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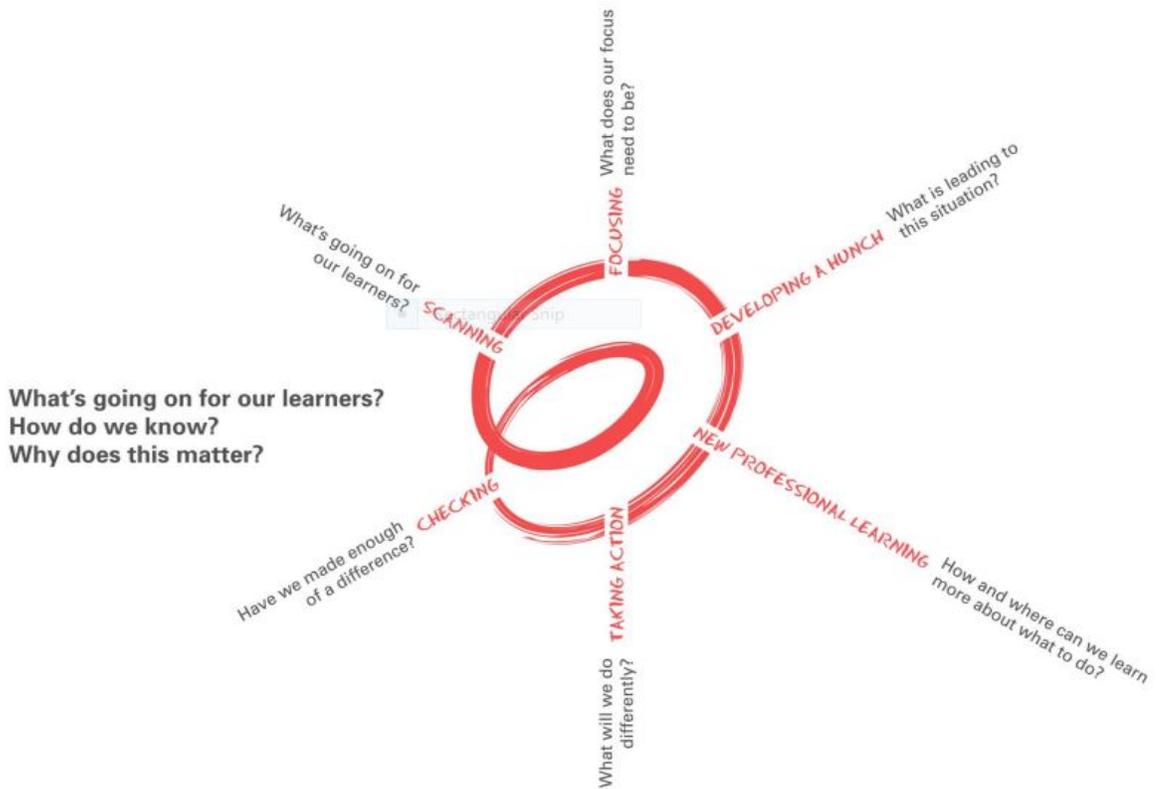
*Based on the book by Judy Halbert and Linda Kaser:
"Spirals of Inquiry for equity and quality

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-2, Gr 3-5, &Gr 6-8 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 honors a growth mindset culture where everyone, adult and child, is viewed as a lifelong learner. At GCS 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)

2017-2018: Galiano Community School:
~Created an 'Aboriginal Education School Plan'
~Staff and District Aboriginal staff met with individual self-declared students and families to co-create "Personalized Learning Profiles'
~Adopted and are using the 'Circle of Courage' lens (a traditional aboriginal holistic pedogogy and approach) school wide

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.

2017-2018: Staff and students are being inserviced in technology tools such as: 'Google Read and Write', EPIC reading program, and POPARD suggested Ipad programs/apps.

Programs:
- OIMY (Outer Island Middle Years Program)
- GEECs (Galiano Ecological Education Class)
- Multi Age Groupings (K-2, Gr 3-5, Gr 6-8)
- 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 informed our practice/goals in 2016-2017 and continues to shape our goals in 2017-18, with only minor adjustments or additions: Strengths: ~ 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 minimum of 2+ adults ~ Students K-8 were surveyed in 2016. 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 Education influence and presence in school for both indigenous 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 ~ Most students have a positive relationship with reading. Areas of Need: ~ Social Emotional challenges, low self regulation and high levels of anxiety ~ Students with complex lives with added external pressure points and

