



Building Resilient Learners School Plan 2018/19

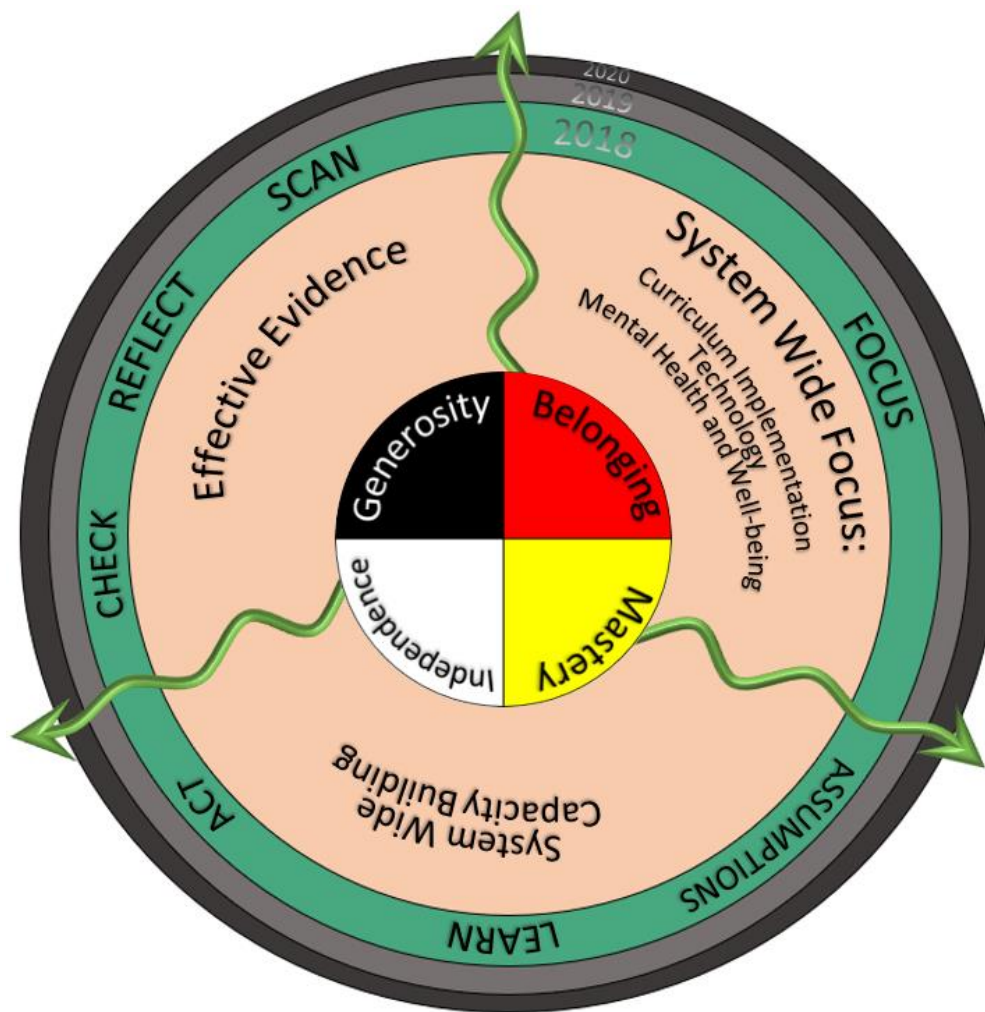
Name of School: **Mile 108 Elementary**

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.

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)

Area of Inquiry (make choice bold):	Curriculum Implementation; Technology; Mental Health and Well-being
Inquiry Team Participants:	Ken Lucks Diane Matlock, Susan Soules, Lindsay Roberts, Steve Almond Rebecca Eilers, Heather Greenhalgh, John Foote, Lianne Heales, Donri Helmer
Scanning Summary:	<p>Using the digging deeper/scanning tool, teachers reflected on the learners in their class. Through our preliminary discussions during Curriculum Implementation Day, the majority of staff thought students feel connected to at least two adults in the school.</p> <p>During these discussions, areas of higher concern were mastery and independence. Specifically, students were not able to verbalize “what they are learning and why it is important?” or “how well they are learning” or “what they need to do next?” Also discussed, was the importance of student voice and choice in connection to the redesigned curriculum and assessment practices. Many teachers felt they could make improvements in this area – the goal to increase student ownership of their learning.</p> <p>We also questioned how we can improve communication between the school and community, while giving more opportunities for parent/community voice.</p> <p>Given my newness to the school, further time will be devoted to obtaining the student voice as well as parent/community voice.</p> <p>Additionally, teachers who worked on self-regulation as their inquiry last year, noted that this continue to be an area of need for their students, as more and more students struggle to be ready for learning or even to maintain the necessary level of focus. Students are easily distracted and seem to be absent.</p>
Overarching Inquiry Question (one of 10):	To what extent will the implementation of a district-wide Mental Health Literacy Program help our students self-regulate and learn more effectively?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Our inquiry is focused on student ownership of learning and self-regulation which is the same outcome intended by the overarching question

Focus Area (Inquiry Question):	<p>Primary teachers further investigated Zones of Regulation and examined the work of Dr. Shanker to complement student self-regulation.</p> <p>Intermediate teachers explored the use of FreshGrade to communicate student learning thus allowing students to take ownership of their learning via the feedback provided by both teacher and parent(s) to expand where students wanted to take future learning to.</p>
Focus:	<p>Focus was determined by staff discussion. Many wanted to continue with student self-regulation as it was briefly explored the previous school year. In our conversations, primary teachers identified the need of students taking responsibility for themselves and their learning. Intermediate teachers wanted to explore the use of FreshGrade as a method to explore how to better communicate student learning. Each group would meet on alternating Wednesdays during the school wide buddy reading program at the school.</p>
Assumptions:	<p>Primary teachers saw an increase in behaviour issues that prevented learning from occurring. They felt unprepared to address behaviors that became road blocks to the learning, as regular disruptions and behaviour interventions interfered with teaching. Students needed to take ownership of their behaviour and learning.</p> <p>Intermediate teachers wanted to explore the use of an electronic portfolio to showcase student learning and how it would be a better tool for communicating student learning to parents. Students should be included in the reporting process. Also, classrooms have changed. There are more opportunities for collaboration, student self-assessments, teaching frameworks that promote individualized learning goals and allow for multiple ways to showcase learning. Learning is more about the process, not the product – feedback is different, there are fewer pen and paper activities, therefore less marked work sent home. How can this change and shift be communicated to parents better? How can the learning become more visible? How can students be more involved in their learning and take greater ownership?</p> <p>Currently, students are not involved in the reporting process. According to the BC Ministry of Ed., Reporting Student Progress guidelines:</p> <ul style="list-style-type: none"> - “communication requires ongoing interactions ... about progress throughout the year” - “students are provided with information that is meaningful to them and helps them improve their own learning” - “encourage students to work towards their goals, build student ownership, and make clear their role in the process” - “include feedback from...student, peers, teacher and parents” - “take advantage of current technological tools to promote and support communicating student learning”
New Professional Learning:	<p>Primary teachers will further their knowledge of self-regulation skills. Resources included: <i>Ted Talks: Emotion Regulation</i> with Anna Lau, <i>You Aren't at the Mercy of your Emotions</i> with Lisa Feldmann Barret, <i>Self-Regulation and Learning</i>, by Dr. Stuart Shanker, <i>Jump, Wiggle, Learn</i> by Candice Charlton and Heidi Deglazer. Books include <i>Self Reg</i> by Shanker and <i>The Zones of Regulation</i> by Kuypers.</p> <p>In an effort to incorporate more student voice, improve ownership of learning, and provide ongoing communication between school and home, the intermediate teachers will focus on Communicating Student Learning using FreshGrade.</p> <p>Sari Small and Ken Matieshen supported teachers at the school with software and hardware issues. Teachers learned how to use the FreshGrade platform and integrated strategies and frameworks into their teaching/planning to support documentation of learning. Teachers also learned how to navigate between the FreshGrade app on the iPad and the web platform on laptops/desk tops. They learned how to set up the gradebook and set individual goals for themselves, based on experiences with teaching, assessments, or technology. With support, teachers discussed and learned the difference between an assessment post and an announcement. The teaches also set goals to post learning targets (learning intentions) and to build frameworks into their classroom routines to provide an opportunity for students to use the iPads to review their learning portfolios, choose artifacts, and reflect on their learning.</p>
Taking Action:	<p>Primary teachers discussed the four different zones of regulation and talked about how to get out of the yellow or red zones. The students started to recognize when they would lose control and what to do to get back to the green zone. Students had a bucket of activities with suggestions to calm themselves down. Activities included manipulatives and/or a sheet on how to deep breathe. This same teacher started the day by incorporating a physical activity in the gym getting students to burn off “extra or pent up” energy. Other teachers did lots of self-talks with students, words of encouragement, walk away, talk out the problem with another adult at the school and the power of praise. Students in the upper primary grades started making connections that the home environment with sibling(s) had a significant impact on how they felt. Discussing what is a big problem vs a small problem and is the response or behaviour appropriate.</p> <p>The FreshGrade focus was led by one teacher who had some previous experience using the platform. Teachers started out collecting evidence of student learning in the classroom and sharing the evidence with parents. Next, teachers incorporated overviews into the portfolio to inform parents of upcoming or future learning. This was followed with students writing their own “I can” statements about how they're learning.</p> <p>Teachers set individual goals for themselves:</p> <ul style="list-style-type: none"> - planning lessons with the gradebook - writing feedback on posts - having students gather their own evidence/artifacts - increasing student voice on portfolios - improving parent engagement
Checking (complete in June):	<p>Primary teachers found that students used the language of self-regulation to identify which zone they are in. While some students were able to self-regulate, many still require the support of a teacher or other adult to strategize how to move back to a state of regulation that will allow learning to take place once again. Tool boxes took time to implement and incorporate. Most of the time, tools are not enough for learners to self-regulate at the primary level. Use of the Ross Greene tool “Assessment of</p>

	<p>Lagging Skills and Unsolved Problems,” proved to be helpful in discussions with students who exhibited more extreme behaviours.</p> <p>Intermediate teachers found that students were more engaged in their learning, more receptive to include items to their portfolio. Student self-assessment increased and became more authentic. Further, students were excited to use technology to showcase their learning.</p> <p>Teachers often want to document everything that happens in the classroom, so in order for this to be sustainable, they need to plan and collect information with more intention. Over time, teachers planned their lessons with more purpose, integrated “I can statements” and learning goals/intentions, and made time for students to connect to their portfolios. Overall, students were more involved in their learning.</p>
<p>Reflection (complete in June):</p>	<p>Self-regulation continues to be a challenge for students. Adult prompts and supports are often needed for students to identify their “zone,” and students do not use tools appropriately. It is clear that there needs to be a balance between multiple self-regulation programs, as one program does not suffice. While behaviours and self-regulation are certainly a challenge in many classrooms, now more than ever, it is necessary to have more adults in classrooms to support the diverse needs of students. More and more students are coming through our doors - lacking the basic skills to problem solve, interact with peers/adults, manage emotions, or even sustain focus for a reasonable period of time. Additionally, students come to school with stressors (hunger, attention, mental wellness, lack of sleep, sibling conflicts, family dynamics etc.) that are well beyond the scope of the school. This makes learning and the overall learning environment very difficult for all stakeholders. We implemented “Zones” and other self-regulation strategies as a way to address the stressors many children bring with them on a daily basis. Meaningful learning is delayed when under stress. As a district, these concerns need to be discussed and addressed further. More supports are needed, and learners need to be put at the center.</p> <p>FreshGrade proved to be a valuable tool. Students were more willing to showcase their learning to both teachers and parents. Some of this increased enthusiasm may be due to the use of technology within the classroom. However, it is noticeable that more devices are necessary. Classroom learning is more visible and created excitement for learners and parents. As a principal, I enjoyed scanning student portfolios and seeing authentic evidence of student learning. This is a window into the classroom on a daily basis – I can examine student learning any time gathering more information than reading a term report card or even walking through a classroom. Spending most of my professional career in a high school setting, I believe this tool to have considerable merit, rather than the current report card with a letter grade, work habit and few comments for each subject.</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: