SCHOOL GROWTH PLAN – INQUIRY MODEL

Galiano Community School - School District 64 (Gulf Islands)

What's going on for our learners?
How do we know?
Why does this matter?
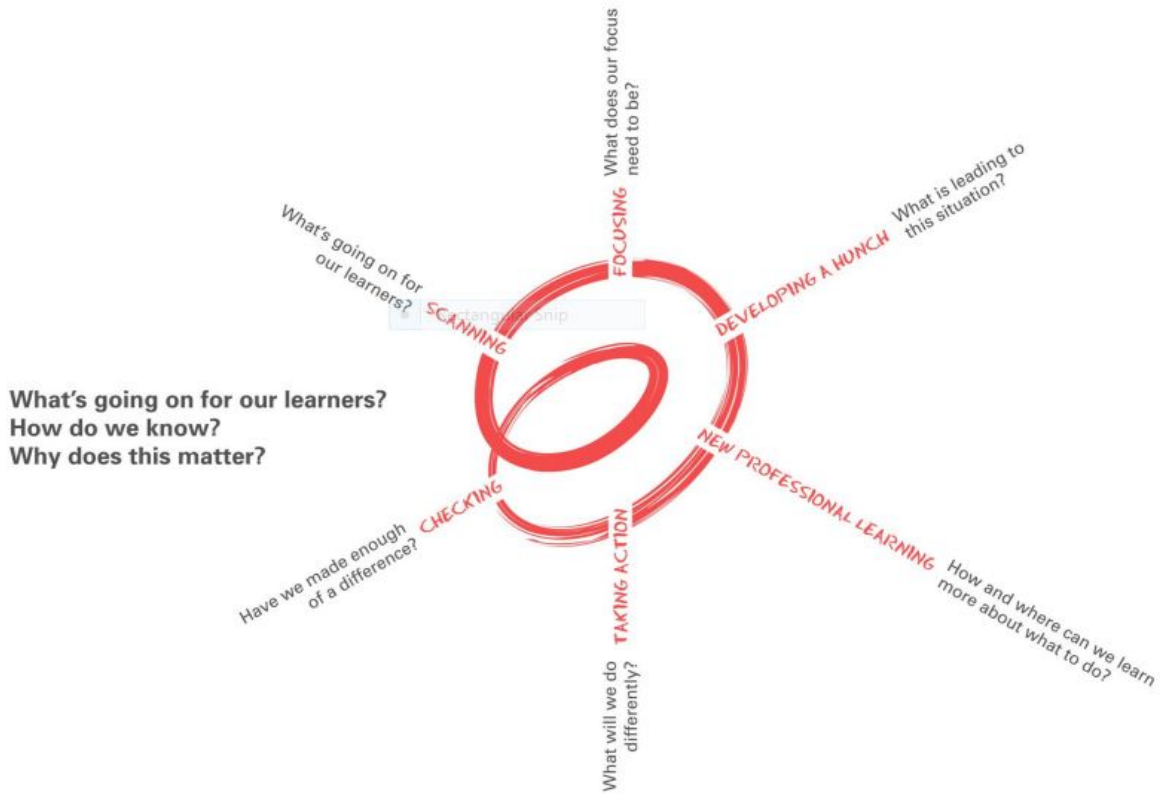
***Based on the book by Judy Halbert and Linda Kaser:
"Spirals of Inquiry for equity and quality**

Galiano Community School

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SCHOOL CONTEXT	**Galiano Community School (GCS)**
	Galiano Community School, on the traditional lands of the Coast Salish People, is home to 50+ students and 25+ Strong Start families. Galiano Island has a population of ~1200 year round residents.
	GCS truly is a 'community' school. Caring staff, families and community members come together to celebrate and encourage personal and collective learning and growth. GCS is 'home'~ an extended, deeply caring family core.
	GCS is made up of multi-age groupings K-3 & Gr 4-8 as well as a K-12 Home Learning/Hybrid community and Access 64. We have a strong active affiliation with a growing Strong Start, the Galiano Activity Centre (GACs), the Galiano Club Food Program as well as the Galiano Conservancy.
	Values, Vision, Mission:
	Relationships, compassion, diversity, wellness
	GCS honours a growth mindset culture where everyone, adult and child, is viewed as a lifelong learner. At CGS we acknowledge and celebrate individuals, and collectively, our 'family'. Everyone holds value, and is valued.
	At GCS our goal is that every person feels a sense of 'belonging', 'independence', 'mastery' and 'generosity' ('*Circle of Courage'*)
	Galiano Code of Conduct: • We respect S.O.L.E (self, others, learning, environment) • Galiano K.I.S.S.~ Our actions and words are *Kind, Intelligent, Sensible, Safe*
	Aboriginal Education: Aboriginal Education is embedded and celebrated daily throughout the school in authentic and meaningful ways: • Quw'utsun Syuw'entst Cowichan Teachings (shared with permission) • First Peoples Principles of Knowing (FNESC) • Circle of Courage (M. Brokenleg: Reclaiming Youth) • Aboriginal Worldviews and Perspectives (BCED)

