had some exposure now to self-regulation ideas so we will individually try to use some of these ideas in our classroom. Each teacher will take a strategy they feel would they could complete successfully to their classroom and on a larger scale within the school, and then we will check on how effective it was as we go. Through discussions, readings, implementations and investigation, we will try various methods that may help to improve our school environment, culture, and sense of belonging.
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: