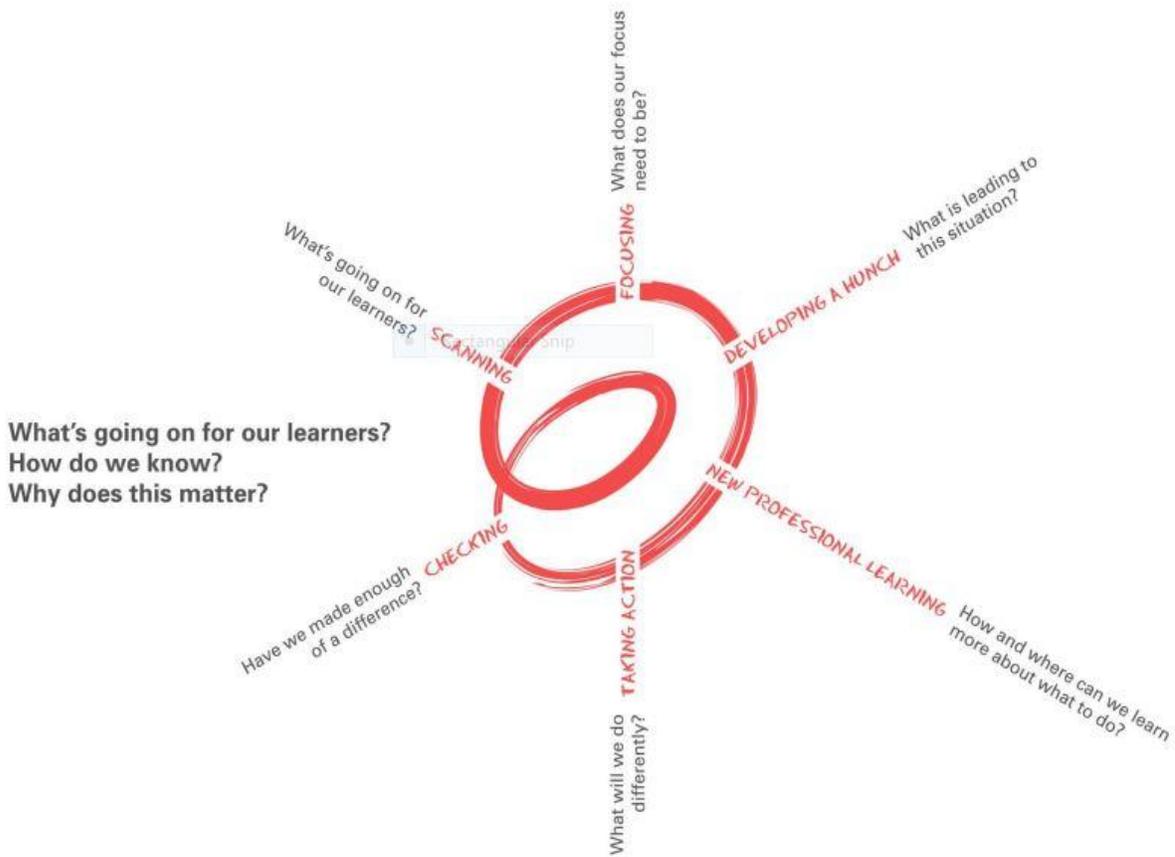


SCHOOL GROWTH PLAN – INQUIRY MODEL

SATURNA Island Elementary Secondary School
School District 64 (Gulf Islands)
2017-2018



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



Saturna Elementary School/SEEC

Framework for Enhancing Student Learning – Saturna Island Elementary Secondary School



September 2017 – September 2018

“What is Saturna Island School?”

Our School Context:

Formal and informal schooling have been on Saturna Island for more than 100 years. The present island school age population is 21 children K – 12. The SD64 school boat provides transportation to and from programs situated at other islands. 10 Saturna youth travel off island to these other programs. Saturna Elementary is a multi-age classroom K-5 currently attended by 6 children. In addition the Saturna community has 9 young children birth to age four. Among the local student population of 16 there are 7 students with declared aboriginal ancestry.

Saturna Ecological Education Centre (SEEC) is our Secondary School with 15 youth from off island attending the outdoor school site and using the island ecology as their classroom for 3 days and nights each week.

Programs: include: K-8 elementary and middle school, Strong Start ELF program for pre-school children, Ecological Education Centre, hosts to several visiting program from SD64 such as Windsor House, OIMY, Pender Ecological Program and mySEEC.

Vision: *The School is a learning place with natural opportunities to study the wonders of our local ecosystems and the world at large. Each child’s learning needs are met in individual ways. Through exploration and guidance students can develop a greater understanding and respect for their place in community and use the gifts of their environment to grow and contribute.*

Code of Conduct link: <http://sd64.bc.ca/saturna-school/>

Aboriginal Education is important for Saturna Elementary and SEEC students as the First People’s principles of knowing exemplify a place-based tradition of learning.

“How is Digital Citizenship part of Learning at Saturna?”

Technology for Learning (T4L):

The 21st Century learner is surrounded by 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. At present there are T4L opportunities at Saturna, with plans for improvements.

Learning Resources:

The school has various learning technologies to support literacy, numeracy as well a student research and demonstrations. The current iPad set, laptop computers, Smartscreen TV, digital projector and ILS listening technologies are available to support learners in accessing and utilizing content to enable learning.

T4L in the current year:

To improve access to literacy opportunities our Early Primary literacy program encourages personal reading for enjoyment. With the addition of a student listening-centre and headsets, early readers will have more opportunities to listen to CD stories and read along. In keeping with the Ministry of Education guidelines our school is training intermediate students to do “computer coding”. Outstanding training materials are available at www.code.org but require consistence high-speed internet access.

Our PC lab with 8 laptops has a variety of software; MS Office, PowerPoint, OneNote, MS Office, minecraftEDU and online freeware. However, at present the cost of online software subscriptions is avoided as a result the school has no current subscription software. The intention this year is to obtain subscription software for Adobe Suite, Adobe Voice and Prez!

T4L into year 2

Instructional success with technologies and a greater utility of the class set of iPads, depends on the introduction of a consistent district Classroom Management Software. Once this is available it will be incorporated into the management and access of software during teacher-directed lessons. As well, once the Internet firewall is fully operational we will have the ability to screen specific websites and direct learning to the tasks desired. Both of these hardware interventions restrict access, but the ideal *digital citizen* is one who self-regulates their personal access and use of the net. It is expected that within the next year trends in Educational Robotics and Coding kits will increase robotic and coding learning activities at our school. We continue with a Laptop replacement program where every two years two new computer units are added.

Saturna Tech Plan link: <http://sd64.bc.ca/saturna-school/>

“What’s going on for our learners?”

What was happening before?

During the previously 2 framework cycles in which staff were **SCANNING**, our community of learners it was observed that the students;

- Moved forward little consistent respect for authority to complete compliance and a willingness to engage respectfully
- A move towards a willingness to meet new challenges and overcome difficulties with better evidence of “student risk-taking” toward all learning challenges.
- Acceptance of school rules and expectations in a respectful manner and tone
- Better attention and on task behaviour. All students are attentive and doing tasks for 20 – 30 minutes periods of time and then only moving to free-choice centres.
- Increased perseverance with work at their proximal learning
- Conversations and positive self-expression towards adults rather than the previous anxious and shy behaviour
- Better risk taking and attempt to understand new areas of learning, designed to move learning forward
- all students are able to self-organize materials or tasks, find anchoring activities while waiting for assistance and to stay on task. Increasing evidence of positive self-regulation and executive control.
- All students are now reading books self selected and engagement in 20 minute quiet reading sessions without interrupting others.

What’s happening currently?

During the first 6 weeks **SCAN** of this school year, teachers and principal held discussions for starting students towards for rigorous learning content;

- Students are showing stability in self-regulations, longer periods of engagement and better central locus of control.
- All transition times are immediate with students on task or ready for instruction
- Secondary students express are struggling with the academic requirements of the SEEC program due to a wide range of foundational skills within the 9-12 group.

“What does our focus need to be?”

What was the Focus before now?

The previous 2 framework cycles placed our **FOCUS** towards establishing the physical environment and classroom management routines necessary for a positive learning environment. With predictable learning opportunities and an ordered classroom students now know the expectation and feel able to offer input to choices.

With a the established learning environment and clear expectations the multi-age class setting has moved away from students who worry about what ‘everyone else is doing and are now seeing the importance of personal responsibility based on “individual needs” and “choice”.

We continue with small struggles around self-awareness and ownership most often evident by poor self-regulation during on task activities. All students are seeing and developing their understanding of a “personal continuum of learning” with their up and down days.

With more self choice projects students are experiencing the pleasure and personal learning (this is an increase in student centered task instead of teacher centered task compliance). We now are looking for evidence of how self-regulation yields improved social and emotional learning success.

After a year’s review, what is our current focus?

Now that these operational structures are established the current **FOCUS**, continues with the inquiry work to strengthen intellectual rigor, quality of culminating activities and an better understanding of the core competencies for critical thinking and personal awareness.

“What factors are leading to the situation?”

Based on a focused review of student-learning for both the Elementary and Secondary groups, it is our **HUNCH** that *Motivations* is embedded in the underlying *Social Emotional Learning (SEL)* dynamic of all students. That self-awareness and feeling of competency are rooted in how motivated learners feel and thus willing to attempt learning; or engage in rigorous challenges and ultimately to seek success by doing quality work..

Therefore, how each individual approaches their self-guided interests, handles critical thinking tasks, and is willing to work at their proximal zone of learning is directly dependent on willing brains to become motivated to achieve growth in learning.

“How are we contributing to it?”

Among our **HUNCHES** are the following Teacher behaviours that will be monitored:

- Assumptions about fundamental skills previously learned or not
- Curriculum pressure over a limited time period
- Not allowing the learners to say when they are ready to proceed
- Assigning too much to do without sufficient direction and guidance
- Forgetting home life has its own needs and pressures on learners lives
- Teaching to the curriculum instead of learners abilities and needs
- Use of Formative assessments to determine where literacy and math skills are
- How our teaching behaviour (habits) can make students anxious
- How the Secondary program is not sufficiently defined for the students to follow
- If the students are told the learning intention of each lesson (purpose unknown)

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

LEARNING

Our inquiry team is ready to engage with specific tasks designed for professional learning.

2016-2017

- Continue to attend talks on ADHD and suggested instructional adaptations
- Pro-D opportunities for classroom strategies for students with ADHD
- Find opportunities to find Peer-Peer support for Ecological activities

2017-2018

- Continue to attend talks on Learning Disabilities and Anxiety Disorders and their suggested instructional adaptations
- Pro-D opportunities to develop a solid SEEC program aligned with the re-design Curriculum
- Find opportunities for Peer-Peer support for implementing the New Re-designed Curriculum in the Ecological setting

“What will we do differently?”

TAKING ACTION

This is where we find ourselves working at present in the **Fall 2017**. Based on the current successes it is time for us to evaluate the impact in our learners and to understand the basis for implementing the new Re-designed Curriculum.

- We want to find out what is going on for our **Anxious Learners**,
- Find out if Students understand what **quality work** is
- Observe students **literacy and numeracy skills** and where needed provide remedial instructions and support
- Using **different instructional strategies**; see if greater engagement and rigor is one of the outcomes
- Providing **intergenerational opportunities** to develop and appreciation and awareness of life-long learning

Last year's actions included several simple management processes. Looking back and moving forward now we wish to strength many of as they have proven essential to a productive classroom climate:

- (1) establishing **expectations**
- (2) providing more scaffolding for **self-regulation**, during instruction
- (3) providing regular **communication** with parents including daily feedback
- (4) celebrating successful student work with **student led presentation** and portfolio
- (5) ensuring all students feel an **emotional connection** to the adults at school

“Have we made enough of a difference?”

CHECKING

Our 2016- 2017 actions looking back and have lead to several substantive improvement in student behaviour and attitude toward learning;”

- Immediate return September on day one to general classroom routines
- Mean FEBA scores are now at 3.5
- Student’s understand they are the owners of their behaviours.
- Students understand and follow the language from the Zones of Regulation
- On the playground more multi age group play is common verse isolated participants
- Classroom tasks are completed during 30 minutes timer cycles or no timer is needed at all to maintain on task focus.
- Consistent transitioning between tasks, and changes in physical location
- Students communicate an excitement and pleasure to come to school each day.

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

Across SD64 there are many schools with similar focus on Core Competencies, Self Assessment and Student Engagement to produce better quality in student work.

Across SD64 there is also a focus on student success in a place-based context such as the nature programs or ecological program similar to Saturna’s SEEC..

At Saturna the teachers want to understand the dynamics of student self awareness and learning needs when centred in a peer dependant living situation.

Summary of Inquiry Question:

What's going on for learners?

Scanning, Focusing and *Hunches* frame how we continue to monitor our students at all levels grade K-12.. We need to continue checking that our knowledge about our learner's experiences is authentic. We believe having established routines and expectations there is a reduced anxiety for elementary students but not yet for the 9-12 grade group.

To increase our understanding of student learning needs we are asking:

- (1) How can we now move to have greater intellectual rigor and increase the "challenge of instructional content" for our K-12 learners?
- (2) Can we increase student awareness of the core competencies by directly teaching self-awareness in what is work quality and develop the habits of mind needed for quality outputs?

How do we know?

We will continue with the ***Spiral Of Inquiry*** approach to improvement. To use the steps of ***Learning new practices, Taking Action*** and ***Checking for the evidence of success*** toward our goal of improving educational outcomes for all our students K- 12.

Whether it is our elementary classroom program, Early Years Strong Start program or the place-based ecological program (SEEC), we will continue to monitor our students' learning by listening to them, observing their actions and asking for their input as we gather the evidence of their success and ultimately Saturna School.

Plan submitted by:

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