



Building Resilient Learners School Plan 2018/19

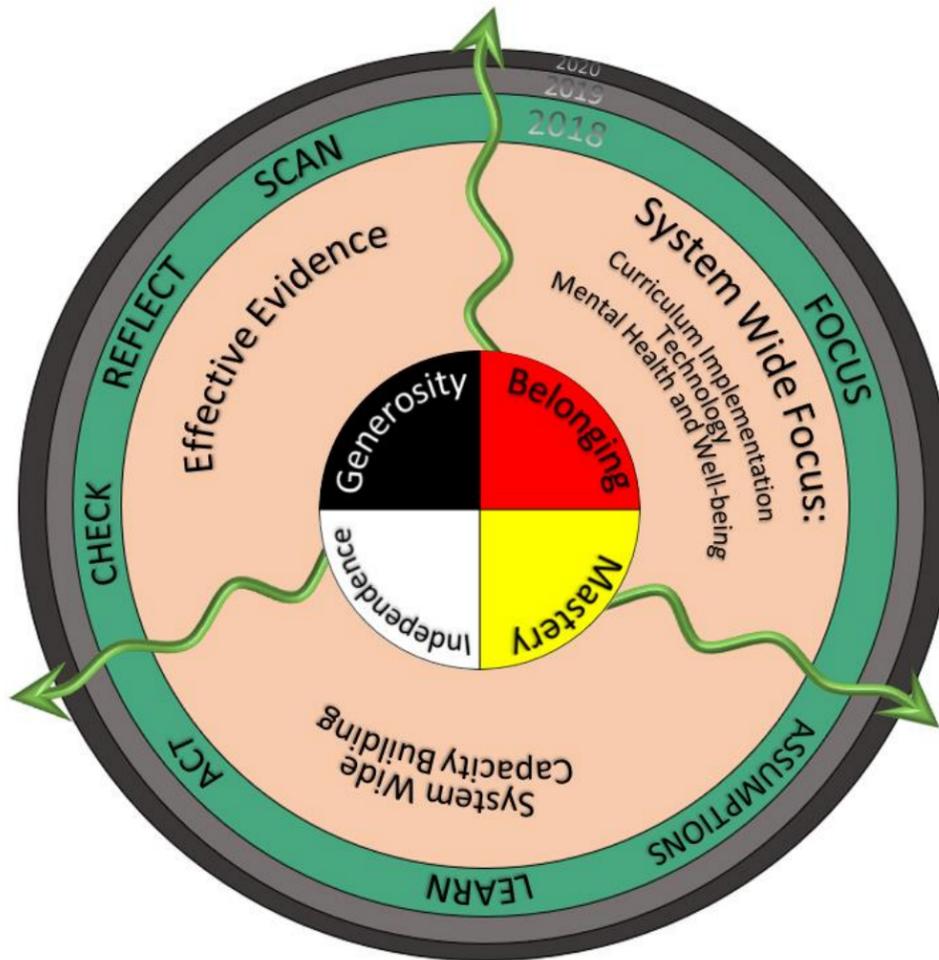
Name of School: NESIKA ELEMENTARY

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:	Inquiry Team Members (include email address of Facilitator): Grace Lau, Lacey Nasuszny, Melissa Therrien, Marie Melanson, Naomi Miller, Leah Moe, Todd Routtu, Aly Allaire, Nicole Ratko, Tami Leblanc, Cassie Campbell, Amy Kolinsky, Leona William, Kari Johnson, Kyla Edwards, Elena Penta, Michelle Harrison, Carrie Combs, and Allison Bos (facilitator) allison.bos@sd27.bc.ca
Scanning Summary:	We asked a random sample of students the 4 questions. What we learned is that most students are able to name at least 2 adults who think they will be successful, but most of them were not able to say why what they were learning was important. They also focused on the lesson they just learned and were not looking at the bigger picture. As a staff we discussed the question “What is most important in education?” The most common theme was that most believe a sense of belonging is most important with regards to student learning.
Overarching Inquiry Question (one of 10):	To what extent can technology make student learning and reflection more visible
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Using technology to share personal learning, have opportunity to receive formative feedback by teacher and parent, allow the student to improve their work (assessment for learning opportunity that is visible to parents, teacher and student). FreshGrade is using technology to build independence in the learner and keep parents informed as to progress every step of the way as learning, and the process thereof is visible.
Focus Area (Inquiry Question):	To what extent can FreshGrade make student learning and reflection more visible?
Focus:	We are a pilot school for FreshGrade and staff wants to focus on helping students make their learning visible.
Assumptions:	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:	Now that we are on to our second year with FreshGrade and we have successfully implemented the program (with the exception of the 5 new teachers at Nesika), we need to take our posts to the next level with more student reflection and more ways of showing their learning. Parents are aware and mostly excited about the shift, and now we need more parent involvement in the

	students' learning. We had a parent information session during our Meet the Teacher Night, and not a single parent showed up.
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):	<p>We know FreshGrade has made student learning and reflection more visible in a number of ways. We send home a survey to parents and a majority of parents commented they like how FG allows them to see real time information where their child is at, and they do not have to wait until the formal report comes out. One parent said "I enjoy the pictures and the more intimate classroom involvement. I enjoy up to date info so I can work with my child when he needs extra help", and another said "I like having a play by play of my children's progress. I love the chance to see them in action at school". Parents also stated that they like how technology is being incorporated into the classroom, and that they know where their child's report card is all the time.</p> <p>Teachers have reported growth in students making their learning visible. The four aspects of growth include: increased accountability, increased engagement, increased critical thinking, and increased independence.</p> <p>Student accountability has increased with a 6% decrease in incomplete assignments from the first term for one class. Students are making more of an effort as they know their work will be seen by a greater audience and want to make sure that their parents see they are working to the best of their ability. It has also given parents more of an idea of how to help at home. Instead of parents waiting for the term end report card to see how they can help as there is advice given on assessment posts that can be immediately implemented. There is an increase with engagement in both student and family involvement. Many parents have requested that family members be added to their child's portfolio. Grandparents on the other side of the country have a glimpse of what is going on in the classroom and commenting. The increase in critical thinking has been seen through student reflection. One student commented "I should have tried harder. I'm embarrassed I didn't put any effort into my work. I'm going to try harder now." The teacher has seen an improvement in her overall effort and progress. Students are also reflecting on their work and setting goals for next time. The final piece is increased independence. Students are making sure their work is completed and are problem solving on their own. One student who struggles to get work completed on his own, completed an entire assignment independently because he would have his photo taken and posted to FreshGrade when it was done. Students are also problem solving to make sure they have their work posted. Students are often borrowing iPads from other classes, and taking turns recording each other so they can post their videos. They are relying on the teacher less and are becoming more independent.</p> <p>Although teachers have seen growth in making learning visible, they feel that we do need one more year on this question. This year we concentrated on getting parents involved, but now we need to work on the student reflection piece.</p>
Reflection (complete in June):	<p>https://sway.office.com/fgL7Khq8vsNoE9kV?ref=Link</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: _____