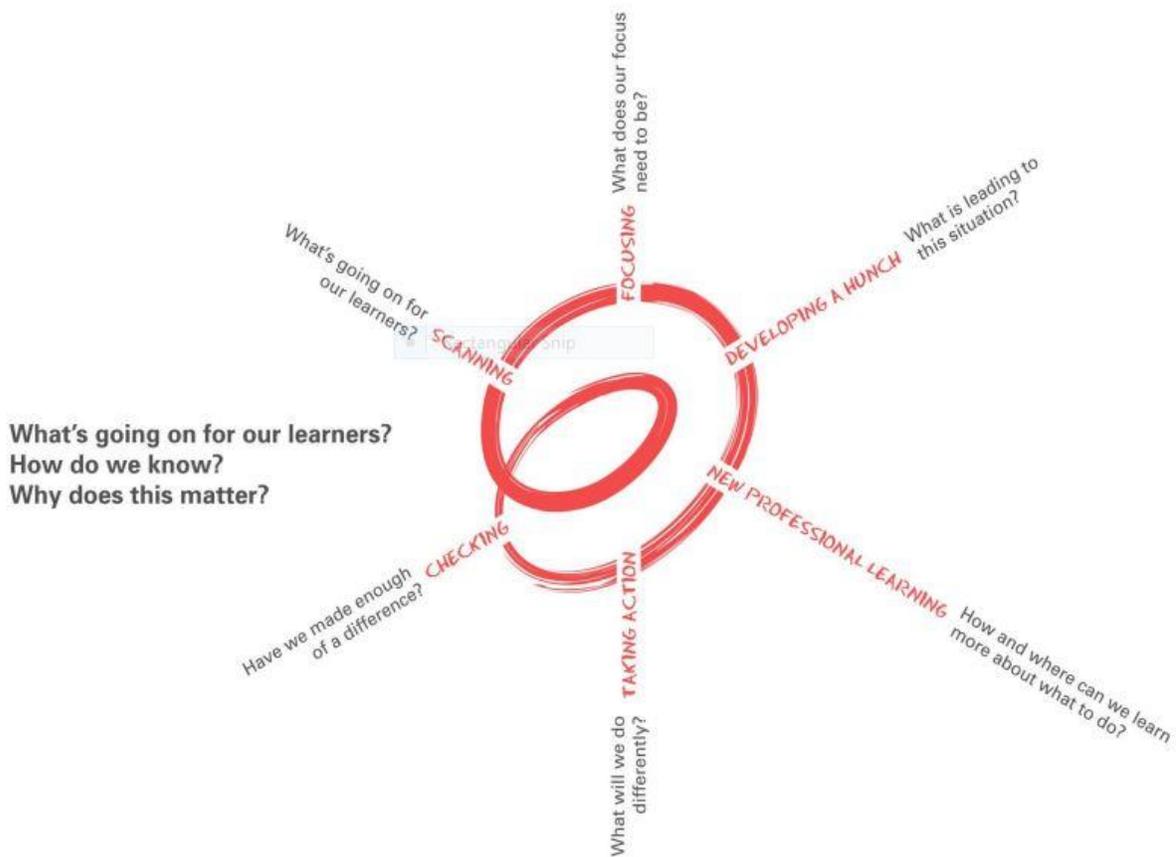


SCHOOL GROWTH PLAN – INQUIRY MODEL

Mayne Island School - School District 64 (Gulf Islands)



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



School Planning: Mayne Island School



School Growth Plan – Mayne Island School

September 2017 – September 2018

What is Mayne Island School?

School Community (Context):

Mayne Island School located in the Gulf Islands has been in existence since before the addition in 1977. The elementary/junior secondary school has a current population of 16 students K-8. This rural school has multi-grade/age groupings. The main groupings consist of 2 homerooms of K-3 and 4-8. There is 1 self-declared student of Aboriginal ancestry. Both the school and staff employ philosophies rooted in self-regulation, Restitution, First Nations Principles of Learning, target-direct instruction integrated with Reggio inspired approaches and play and place based learning. Team and co-teaching are woven throughout. The extended school community enjoys partnerships with the local conservancy, public library, food bank, farms, clubs and organizations (ie. garden, lions, fire).

Programs:

Include: K-8 elementary and middle school, Strong Start ELF program for preschoolers and families, student learning centre for adults, a high school student access learning hub, quasi nature-based with conservancy, garden and local surroundings, Parents of Mayne Students, and host visiting programs from SD64 such as OIMY, Windsor House, and Saturna Ecological Education Centre.

Mission:

At Mayne Island School, we believe in a community of learners. Every individual in the community is special, everyone has gifts and deserves to explore and share their gifts with others in a safe, respectful and fun environment. We encourage exploration, teamwork, compassion and understanding at all times. We support individuality, creatively and a strong holistic relationship with nature.

Code of Conduct:

MIS code of conduct link: [Code of Conduct](#)

How is Digital Citizenship part of Learning at MIS?

Technology 4Learning:

The 21st Century learner is surrounded by multiple environments with a wide range of technologies designed to enhance student learning. Into this fast paced world students must navigate the appropriate ways to be a digital citizen and learn to make wise use of their resources.

Current digital Tech resources:

The school has few reliable digital tools to support learning. Two of the teachers have an iPad for instruction. The library houses 6 re-furbished OS/Windows XP desktop computers. The wolf room (intermediate homeroom) operates with 6 re-furbished OS/Windows XP desktop computers. Two projectors are situated, and used, in the library and wolf room. New last school year (2016-2017) includes 5 Windows XP laptops, and 6 iPads with headphones and 3 splitters.

T4L proposed for the current year:

See attached

“What’s going on for our learners?”

What was happening before?

During the 2015-2016 school year **Scanning**, according to school staff, parents, students and some community member involvement, it was observed from our students:

The personal and social competency (as outlined by the BC curriculum) is one, which our students struggle with. Being respectful, responsible and safe towards self, others and the school/natural environment are difficulties for our students.

Without fundamental strategies and practice in this competency, students also struggle with being mentally prepared to work (work with others) and improve their academic learning. Students often do not see the purpose in some learning. They also have complex, diverse needs, and gaps in their learning.

During the 2016-2017 school year **Scan**, it was observed from our students:

Difficulties in these competencies continued, however some progress was made with improvements to the physical and emotional environment, a shared focus, and development of structures with high expectations and clear boundaries. There were two facets of the personal and social competency difficulty for our students. There continued to be difficulty with Social Responsibility, which includes a) contributing to community and caring for the environment, b) solving problems in peaceful ways, c) valuing diversity, and d) building inclusive relationships. In addition, students continued to have difficulty with Personal Awareness and Responsibility, which includes a) self determination, b) self regulation, and c) well being.

With guided support, modeling, consistent strategies and practice, student progress continued in the area of social-emotional learning. As well, students were starting to step into their academic learning in an increased and/or deeper level.

What’s happening currently?

During the beginning of this school year (2017-2018) **Scan**, it has been observed from our students:

“What does our focus need to be?”

What was our Focus from last two school years (2015-2016, 2016-2017)?

The previous **focus** centred on social-emotional learning establishing a predictable learning environment with regular, clear routines, expectations and boundaries where students felt safe, welcome and cared for. A further (formal) goal for the 2nd year (2016-2017) year includes the area of reading.

After 2 year’s review, what is the current Focus?

The main **focus** continues with social-emotional learning with a sustained predictable learning environment, along with intentional teachings/learning of the core competencies. The reading goal from last year (2016-2017) also continues.

The following outline the goals and objectives that continue for this year:

(major) Focus: Social-Emotional Learning

Goal: Students will develop a greater understanding of the facets of social-emotional learning, and will apply strategies to enhance personal, peer and community well being.

Objectives:

- a. self regulation
- b. conflict resolution
- c. positive self image
- d. growth mindset
- e. relationships
- f. values, beliefs
- g. self determination
- h. care and nurture
- i. ownership

(minor) Focus: Reading

Goal: Provided with guided instruction, students will select and use appropriate strategies to make meaning of text.

Objectives: increase reading levels

- a. improve decoding
- b. improve fluency
- c. improve comprehension

“What factors are leading to the situation?” “How are we contributing to it?”

According to school staff, parents, students and some community member involvement, it is our **Hunch** that our students:

- may not have been taught strategies to deal with social emotional needs (or not demonstrating strategies that were taught)
- couldn't always identify their emotions and why there were feeling a certain way/expressing emotions/thoughts
- had some structural elements missing (defining space/understanding purpose/relevance of instruction,

“subjects”, etc.)

- lack having the consistency of routines, relationships with adults
- show little evident defined boundaries, expectations and/or motivations
- hold negative views towards the school, teachers, instruction, and environment from students, parents, and community
- possibly not feeling safe or comfortable in the school environment and with peers – classroom and school dynamics
- had no sense of conflict resolution – lack of practice and strategies or willingness to engage with strategies to deal with conflict
- were not connecting positively with the school environment? (E.g. lack of ownership for the space = lack of ownership for activities/instruction taking place in that space); not feeling sense of belonging
- felt like their voices weren't being heard and/or valued
- display lack of ownership and motivation for own learning (“it's the teacher's job to teach me things”)

“How and where can we learn more about what to do?”

Our **Learning** team will engage in specific tasks for professional learning and collaboration:

- professional teacher references purchased, and being read ie. Zones of Regulation, Mind Up curriculum, Restitution, Reggio, etc
- professional conversations with colleagues
- collaboration in planning and sharing through staff meetings, planning time, collaboration time ie. Spirals of Inquiry, Restitution, guided reading, literacy centres, Reggio, etc
- teacher/classroom observations; teacher walk-throughs; co-teaching and side by side teaching with colleagues; mentorships
- workshops ie. Reading workshop for staff/reading volunteers and conferences ie. Coaching-Change, Ab Ed conference, PITA, POPFASD, Google Read and Write, Apps and other technologies as tools etc

“What will we do differently?”

In **Taking Action**, we will continue with those structures and strategies that are proving to be effective for our students, while incorporating further structures and strategies to further enhance the social-emotional learning and reading levels of our students.

Such structures and strategies include:

- team and co-teaching; guided math and guided reading meeting students where they are at
- photographs of learning with captions sent to parents; conferences, as well as emails, calls, etc, for communication and reporting (communicating learning)
- family, 3way, and student-led conferences; portfolios
- school-families and community communication through school emails, website, Mayliner, and Facebook
- agendas for intermediates for time management and organization skills with homework and events, and communication with home
- school meetings enhancing student voice and choice with discussion regarding ideas/suggestions and concerns/challenges; sharing ‘peak moments’ of the week; homeroom representing key learnings
- timers to frame practice
- practice/guide conflict resolution -3 step approach with restitution language
- effective routines, high expectations, clear boundaries consistently

- FPPL activities/exercises and yoga (PT Judith Bradley); school wide
- brain and body breaks
- embedded Indigenous resources, activities and ways of learning (Aboriginal Ways of Knowing) throughout curricular areas; continued room naming-sign project; family-self identity paddle project
- community involvement ie. conservancy, library, AIC, garden/food bank, farms/farmers, etc
- parent involvement ie. open house, conferences, POMS, family fun days, field trips, student sharing practice, after school activities
- outdoor learning; time in nature and other environments
- explaining relevance of lessons/learning; stating learning intentions
- real life authentic connections and opportunities
- direct teaching and practice of Personal and Social core competency with I statements
- direct teaching and practice of Communication and Thinking core competency with I statements
- Mind Up program, Zones of Regulation program
- Restitution background and lessons; shared and consistent use of Restitution language
- Physical Environment ie. natural materials, plants, sorted/organized, comfortable spaces, zones of learning, Reggio inspired
- mentoring with older/younger students through learning teams
- iPads, laptops, and desktops as a medium/tool for student voice, practice, and knowledge; taking photographs of own perspectives/thoughts/feelings; express thoughts and represent knowledge

- dedicated, targeted, uninterrupted time for reading instruction
- directed reading instruction with guided reading, reading conferences, and/or literature circles
- reading centres with focus in word work, fluency, read to self/others, work on writing (café)
- practice reading with 'just right books', and time for choice texts
- opportunities to practice gaining confidence, becoming self aware
- practice with parents; practice with Reading Partners
- community 'reading partner' volunteers reading with students during school wide literacy block
- read aloud and response with emphasis on comprehension strategies; scaffolding
- using speech to text, text to speech types of technology to access and use text
- iPads, laptops, and desktops for direct instruction and practice ie. guided math, listening centre (headphones), word work and math apps
- desktops and laptops for word processing, keyboarding, research, communication, representing learning, etc
- book reader for shared reading practice

“Have we made *enough* of a difference?”

Since the beginning of this last school year (2016-2017) through **Checking**, according to school staff, parents, students and some community member involvement, it has been observed that student behaviour and attitude towards learning has improved. Students are:

- using some strategies, at times, to regulate their own behaviour
- expressing some understanding of some emotions and feelings
- using voice in more productive means to support their own and others learning
- with guided support, starting to use conflict resolution strategies

- starting to step into learning with high expectations, clear boundaries and engaging activities
- joining and commenting on the improvement to environment ie. Reggio, organized, sorted; natural elements; reflection on the nice feeling of the space
- attending, and arriving on time to, school each day
- displaying increased smiles and a sense of belonging
- seeking assistance more with both conflict resolution and learning

“What connections can be made across the Gulf Island School District?”
“How are we part of a bigger whole?”

Many schools in SD64 hold a similar focus on social-emotional learning. This leads to shared understanding, experiences and vision making both collaboration and professional learning a need and possibility. There is also a shared focus on student success of the whole child, and a desire to continue incorporating play and place based philosophies.

Summary of Inquiry Question:

Given direct instruction, modeling, and practice of social-emotional learning facets, will students appropriately select and use strategies to enhance personal, peer and community well being?

Given guided instruction in reading strategies, are students able to select and use the appropriate strategy for the chosen text? ...and will this increase their reading level?

Plan submitted by: Margo Cullen Musselwhite

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