

Sagonaska Demonstration School – Provincial School: 2015 - 2016

Project Title	Moving Beyond BYOD
Description	<p>We continue to investigate how to ensure that our teachers and students are getting meaningful opportunities to use 21st Century skills to support and extend their learning. We have the personal technology in place for both students and staff, and have been focusing on the use of “head ware” instead of “software”. Our focus is on moving students from being “literate” users of technology to “fluent” users of technology has allowed students to demonstrate their thinking and learning at a whole new level. We are amazed as a staff at the difference in the artifacts we are collecting at this stage in the project as compared to the earlier years of the project. Our staff is excited to be able to share this learning with other schools in the Provincial Schools Branch.</p> <p>Our staff and students have developed strong skills and good confidence with the use of personal technology. We now need to identify how we are using this technology to move into the transformational realm of learning and technology use.</p>
Context	<p><i>Number of students: 250</i></p> <p><i>Number of teachers: 55</i></p> <p><i>Number of schools: 8</i></p> <p><i>Grades/Program: Gr.5-10</i></p>
Impact on Students	<p>The TLF project has gained incredible momentum at Sagonaska School during the past 3 years. We are confident that the increased staff and student confidence developed with the use of personal technology to support teaching and learning. This has allowed students deeper access to the curriculum and fostered their ability to demonstrate learning in creative and authentic ways.</p> <p>We have been tracking reading growth of our students throughout the project (DRA). We are seeing a steady increase in the scores our students achieve as our project has progressed.</p> <p>2013-2014: 1st year students averaged a gain of 1.7 grade levels in reading, 2nd year students averaged a gain of 2.7 grade levels.</p> <p>2014-2015: 1st year students averaged a gain of 2.6 grade levels in reading, 2nd year students averaged a gain of 3.5 grade levels.</p> <p>2014-2016 (to date): 1st year students averaged a gain of 3.1 grade levels in reading, 2nd year students averaged a gain of 4.7 grade levels.</p> <p>In just 3 years, our students reading gains have almost doubled and all staff and students now use personal technology to support learning daily.</p> <p>It is important to understand that Sagonaska is a Provincial school for students with severe learning disabilities in the area of reading. Our students come to us</p>

	<p>with very low reading scores and often a number of other issues such as non-attendance, low self-esteem and attention issues. We believe that as our students develop tech “fluency”, they are motivated to further develop their newly learned” reading skills. Their engagement in learning helps them to refine these skills naturally and meaningfully. The gains we are seeing in the students exit scores (WJ III) are increasing.</p> <p>Our students are self-assessing their competence and fluency with technology. ... it is clear that the student responses to how technology is used to support learning become more detailed and precise from the beginning to the end of the year. This supports our belief that when students can demonstrate their learning appropriately and with fewer barriers, they will see literacy as a necessary skill to allow them to deepen their learning. Our students can also articulate how their use of personal mobile technology is improving their ability to access the curriculum and complete their work.</p> <p>Our students have also been able to participate in a number of virtual learning sessions with artists, scientists, elders, other schools, and other community members. These sessions are active learning opportunities that are often recorded to allow our students to go back and review and to use to help consolidate learning or develop good questions. The engagement of both staff and students in these learning opportunities has been outstanding and the products our students produce after these sessions show genuine understanding.</p>
<p><b>Impact on Instruction</b></p>	<p>Our school has been partnering with the Digital Media Arts project from the Royal Conservatory of Music. Our staff has ongoing support and PD from an “in-house” artist and a number of other artists (virtually). We are learning to integrate digital media arts experiences into our day-to-day classroom instruction. Students have been demonstrating amazing creativity in their ability to show their understanding and make deeper connections to the curriculum.</p> <p>This year, all of our teachers where trained as “Google Educators”. This training has enabled the staff to delve deeper into the possibilities of a digital classroom. We are able to ensure that our teachers, parents and residence councillors are all able to support students learning at any time of the day. Students always know where assignments, instructions, exemplars and descriptive feedback reside and they are able to easily communicate with each other. The virtual environment also has allowed our staff to communicate in a very different manner. Collaborative planning and regular support for lesson development and individual student planning are the norm and this occurs any time.</p> <p>Our staff has also been capturing their ideas regarding the need for students and teachers to move from “literate” users of technology to “fluent” users of technology. We have developed a matrix to help demonstrate our ideas.</p>

<b>Impact on System</b>	Unfortunately, this has been a particularly tumultuous year for Provincial schools. We began with labour issues and ended with a Ministry consultation. This has delayed our focus on “scaling up” the project. We currently have proposals from a number of schools from PSB that would like to participate in the project. They are developing Collaborative Inquiry Projects that are tied to our goals and the TLF key areas. Schools have submitted lists of technology items that they feel are necessary to support their project and staff from Sagonaska School will be supporting these CI’s. It is our intention to focus on these CI projects in September 2016.
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