	stressors have notable impact on the 'whole child' at school ~ High needs population~ emotional, academic, social ~ Math instruction challenge: variety of ages, needs, and abilities ~Technology~ need to equip and build capacity of staff /students ~ Students struggle with written output/ communication
FOCUS **"What does our focus need to be?"**	2017-2018: We collectively have decided to continue to concentrate our professional energies with the goal to positively impact the experiences and results for our learners in the areas of: 1. Social Emotional Goal: Increase social thinking/problem solving/self regulation and reduce anxiety. Additional professional development and school wide focus using the 'Circle of Courage' lens 2. Writing Goal: Use School Wide Student Conferencing and Assessments to focus our Writing Goal 3. Social Capacity: Build in weekly and monthly staff collaboration time. Focus area's specific to the Transformed Curriculum, Core Competencies, and Assessments
HUNCH **"What factors are leading to the situation?"** **"How are we contributing to it?"**	Our hunch is: If we maximize our staff strengths, time and schedules, students will receive more direct support, guidance and instruction around social emotional targets. Having shared common language around the 'Circle of Courage' philosophy will encourage collective staff and student's growth and understanding. If collaboration time is built in regularly to the timetable, and structured with our end goals in sight aligning with the Transformed Curriculum, our PLC (Professional Learning Community-'Power Hours'/ Collaboration) time together will be meaningful and relevant. If we focus our Writing Instruction based on assessments, student conferencing, and feedback loops in our scheduled staff collaboration times, writing results (both attitude and ability) will improve. If we normalize the use of assistive technology, all students (Gr 3-8) will have the opportunity to use those supports effectively.
LEARNING **"How and where can we learn more about what to do?"**	We have designed our 2017-2018 professional growth and learning around: • School Based Pro D & School Focus: Circle of Courage philosophy and practice (beginning Nov 2017) • Pro G: Ongoing School based professional growth plan with Writing/Assessment/Collaboration Focus • Conferencing: Collect students' voice: Staff/peers will ask curious questions and encourage students to articulate their own learning

	styles, goals, challenges and strengths, to engage students and empower ownership in their learning plans • Mindfulness: continue staff/student focus in this area. Addition of weekly whole school Yoga/Mindful Practice • Wellness: Staff/Student focus on self-care • Growth Mindset: Ongoing • Staff Meetings: Build in professional conversations and collaboration at the beginning of meeting • Weekly & Monthly Collaboration Times with teaching teams and educational assistants 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.**	Social/Emotional Goal: • Circle of Courage~ School focus area/shared language • Talking Circles/Class Meetings-emotional intelligence • 'Chill Zone' ~a calm physical class space created • Health and Wellness' programs for select students including regular visits to local Fitness Centre • 'Science of Emotions'~ brain based teachings • EA support of FFL, Speech, Social thinking groups • School Counselor: social thinking/counseling/friendship groups (whole class and individual) • DPA- whole school movement activity at start of day • DPA Additional Options 2017-18: Daily Passive Play (yoga/mindfulness) or Passion Play • 'Buddy' Time between primary and upper grades • 'Griffins'~ leadership opportunities Gr 6-8 • FFL in Primary Class • Showcase and celebrate individuals/classes at WSMs • Year 2~ Partnership with Galiano Healthcare Centre "Wellness Project" • CRD ASRTS (Active and Safe Routes to School) project • Mindfulness/Guided Imagery/Art Therapy sessions in class • Individual programs with outside supports/experts offering: Counseling, Music Therapy, Community Mentors, supplementary tutoring for some Aboriginal students Collaboration Time: • Monthly Team Time: Teacher/EA/LIST Collaboration • Weekly PLC's: 20 Pre-20 Me: Teacher Collaboration time (40 minutes weekly Writing Goal: • School Wide Pro Growth application that focuses on Writing instruction, assessment and collaboration • Monthly 'School Wide Writes' to gather samples/data and review results/plan forward collaboratively • Use Assistive Technology~ access for all, with the goal for few~ (Shelley Moore)

	Other Academic Goal(s):
	• Support small group math, literacy, writing instruction during ELT (Essential Learning Time) • Weekly district ELL support for targeted students around the goal of communication (writing, listening, reading, speaking) • Tech Support- Teaming with staff & district team members to: a) Support targeted small groups/individuals students b) In house and external supports to model/teach/gradual release/scaffold technology tools. Whole class/small groups/individual lessons with classroom teacher present, to build capacity for all
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 report cards and/or student led conferences • Improved perceived pleasure/written output by students at year end conferencing • Decrease in tracking of 'incidents' around self regulating/ behaviours/social emotional outbursts • Interview/conference students anecdotal responses on wellness, self-care, self -regulation, learning styles, problem solving etc. • Survey k-8 students re: school culture and caring (Circle of Courage: connections/belonging, adult and peer relationship • Anecdotal reporting of FFL results with individuals/class • Track student/parent responses in Satisfaction Survey

CONNECTIONS
"How are we part of a bigger whole?"

Summary of Inquiry Question(s):
Will having daily class meetings and using shared language around the Circle of Courage, mindfulness, self care and wellness alter levels of anxiety, conflicts and problem solving skills?

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

Will having 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?