



**Building Resilient Learners
School Plan
2017/18**

Name of School: **école Nesika Elementary**

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) October & June, and Catherine Getz (catherine.getz@sd27.bc.ca) in October; please consult the “How to Complete the Building Resilient Learners Plan” document for completion details.

DUE DATES: Mid-OCTOBER; Mid-JUNE (Checking and Reflection)

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.

Each school plan will focus on the following:

*A. Comprehensive School Health Plan B. Core Competencies/Aboriginal Perspectives C. Literacy, Numeracy, and/or Curriculum Inquiry**

*Please refer to the explanatory “How to Complete the Building Resilient Learners School Plan” handout for details about each section. 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. *Note: There must be an inquiry in at least one of those areas.*

A1. COMPREHENSIVE SCHOOL HEALTH PLAN

	Physical Environment Healthy Eating	Emotional Environment School Connectedness	Teaching and Learning Curriculum - Health, Career and Physical Activity	Parent & Community Partnerships
What are we doing?	<ul style="list-style-type: none"> - Daily lunch program for any students without lunches - Canteen with reasonably healthy snacks. - Fruits and Veg. program - Milk program - FN support worker cooks with some at risk students on Thursday. - Clean hallways - Welcoming classes - Recycling program - Grounds clean up, classes responsible for a week. - Picnic tables for eating together outside - Daily breakfast program - Composting - Green Houses - Terry Fox Run 	<ul style="list-style-type: none"> - Buddy Reading – all grades - Grade 6 – run the canteen - Grade 6 – Recess playground monitors known as ‘Solution-ears’ - Morning school gym times –Floor hockey – open to all grades in the school run by Mr. Carpenter - Student Leadership – grade 5/6 – help plan school wide events – Halloween, Christmas, Easter, etc. - Recycling program run by grade 6 students. - Nesika Knights recognition board - Monthly recognition assemblies - Artists in Schools - Roots of Empathy - Talent Show - Peer Helpers - PLC school wide family groups - Picnic tables for eating together outside - Buddy benches - Trauma informed school - “Look Who’s in the News” board - Outdoor Ed - Office lunch helpers - Lunch clubs - Birthday Announcements 	<ul style="list-style-type: none"> - DPA at 8:48 daily school wide walking or running on the field. Wednesdays we do a school wide forest walk - School sports for grade 4, 5 and 6 students include: cross country, volleyball, basketball, floor hockey, indoor soccer, track and field. - Monthly school wide swims except Ks and 1s. - Health and Career learning outcomes - Teach and model social skills and respect - Reflection papers - Restorative circles - Wii dance - Speed stacks - Outdoor Ed - Walking Field trips - Trail running - PLC school wide family groups 	<ul style="list-style-type: none"> - Work closely with PAC – Thursday lunch orders either Hot Dogs or Pizza - Mentorship program – Big Brothers and Big Sisters - CPF – Canadian Parents French committee - Parent volunteers – read with individual students - School newsletters the 1st Thursday of every month - School wide BBQ and potluck dinners. - Movie nights put on by PAC. - Wii family dance party - Open door policy - Welcome back bbq - Meet the teacher night - Donations collected for community food bank - Community programs hosted at school - Exploration extravaganza 1X/term - Classroom Webpages - School & PAC Facebook pages
What are our future plans?	<ul style="list-style-type: none"> - Healthier food in the canteen. - Improved PAC lunches - Regular cleaning of portable water containers 	<ul style="list-style-type: none"> - New school Matrix - Creation of mission, vision value statement 	<ul style="list-style-type: none"> - Community Link with Seniors Village 	<ul style="list-style-type: none"> - Lunch time activities, crafts with community members and teachers - Grade 5 Building Buddies - Pizza/Movie Night

	- Apple Sales out of office				- Community Link with Seniors Village - Read with me Apple Sales out of office
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A2. HEALTHY SCHOOLS ASSESSMENT (completed **yes**)

(Submit once completed to Catherine Getz (catherine.getz@sd27.bc.ca) for CommunityLINK funding)

A3. HEALTHY SCHOOLS NETWORK (optional: inquiry) www.healthyschoolsnetwork.ca/

Inquiry Question:	Will the creation of school-wide house teams and organized activities for the teams to participate in, create a strong sense of belonging for all students thereby diminishing playground conflict?
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B. CURRICULUM: CORE COMPETENCIES AND FIRST PEOPLES PRINCIPLES OF LEARNING

	Core Competencies	First Peoples Principles of Learning
Examples of what we are already doing to embed these.	We are working within many of the competencies, but will focus on explaining our communication competency and critical thinking competency. In classes, students participate in AB partner talk, inquiry projects and presentations, etc. As part of every staff meeting, we will be exploring these two competencies and doing activities around them to understand them and learn how to deliver this understanding to our students. We have built a culture of sharing about learning in partners and as staff. Teachers have the option to be released from their classroom to have collaboration time.	-Classes are using books and lesson plans from medicine wheel education -Specific aboriginal genre section in library -During exploration days, various FN activities have been offered: beading -Monthly PLC meetings have one activity rotation as a FN activity -Outdoor Education looking at FN perspectives -First Nation Principles of learning is embedded in all we do
What are our plans for this year?	Using the core competency target, teachers are moving towards teaching their students what they are and what they look like within the class, creating understanding around them. Teachers are continuing to look at communication and delving into critical thinking during the first term. Staff share amongst each other their findings and experiences.	Continue doing what we are doing

C. LITERACY, NUMERACY AND/OR CURRICULUM INQUIRY

Area of Inquiry (make bold):	Formative Assessment
Inquiry Team Participants:	All teachers – Leona William, Amy Kolinsky, Leah Moe, Cassie Campbell, Sonja Kurkiniemi, Nicole Ratko, Kari Johnson, Kyla Edwards, Melissa Therrien, Laura Seer, Todd Routtu, Celina Parkin, Meagan Vandekerckhove, Natalie Easthope, Naomi Miller and Allison Bos (allison.bos@sd27.bc.ca)
Scanning Summary:	Conversations with students about 1) What are you learning right now? 2) Name two adults in the school setting who believe in you. 3) What are you learning? 4)Why is it important to know what you are learning? As a result of the conversations, it was apparent that students are not always aware of the big learning picture: the why of learning. We also learned that 95% of students are connected to at least 2 adults in school community. This did not come out of curiosity, but rather direction. Our staff wants to use our PLC time to look at formative assessment through FreshGrade.
Focus Area (Inquiry Question):	To what extent will using FreshGrade as an assessment tool improve student ownership of learning?
Focus:	With the new Ed Plan, teachers were very frustrated that assessment did not align with new curriculum and needed new ways to inform students and parents of ongoing learning. Students were unclear of their own learning, and this will facilitate involvement in the assessment process.
Hunch:	Over the last several years we have been moving towards student centered learning, with the implementation of guided reading, guided math, daily five, outdoor ed., project-based learning, AFL practices etc. We have been on the new Ed plan road and need to have assessment align with our growth in teaching.
New Professional Learning:	We need to learn about and implement FreshGrade reporting into each class. Parents are aware and mostly excited about the shift. We plan to have an information night for parents. Teachers are implementing at their own pace.
Taking Action:	During weekly, and monthly PLC meetings, teachers meet, learn, discuss and collaborate. Expertise is shared by on site PLC leader, Allison Bos and Sari Small comes in at times to assist.
Checking (complete in June):	How do we know FreshGrade was a success at improving student ownership of learning? We sent home a survey to parents asking a variety of questions relating to the new form of reporting. Overall the results told us that a majority of parents liked FreshGrade as it kept them up to date on what is going on in their child's classroom, as well as initiated conversations at home. For the parents who did not like it, we feel that most of the issues could be solved with parent information sessions, as it was clear by their answers that they did not fully understand the program. Others flat out do not like it and do not want to

