



## Building Resilient Learners School Plan 2018/19

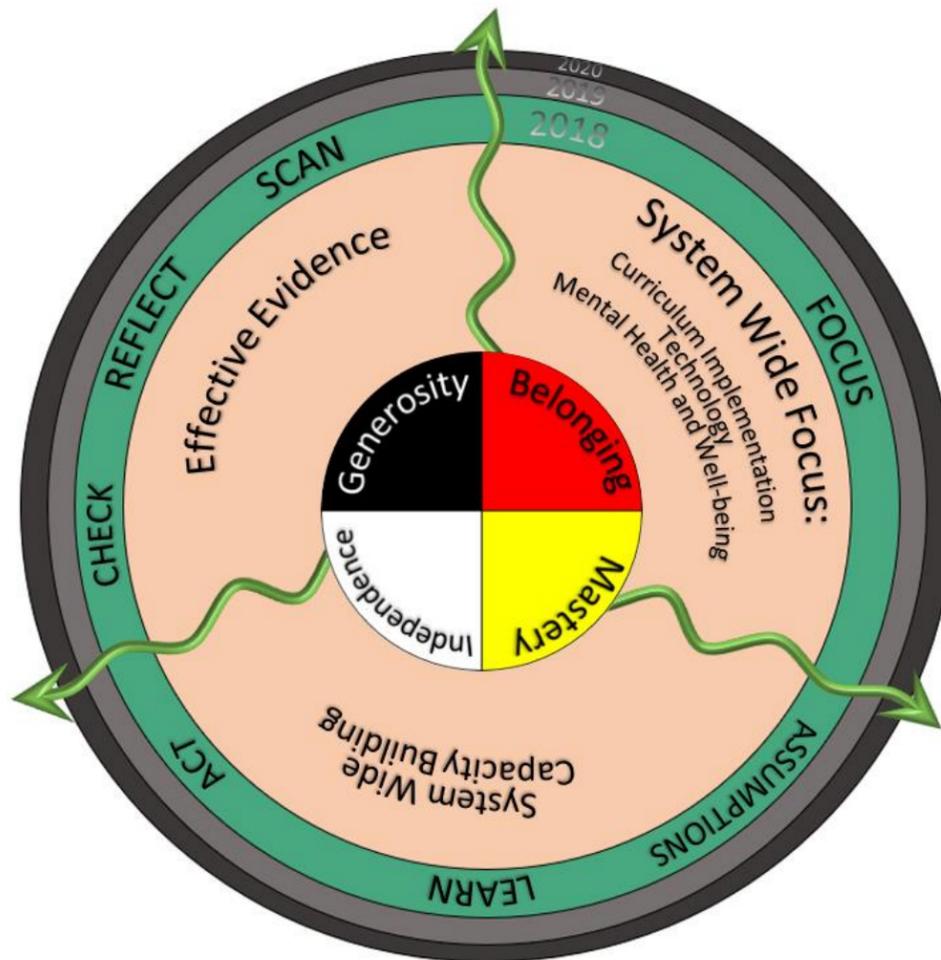
Name of School: 100 Mile Elementary

Please submit electronically in this format to Adrianna Durrant ([adrianna.durrant@sd27.bc.ca](mailto:adrianna.durrant@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 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.

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.



### **INQUIRY (NOTE: copy/paste a new box for each inquiry)**

<b>Area of Inquiry (make choice bold):</b>	<b>Curriculum Implementation;</b> Technology; Mental Health and Well-being
<b>Inquiry Team Participants:</b>	All staff
<b>Scanning Summary:</b>	Last year 15 teachers implemented Fresh Grade and used it as a tool to more effectively communicate learning and incorporate self-assessment/reflection strategies in the learning process. Many of these teachers also used FG as their report card. Teachers/parents/students better understand how to use the FG platform and are feeling more comfortable/confident with this format for communicating student learning. The school is in the development stage of clear expectations for student reporting using the FG format
<b>Overarching Inquiry Question (one of 10):</b>	<b>Curriculum Implementation:</b> <i>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?</i>
<b>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</b>	Last year was the first year for most teachers with using FG. There was a steep learning curve in using the new technology. There was also important learning in regards to adapting pedagogy and classroom routines/practices to accommodate for more student choice/voice and ongoing/formative assessment through FG. For the most part, the school community felt like it was good experience and they are now ready to build on last year’s successes.  Now that the school community has some experience with a different format for communicating student learning and have some confidence with FG we are curious: -if students will be more engaged in their learning -if students will understand that self-assessment is part of the learning process -if students will take ownership of their learning  Now that the school community has some experience with a different format for communicating student learning and have some confidence with FG we are curious: -if parents will become more active in their child’s educational journey -if parents will be more willing to give their children feedback on their learning

	-if parents will see the value in a new way of communicating student growth/achievement
<b>Focus Area (Inquiry Question):</b>	<b>Will communicating student learning on an ongoing basis with staff, students and parents through the use of FG:</b> <b>a) improve student’s engagement with and ownership of their learning?</b> <b>b) Improve parents’ engagement with their child’s learning?</b>
<b>Focus:</b>	-teachers are feeling the disconnect between the new revised curriculum and their assessment practices -Teachers wanted a more effective way to communicate student learning with parents -we need to help students have a better understanding of their learning / the learning process -work with Successful Learner Trait began last year but needs to continue to help define learning “targets” for students and self-assessment of core competencies -We are utilizing the expertise on staff in this area to develop skills and support of other staff members -The team has identified the need for like-grade groups to collaborate -clear guidelines and minimum expectations for reporting need to be established for consistency in reporting out across the school -build guiding principles for what a post should ‘look’ like -establish a baseline on where students are at ‘now’ with their engagement levels – can they tell an adult what they are learning? And why?
<b>Assumptions:</b>	-In communicating / sharing their learning through the use of FG students will take more ownership in their learning and engagement will increase -in allowing a ‘window into the classroom’ and the opportunity to comment on their child’s learning parent involvement in student learning will increase
<b>New Professional Learning:</b>	-after school sessions targeting FG topics at individual levels
<b>Taking Action:</b>	-work with Sari Small to develop guiding principles/parameters for portfolio assessment -support from FreshGrade: online and in person -continue to inform parents about the shift in assessment -continue to build on technology resources and support -create a support system through PLC -share knowledge at staff meetings -utilizing in-house expertise to increase skill level of all staff members (building capacity) -building clear and concise expectations for teachers (what should be posted / minimum requirements for end of term reporting) -measure current engagement levels at the primary and intermediate levels -embed ‘I can statements’ or explicit learning targets in lessons / units
<b>Checking (complete in June):</b>	-We still had students coming to the office for "not working" but the number of incidences were less, suggesting that they are more engaged with their learning. -Overall parents were happy with Fresh Grade (according a survey sent home to parents) -93% of parents of the classroom using FreshGrade were accessing FreshGrade -94% of parents included their student when they looked at Fresh Grade -85% of parents indicated that they found it easier to be involved with their students learning, -80% said that they checked Fresh Grade frequently -78% of the parents surveyed used Fresh Grade to start a conversation with their student about learning Students said that they enjoyed using Fresh Grade at a rate of about 75%.  Overall, teachers felt that Fresh Grade was a good tool to use to increase student engagement. Some of the way’s teachers felt FG helped to increased student engagement / ownership of their learning was that it: 1. allowed a <b>meaningful audience</b> for which students to post their learning (parent are viewing and discussing with their children) 2. allowed an <b>authentic platform</b> for children to self-evaluate by talking about their projects, reflect on a frame e.g. – “this is what we are learning and it is important because...”, have students choose their best/favorite and tell why, use successful learner traits to reflect on their learning and/or set goals for their learning
<b>Reflection (complete in June):</b>	We were able to continue with our work with students and parents. Staff was able to feel more comfortable with the program and posting students’ work. Students are more likely to share with parents and other students. Parents could communicate with classroom teachers more often. Some parents did comment regularly on their child’s posts (50%). The majority of parents felt more comfortable having conversations with their child rather than posting a comment. The staff feel that having the parent aware of the activities that are happening at school and then being able to ask their child about ‘how it went’ is our goal – the discussion that fosters educational growth.  We would be more deliberate with the way that collaboration time is shared. Get small grouping together more often to discuss focused questions regarding the school goals/inquiry.

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 Dubray ([silvia.dubray@sd27.bc.ca](mailto:silvia.dubray@sd27.bc.ca) or 250-398-3851)

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PRINCIPAL SIGNATURE: