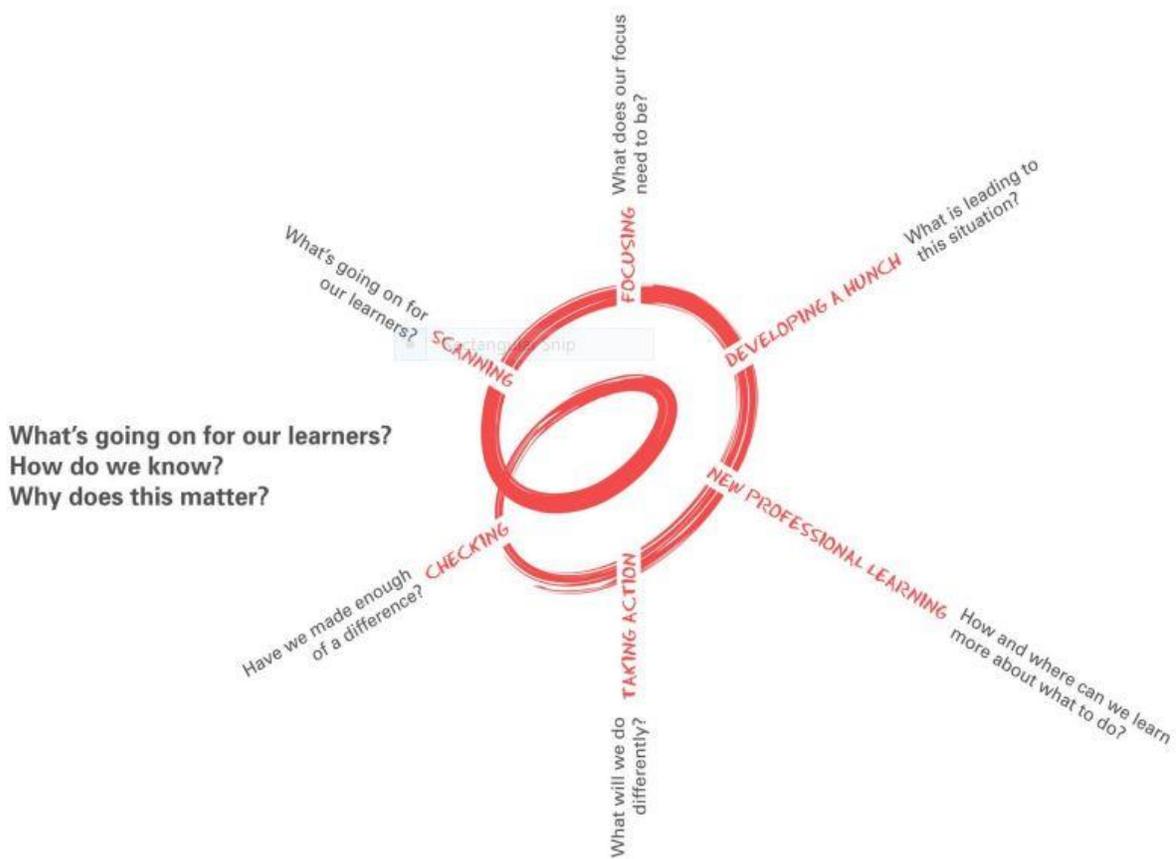


# SCHOOL GROWTH PLAN – INQUIRY MODEL

## Pender Islands Elementary Secondary School



\*Based on the book by Judy Halbert and Linda Kaser:  
"Spirals of Inquiry for equity and quality"





**School Growth Plan – Pender Islands  
Elementary Secondary School  
September 2016-September 2017**

**SCHOOL  
CONTEXT**

**Pender Islands Elementary Secondary School services South and North Pender Island residents, as a part of School District 64 (Gulf Islands). We are grateful to live, work and learn on traditional, unseeded Coast Salish territory within the beautiful Salish Sea.**

**Our school consists of approximately 140 Kindergarten to grade eight students, as well as approximately 50 cross-enrolled high school students. We offer a caring, nurturing environment for children to learn and develop into healthy, capable citizens.**

**Our facilities include seven classrooms, a play-based learning room, a library, two Windows-based computer labs, a music and art resources room, shop/multi-purpose room, stage, community room, full-sized gymnasium, outdoor multi-court, and garden classroom. The school is nestled amongst trees; a well-utilized forest for outdoor play and place-based learning. We are a short walk away from the Heart Trail, Medicine Beach, Mortimer Spit and Mount Norman.**

**In addition to dedicated classroom teachers and support staff, we offer a home-learning program (Spring Leaves Family Learning Program), StrongStart program, sports teams, and are supported by an array of community connections.**

**Student learning is enhanced by our school librarian and library clerk, Learning and Integration Support staff, District Learning Services staff, and a school counsellor. We are part of the Gulf Islands School District and their website has valuable information for parents, teachers and students [www.sd64.bc.ca](http://www.sd64.bc.ca).**

**Our school website can be found at:**

**<https://sites.google.com/a/sd64.bc.ca/pender-islands-e/home>**

<p><b>SCANNING</b>  <b>“What’s going on for our learners?”</b></p>	<p>Our school operates within a close, tightly knit community. Many Pender Island children experience their entire K-8 program at our school and benefit from this stability and familiarity. As a staff we recognize the strong sense of community within the school and the wonderful social dynamics at play. We see great strength in the relationships that form and develop every day. A positive school community is built upon individuals and as a collective we can create a community where people feel connected, valued, respected and empowered.</p>
<p><b>FOCUS</b>  <b>“What does our focus need to be?”</b></p>	<p><b>Goals:</b></p> <p><b>Build a school community where student and staff:</b></p> <ul style="list-style-type: none"> <li>- Are respected;</li> <li>- Are valued for who they are and what they bring;</li> <li>- Belong and are connected to the school community as a whole;</li> <li>- Are empowered to take an active role in making the school a positive environment for all.</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Continue to learn more about how each classroom builds community and addresses the social-emotional development of each child.</li> <li>- Identify commonalities among the classrooms and determine the specific areas of strength that can be harnessed at the school-wide level. Identify areas that we want to develop further.</li> <li>- Create opportunities to develop emotional intelligence, essential interpersonal skills and foster mental health and wellness.</li> </ul> <p><b>Goals:</b></p> <p>Utilize the opportunities afforded by curriculum and reporting re-design to communicate student learning in novel ways.</p>

	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Identify where each classroom is in terms of utilizing student reflection as a component of assessment.</li> <li>- Help students articulate their learning through self-reflection.</li> <li>- Utilize student reflection at each reporting cycle and develop strategies to help guide and coach students through this process.</li> <li>- Learn how to implement digital portfolios at the intermediate level.</li> <li>- Inquire into what parents want to know more about in terms of student learning and growth.</li> </ul>
<p><b>HUNCH</b></p> <p><b>“What factors are leading to the situation?”</b></p> <p><b>“How are we contributing to it?”</b></p>	<p><b>Will student reflection replace teacher assessment? How will we guide our students towards meaningful reflections?</b></p> <p><b>How can teacher and student work together to create an assessment practice that genuinely reflects student growth in a specific area and/or a larger domain?</b></p> <p><b>Are students feeling engaged sufficiently to meaningfully reflect and communicate their learning?</b></p> <p><b>How much will teacher assessment and reporting practice have to change? What am I willing to look at and implement? What am I already doing that supports this direction?</b></p>
<p><b>LEARNING</b></p> <p><b>“How and where can we learn more about what to do?”</b></p>	<p><b>The district steering committee on reporting will be a first big step in showing different approaches to reporting and how to incorporate the student voice/reflection into the formal reporting process. We will be employing a variety of these recommendations and look forward to the feedback from teachers, students and parents.</b></p> <p><b>Mental health and wellness are integral to what we do. Everyone has experience in utilizing strategies to help cope during troubling times. What we would like to focus on is building a strong, emotional foundation to help build the mindset that supports personal growth, resilience and wellness.</b></p>

<p><b>TAKING ACTION</b>  <b>“What will we do differently?”</b></p> <p><b>“With what and how?”</b></p> <p>Strategies:  Clearly articulated strategies connect school efforts and activities with desired student results. Strategies are presented as succinct statements outlining actions and activities, directed toward student learning, that clearly link to achieving school goals and objectives.</p> <p>Structures:  Structures focus on activities that align school resources, time, personnel and organizational planning to support achievement of goals and objectives.</p>	<p>The focus on student reflection as a key component to assessment and reporting will help reinforce and broaden what we have already been doing in previous years (ex. Student-led conferences, portfolios.) There is genuine interest from the intermediate levels to begin using e-portfolios for the purpose of, “real time” assessment and universal parent access to what their children are learning. We have a teacher-leader in the District who has been doing digital portfolios and is willing to support Pender Teachers in this approach. A technology plan is in development for the use of mobile technology to utilize google apps and our ipads.</p> <p>We have a half time teacher who will work with classroom teachers to, engage students in developmentally appropriate activities that promote social emotional skills, resilience and mental health literacy. We all agree that emotional well being is central to learning and we look forward to learning how this position can support students and teachers.</p>
<p><b>CHECKING</b>  <b>“Have we made enough of a difference?”</b></p> <p>Changes in practice don’t always lead to substantive improvement or useful innovations- in this part of the inquiry that asks whether we are making <i>enough</i> of a difference</p>	<p><i>A simple determination for goal achievement may include:</i></p> <ul style="list-style-type: none"> <li>- How many students are using portfolios and to what extent are they using this approach.</li> <li>- To what extent are students engaging in the reflective process, how are teacher preparing students in this process.</li> <li>- In what ways was the Wellness Support Teacher utilized? What were the areas of focus?</li> </ul>

## **CONNECTIONS**

**“How are we part of a bigger whole?”**

### ***Alignment with District Goals***

#### **To inspire learning:**

- **Focusing on wellness and increasing engagement through student reflection and student-developed portfolios may be beneficial practices that may support the District goal of inspiring learning.**

#### **Community Involvement and Communication strategies:**

- **Continue to reach out to the community through publications in the Pender Post;**
- **Continue to reach out to parents specifically**

#### **Commitment to Aboriginal ways of learning:**

- **Our school has been given the opportunity to participate in the 2017 Reconciliation Initiative. This initiative was developed through the South Pender Historical Society. This initiative will involve 12 Middle Years students and members of the Tsawout Nation. The main elements of the initiative involve a leadership component and language workshop.**