	Technology **T4L:** Working alongside the SD64 Tech Team, and with support from our PAC, a plan is being co- created with input from staff and students to address our needs, programing, population, & location. **Programs:** • OIMY (Outer Island Middle Years Program) • GEECs (Galiano Ecological Education Class) • Multi Age Groupings (K-3, Gr 4-8) • ELT (Essential Learning Times~ small flexible groupings daily, with focus on Literacy & Numeracy) • SLC- Access 64, Gr 9-12 • Hybrid/DLP- bridge for home learners K-12 • Cross Enrolled opportunities with GISS • Buddy Program ('Bigs'& 'Littles' together) • Griffins Leadership program~ Middle Years students
SCANNING **"What's going on for our learners?"**	Our staff team, in consultation with SD64 Galiano School Board Trustee, parents and students began our process with scanning in the Fall of 2016. What we found: ~ We have strong positive relationships between staff, students and families due in part to being together for multiple years ~ Students feel a deep, caring connection with min 2+ adults ~ Students K-8 were surveyed. The top values reflected (and ones they stated are most 'important') at school, listed in order are: Friendship/Relationships, Joy/Fun, Respect, Caring ~ Holistic Wellness is a visible value: daily DPA as whole school, daily mindfulness, health & wellness focus, growth mindset messaging visible ~ Strong positive Aboriginal Ed influence and presence in school for Aboriginal students, as well as all students ~ High energy, positive, boisterous, 'young' student population ~ Students are aware of Galiano Code of Conduct S.O.L.E (respect of self, others, learning, environment) and K.I.S.S ~ Students have a positive relationship with reading. ~ Math instruction for a variety of ages (4-5 grade span), needs, and ability levels is challenging ~ Technology needs is high, both for physical equipment as well as equipping and building capacity of staff/students ~ Social Emotional challenges, low self regulation and high levels of anxiety ~ Students struggle significantly with written output/ communication ~ High needs population~ academic, social, emotional

FOCUS **"What does our focus need to be?"**	We collectively have decided to concentrate our professional energies so that we can change the experiences and results for our learners in the areas of: 1. Social Emotional Goal: increase social thinking/problem solving/self regulation, reduce anxiety 2. Writing Goal: Use School Wide Student Conferencing and Assessments to focus our Writing Goal
HUNCH **"What factors are leading to the situation?"** **"How are we contributing to it?"**	Our hunch is: If we focus our Writing Instruction based on assessments, student conferencing, and scheduled staff collaboration, writing results (both attitude and ability) will improve If we maximize our staff strengths, time and schedules, students will receive more direct support, guidance and instruction around social emotional targets. If collaboration time is built in regularly to the timetable, and structured with our end goals in sight, our PLC (Professional Learning Time-'Power Hours'/ Collaboration) time together will be meaningful and relevant.
LEARNING **"How and where can we learn more about what to do?"**	We are designing our professional growth and learning around: • Pro G: School based professional growth plan with Writing/Assessment/Collaboration Focus • Conferencing: Collect students voice- Teacher meet with each child 1-1 to ask curious questions and encourage students to articulate their own learning styles, goals, challenges, strengths. To engage students and empower ownership in their learning plans • Mindfulness: continue staff/student focus in this area • Staff/Student focus on wellness, balance and self care • Staff Meetings: Build in collective collaboration & Pro D at the beginning of each meeting • Monthly Collaboration Times with teams to focus on goals & look at learning • Spirals of Inquiry: staff revisit/refocus our goals & plans using this framework on a regular basis at Staff Meetings

TAKING ACTION **"What will we do differently?"** **"With what and how?"** **Structures:** **Structures focus on activities that align school resources, time, personnel and organizational planning to support achievement of goals and objectives.**	Collaboration Time: currently we are working to build in monthly: • Team Time: Teacher/EA/SBTC Collaboration • PLC's: ("Power Hours"): Teacher Collaboration time Writing Goal: • School Wide Pro Growth application that focuses on Writing instruction, assessment and collaboration • School Wide assessment timeline and 1-1- conferencing followed by collaboration and planning at monthly PLC's • Monthly 'School Wide Writes' to gather samples/data and review results/plan forward collaboratively Other Academic Goal(s): • Support small group Math instruction with creative timetabling of all staff during ELT (Essential Learning Time) • Tech Support- Teaming with staff & district team members to: a) work specifically with students to support individuals b) in house and external supports to model/teach/gradual release/scaffold tech tools. Whole class/small groups/individual lessons with classroom teacher present, to build capacity and comfort, for all Social Emotional Goal: • Daily FFL built in for primary class • EA support of FFL, Speech, Social thinking groups • Weekly social thinking/counseling (whole class & individual) • DPA- whole school movement activity at start of day (hike, skip, dance, run etc) • Build in 'Big Buddy' time where kids can go 'help' in younger classes during Outputs (centre time) and/or at Strong Start • Showcase & celebrate individuals/classes at WSM's • Partner with Galiano Medical Centre in Year Round "Wellness Project" • CRD ASRTS (Active and Safe Routes to School) project • Mindfulness/ Guided Imagery/Art Therapy sessions • Ind work with outside supports/experts offering: Counseling, Music Therapy
CHECKING **"Have we made *enough* of a difference?"**	How will we know: • Improved EPRA/DART assessments at year end • Improved results in writing as reflected in rep cards • Improved perceived pleasure/written output by students at year end conferencing • Decrease in tracking of 'incidents' around self regulating/behaviours/social emotional outbursts • Anecdotal reporting of PFFL results with individuals/class • Track student/parent responses in Sat Survey

Summary of Inquiry Question(s):
Will daily writing instruction and conferencing, as well as monthly whole school writes and staff collaboration focused on writing result in positive improvement in written output and attitude?

Will direct teaching of social thinking skills through whole school lessons, small groups and individual counseling improve self-regulation and anxiety?