	<p>deviate from the traditional reporting. Some feel FreshGrade is a waste of everyone's time.</p> <p>At this point, I do not feel like we answered our question as this year was a steep learning curve for all involved, and we did not get a chance to delve into evaluating student ownership of learning. We will continue our inquiry into year 2 of our pilot project.</p>
<p>Reflection (complete in June):</p>	<p>As we did not get into answering our question, teachers were asked to reflect on the implementation of FreshGrade. Overall, teachers liked FreshGrade but felt like there were a lot of kinks to work out. It was much more work than they were originally anticipating, and some felt many parents, and students were not looking at the feedback they were giving. They also felt it was double the work because they were consistently posting to the portfolio and felt they made it clear where the students were at. However, they were asked to write a formal report card 3 times during the year, which is what they have always done. They also felt there was not clear communication on expectations with the formal report. In the beginning, they were told there was only going to be one summative report at the end where marks (letter grades only) were to be put into MyEd, and everything else was to be done in the FreshGrade portfolio with levels, and not letter grades. Teachers were then expected to do report cards (with letter grades) that took as much time as the traditional MyEd report did, on top of the required assessment posts. Going forward, most teachers feel that if traditional report cards are expected (like they were this year), there also should not be the expectation for the full assessment posts, or the reporting piece has to change. All teachers feel we need to get rid of the traditional report card system, and how we were expected to report this year, is a different form of the same traditional report. Despite all the negatives, not a single teacher said they do not want to continue with FreshGrade next year, and most said they would be upset if they had to go back to using MyEd for reporting.</p> <p>Positives from feedback – Teachers liked:</p> <ul style="list-style-type: none"> - how it allows for teachers to keep parents better informed of students' work and evaluation of said work - how it gives students an opportunity to take pride in their work and it feels like they are showcasing it - gives students a portfolio of their work so they can look back and see their growth - it allows for teachers to look at learning as a continuum instead of chunking term by term or year by year and reporting on what they worked on, and what they accomplished for the subject/assignment - it allows parents to email teachers and some teachers felt like issues were dealt with quicker (some teachers did not like that parents now have their email) - photos and videos of learning – often a photo tells more than a written report can - the ease of passing on messages to parents about class activities - it made sure that teachers were on top of marking and increased accountability - parents can SEE why their child has gotten the mark. - it brings the classroom home. - parents can watch their child speak, play and learn in a second language! <p>Negatives/Suggestions from feedback –</p> <ul style="list-style-type: none"> - Traditional reporting is the biggest issue. One teacher said "I did not like the feeling that I was reporting on assignments to the system. This means the blurbs or term comments at the end of traditional reporting periods and the end of the year report card. If I wanted the report card stress I would not have voted for using FreshGrade." - Taking pictures sometimes made me feel like I was not available to help students learn in the moment. - Lack of technology is an issue. One teacher said "Although I appreciate the new iPads, I feel like we can never have enough because when assignments are not uploaded during a designated time and additional time is given later, it feels like all the students have something to upload and panic when they don't have an iPad". - Some teachers felt it took too long to upload and assess all the students work as not all kids (especially primary) are able to upload their own work. - One teacher said "the most aggravating part of this process was the constantly changing, unclear expectations. I continually felt rushed around report time as there was always a change in what needed to be

done. Even a small change made it more stressful. It also felt like double the work, continually reporting and then writing a formal report each term”.

- The technology needs to be in place before diving into using FreshGrade. One or two iPads per class is not enough.
- It is unfortunate that Nesika had to put in approximately \$5000 to upgrade our wireless, and we were not able to put that money into much needed devices to support FreshGrade. This expenditure is equivalent to approximately 10 iPads.
- One teacher commented, “If we need to have a report to go into the students file, then I would like to see it only be term comment plus strictly the marks. A summary of what was covered seems redundant and more work as all the information is already up in FreshGrade for parents to see”.
- Teachers would like to see a sample of what is expected for the reporting with direct, to the point emails explaining what is required. This email and sample a few weeks prior to a formal report would be beneficial.
- Parents need guidance on how to effectively comment on their child’s portfolio, and not just say “good job”.
- There are a lot of steps for students to log in. With the log in short cut in t-common, it cuts down on log ins on the computer, but with the steps involved with the iPad log in, it takes far to long for students to log in. This seems like wasted time, especially with the shortage of iPads.
- One teacher said, “FreshGrade lends itself wonderfully to the new curriculum, promoting self-reflection and parent/teacher/student feedback on assignments. I feel that having to report with letter grades or final marks throughout the year is counterintuitive and does not align with new curriculum expectations. My suggestion is if teachers report with MyEd to keep using that format; but if they choose to use FreshGrade, expectations should be altered slightly to reflect the newer style of assessment. For example, letter grades for intermediate at the end of the year only; formative and summative assessments based on a 1-2-3-4 scale throughout the year (which is equivalent to letter grades, but changes the wording to growth mindset language); having a minimum amount of posts (activities) for each subject, so as to include all aspects of curriculum covered that term; separating the three terms as usual, so as to give students and teachers a set amount of time to complete certain assignments and activities; having a minimum amount of reflection or feedback posts students and parents need to make on any particular assignments.”
- Another teacher said, “I felt there was a serious lack of communication from the director of instruction and the principal of technology to our staff. Our staff was not signed up for FreshGrade until after November break, which left us scrambling to make sure we were correctly and fairly assessing students with the new program. After communicating to our admin that intermediates would not be receiving letter grades until the end of the year, the director of instruction told staff and parents at an evening parent meeting to expect letter grades for each term. I felt completely blindsided and a bit cheated, as it had supposedly been clarified several times otherwise. It made teachers look like we didn't know what we were doing or talking about when having to correct previously confirmed information to parents and students.

For clarification regarding **Part A**, please contact Silvia Dubray at: silvia.dubray@sd27.bc.ca or phone: 250-398-3855.
 For clarification regarding **Part B**, please contact Jerome Beauchamp at jerome.beauchamp@sd27.bc.ca or phone: 250-392-3845.
 For clarification regarding **Part C**, please contact Brian Davidson at brian.davidson@sd27.bc.ca or phone: 250-398-3842



 PRINCIPAL SIGNATURE: