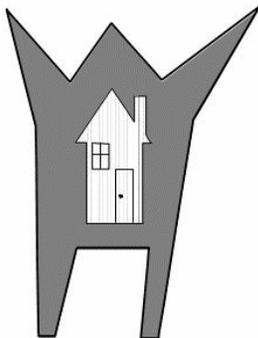
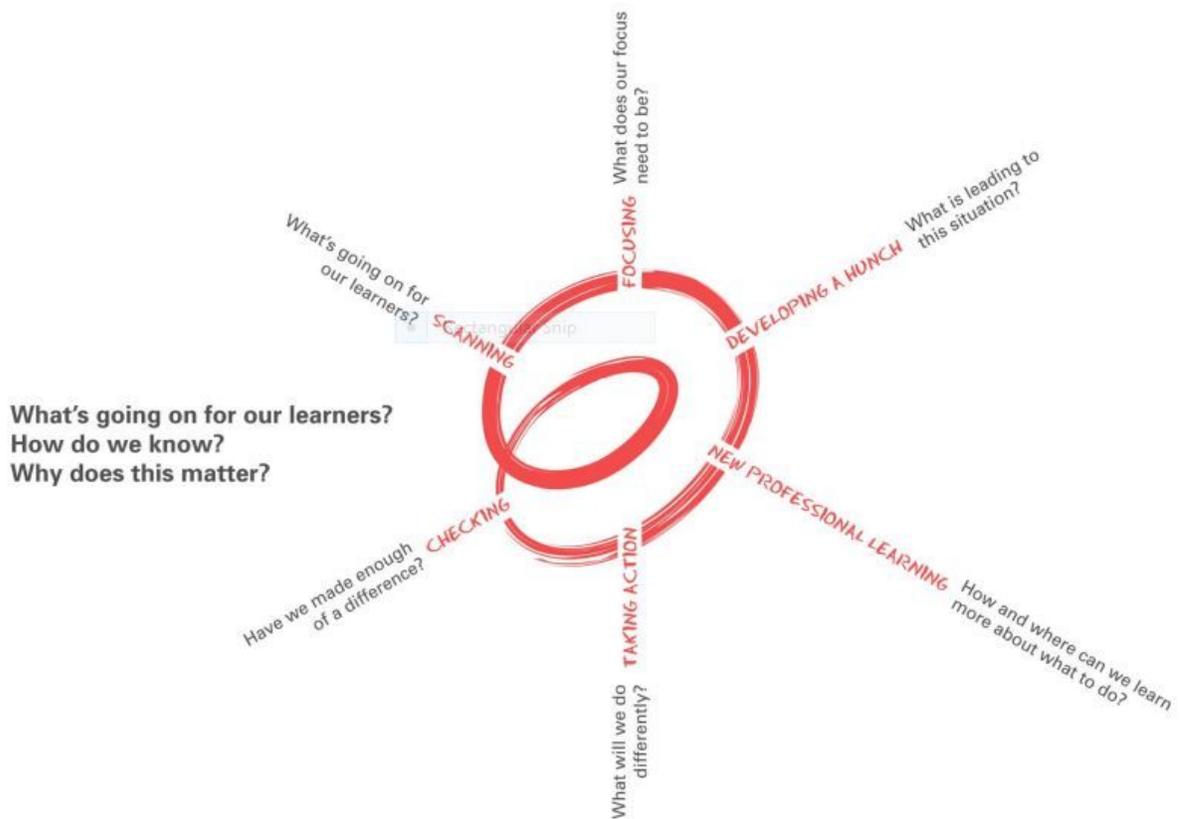


SCHOOL GROWTH PLAN – INQUIRY MODEL

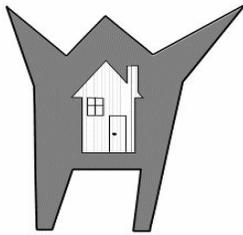
Windsor House School - School District 64 (Gulf Islands)



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



School Planning Template Guidelines



School Growth Plan – Windsor House

September 2017 – September 2018

SCHOOL CONTEXT

School population
Vision/Values/
Mission
Program Offerings
Code of Conduct
Aboriginal Education
Technology 4Learning

School Population - 182
Building for 50. That says it all.

Windsor House is a parent-participation school that welcomes the presence and values the skills of the families of our students. We are also a multi-age (K-12) school that cherishes the interactions between students of all ages. While our multi-location campus is decreasing the interactions between students of different ages, it is increasing our students' interactions with their neighbourhoods and community resources (libraries, community centres, swimming pools, for example). We are embracing a community engaged school focus this year.

Program offerings;
Forest and Beach School- primary
Farm School - K-12
Outdoor program 3-12
MakerSpaces - grades 4-12
Multi-campus- 6 sites everyday to choose from using an online booking system.

SCANNING
“What’s going on for our learners?”

Useful information is gathered on key areas of learning

Broad perspective

Willingness to listen to learners & their families

We have identified 4 broad areas of focus for our school plan. The following are the areas, and are colour-coded throughout this document.

- Multi Campus**
- Unique Student needs for support**
- Transition to Adulthood**
- Aboriginal Enhancement Agreement**

Our students have had another layer of learning added to their previous educational experiences at Windsor House as we continue to adapt to a multi campus school.

Everyone needs to choose the activity/site most suited to them, sign up and get there.

Most learners are keen to ensure that they are where their friends are, and following their interests, with their friends.

Some learners are keen to ensure that their academic courses are established before they look to the other activities offered.

Everyone (staff included) continues to have their competencies in social and personal responsibilities challenged and strengthened.

Also we have the ability to collaborate and be flexible around how to manage ourselves in these unique circumstances.

We continue to explore how to sustain and evolve our structures that nurture the democratic philosophical basis of the school.

Some students are thriving in the multi-campus model, yet some need more support. We are constantly evaluating which learners and groups are engaging regularly and which do not seem to be. From the surveys and conferences during the 2016/17 school year, we continue to adjust sites, offering, and student supports.

We used the opportunity to capture and reflect on the emerging data from the interaction of students and families with our multi campus model to adjust our offerings for this year. The new level of intention with choosing a site, inclusive of all that it holds, has students faced with the results of their choices in a very clear way. New levels of intention and focus have resulted. This can be from a focused high school project and academic site, to a computer games and swordplay site. Social groups are choosing to be together and choosing to stay apart. We are noticing patterns and themes that evolve, and informing our staff decisions based on these.

	<p>Our community is engaged in a deep and wide conversation about how to respectfully engage with aboriginal cultures that develops understanding and appreciation for First Peoples perspectives, values and rights. We are educating ourselves in dialogue with others about how to embody the new curriculum mandate to infuse aboriginal culture and perspectives throughout the curriculum.</p>
<p>FOCUS</p> <p>“What does our focus need to be?”</p> <p>Goal statements help to focus priorities for improving student learning.</p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<p>Our focus is on learning to support our students as they choose among the options that we are able to offer them and how to “up our game” as staff to adjust what we are offering to suit what they actually need.</p> <p>Staff now must relate directly with the group that has chosen them on any given day, and build relationships as a group. This is hugely challenging for staff and demands a degree of ability to handle change and create “something from nothing” on a regular basis.</p> <p>Field trips everyday, bringing everything you need to every site you go to, living out of a suitcase, building new relationships with whoever signed up for you that day. Sharing site-relevant information with other the other staff that work at that site on the other days, and dealing with communication disconnects. Sharing essential information with other staff as students move between sites on different days.</p> <p>We are also focusing on our own awareness of First Nations views of learning. We notice that there is overlap between our educational values and the First Peoples’ Principles of Learning and our first step is to become more familiar with the FPPL. In subsequent years our plans are to explore what we can learn from the FPPL. Beginning to build relationships with First Peoples on whose land we reside and learn would also be an important step.</p>
<p>HUNCH</p> <p>“What factors are leading to the situation?”</p>	<p>When we are trying to figure out how to offer activities and classes to students who have been educated in a democratic school such as Windsor House, we have to “meet them where they are.”</p> <p>Meghan’s hunch is that offering play based activities with increasing complexity that embody the competencies and skills that empower adults, are most appealing to intermediate</p>

<p>“How are we contributing to it?”</p>	<p>students as they transition from their self organized play into staff engaged play based learning that challenges them. For example, running a cafe, or business that earns money for students and/or the school. Simulation games that act out major themes in human history, gold rush towns, medieval times, ancient greece, land based skills, and other areas of interest.</p> <p>Offering transition classes into formal academic skills where the entry level scaffolds students with emerging reading, writing, and numeracy skills that have been developed through play but without formal structures.</p> <p>Students’ needs are changing based on development, the situations in their lives, and the changing school environment.</p> <p>For older students the transition to prototype activities that are pathways to independence; portfolio building, work experience, volunteering, starting a business, planning for course credit towards graduation and/or a transcript reflecting learning, post secondary entrance with or without a diploma, interpersonal skills, self awareness, and mental health skills.</p> <p>Our move from one main school building to multiple sites: The school’s needs for structures to be in place (scheduling, communication, and logistics, for example) has taken staff members’ time and attention. At Windsor House, students are seen as individuals first and relationships with staff are the foundation for learning. Time and attention paid to practical details are necessarily greater this year.</p> <p>We are aware of the difficulties of teaching aboriginal content, history and culture from an outside perspective. The process of educating ourselves, and examining our own identities relative to Canada’s First Nations Peoples, is complex and delicate. We want to move forward on the mandated Aboriginal content and educational focus, but in a way that holds with respect the people and cultures who are most closely tied to them. Our understandings and practice relative to First Nations People is also tied to our understanding of other cultures and how they are represented in our school.</p>
<p>LEARNING</p>	<p>Do we know in what ways the individuals in our community need and would like to be supported by us? Are we able to provide this support? How can we become more able?</p>

<p>“How and where can we learn more about what to do?”</p>	<p>At Windsor House, our first source of information about a student’s learning needs is from the student themselves. What activities they engage in, what they say about their experiences at the school, what they ask for, and what we observe about them at school are key sources.</p> <p>Each student is unique, and their learning strengths and challenges are also unique, so listening openly and watching with curiosity tells us much about each student.</p> <p>Learning about strategies for supporting students with learning exceptionalities may increase our ability to focus our efforts on more fruitful interventions.</p> <p>We could talk to alumni to learn what helped them transition to adulthood and what they believe would have further supported that transition.</p> <p>-Conferences, morning meetings, end of day meetings, signup and attendance, -Students self-organizing (perhaps at staffs’ suggestion) to ask for support, for learning experiences that they want to try, for specific spaces and teachers.</p> <p>-Pro D on exceptionalities. -Staff researching, reading, taking courses on supporting students with exceptionalities. -Access to counsellor, staff trained as life coach, ALC trainers. -Pro Growth focussed on Project-based learning and how to implement it within a variety of settings -Pro D to explore our identities relative to Canada’s First Peoples. -Pro D on Aboriginal Content, Residential School history, and FPPL. -First Nations Communities on whose territory we live, work, play and learn. Pro-D on Race and Representation (Arts to Action), Diversity, Anti-racism initiatives</p>
<p>TAKING ACTION “What will we do differently?” “With what and how?”</p>	<p>Multi-Campus Strategies:</p> <ul style="list-style-type: none"> ● Staff develop a clear idea of who the groups and individuals are that need extra supports ● Staff must establish clear lines of communication - need to have communication forums and pathways that all staff will engage with. We will continue to use Slack and the Staff Hub, in order to ensure that important

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.

Structures:

Structures focus on activities that align school resources, time, personnel and organizational planning to support achievement of goals and objectives.

information is shared with whole staff. We are all use texting and calling on our cell phones. Staff meetings occur once per week to discuss pressing issues.

- Continuing to utilize protocols for communication so that different areas and levels of communication can be accessed when needed.
- This can all be said for parent/student communication as well.

At staff meetings reflect on sign up and attendance at sites. Share conversations with students based on their needs and engagement.

Move between sites and note the tone and attendance at multiple sites.

Look for a balance between the sites, questions we can ask ourselves when looking at the site attendance and who shows up.

- A small group at a site. Does the group benefit from the extra attention from staff? Is it a small group because the behaviour of the group has other students selecting to not be around them? Could it be due to the specialized nature of the offering/site? Could it be that the site/offering doesn't meet the needs of many students on that day?
- A "sold out" site/activity. Is there a way to make sure all students who want an activity and would benefit from it can access it? What are the elements of that activity/site and would students benefit from them being offered more often and/or at more sites?
- Identify different age/stage groups and look at whether their needs are being met by our offerings/sites. If there are gaps can we fill them?
- Identifying individual students who are not attending and check in with them and their families to identify supports/ barriers for attending.

We are acknowledging territory at many of our sites. At staff meetings, we will begin to acknowledge when we have noticed ourselves using FPPL in our practice. We will make a plan as a staff group to learn about and begin implementing the Aboriginal Enhancement agreement.

Meeting with students aged 15 to 19 to discuss life after Windsor House and reflecting on actions and plans that will impact this transition. This will happen in regular conferences, small groups with the counsellor, Life Coaching groups, and daily conversations with staff.

<p>CHECKING “Have we made <i>enough</i> of a difference?”</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>Go back to evidence gathered at Scanning portion of inquiry to determine if the goal areas have been focused on as well as the level of success that was <u>hoped for</u> was achieved.</p> <p>Use sign ups and attendance at sites to look at patterns and trends in student choices.</p> <p>Changing our sites and offerings based on the patterns we see and the feedback we hear at sites. Staff reflecting on students self reporting about how their choices are working for them.</p> <p>Staff noticing the tone and engagement at different sites with students.</p> <p>Noticing what activities, staff and sites have maximum sign up and/or students reporting that they feel engaged and supported at the sites they select.</p> <p>Looking for balance so that all sites have a similar number of engaged students and/or are at capacity. This also has staff supported by not overloading a site or staff member.</p> <p>Providing offerings and sites at the same time that have students balance themselves based on interest amongst the sites without needing to refuse people.</p> <p>Looking for different needs and making sure that we balance needs of students. Checking that all competencies are being supported through the different offerings and sites.</p> <p>Literacy, Numeracy, also critical, creative, innovation thinking. Personal and social responsibility.</p> <p>Communication.</p> <p>As we go to assess learning in all of these areas we can see if we are offering them to all students in ways that engage them and are relevant to their lives and learning. We can look at blog posts, course outlines, assignments, field trips, and student portfolios, to see the trail of offerings and when we compare them to sign up we can see who they are meeting the needs of.</p> <p>In sites that use Kanban boards, or other tools that capture student intention and movement through a process to “doing or done”, we can see engagement and completion. Photos can be</p>

	<p>shared with student portfolios and on the staff blog.</p> <p>When the staff designs a plan to learn about and implement the Aboriginal Enhancement agreement, they will consider ways to check their progress. This is not an easily quantifiable process, and must be done thoughtfully.</p>
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<p>CONNECTIONS</p> <p>“How are we part of a bigger whole?”</p>	<p>Alignment with District Goals</p> <p>GOAL ONE All students are progressing toward greater competency in foundation skills. At WH this means “are we providing meaningful and engaging core competency skill development in accessible sites that hold the intention of the students who chose them?” Questions we ask ourselves: Is the setting developmentally appropriate? Are students able to find a inherently meaningful engagement for themselves whether that fits an outside criteria or not. How do we ask that question of students and have them be able to answer?</p> <p>GOAL TWO</p> <p>We would like to shift Windsor House towards a more “Project-Based Learning” model.</p> <p>Questions we ask ourselves: How can projects, both big and small, be incorporated successfully within the varied sites of the multi-campus at Windsor House? How do we support project-based learning within framework of curricular elements and foundational skill-building?. Starting with our oldest students, how do we work backwards to find the experiences and learning that best support students to feel empowered to leave WH and take the next step for themselves?</p> <p>GOAL THREE</p>
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	<p>To pursue the goals of the Aboriginal Education Enhancement Agreement district-wide.</p> <p>From the Aboriginal Enhancement Agreement: <i>To demonstrate its commitment to this purpose, the District with the ongoing collaboration of all the parties, will:</i></p> <ul style="list-style-type: none"> <i>-Promote learning opportunities that integrate Aboriginal pedagogy.</i> <i>-Support Aboriginal students by creating an environment that embraces and promotes Aboriginal culture, values, languages, history, and knowledge.</i> <p>Windsor House uses a number of the First People’s Principles of Learning.</p> <ul style="list-style-type: none"> <i>-Learning involves patience and time.</i> <i>-Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and on a sense of place).</i> <i>-Learning involves recognizing the consequences of one’s actions.</i> <p>Windsor House supports all students to explore their identities and connections.</p> <p>Democratic education and the First Peoples’ Principles of Learning have significant overlap in the educational values embedded in them. Becoming more aware of and expressing more explicitly the values that we share, and learning more about the principles that we have not explored would be good first steps.</p> <p>Approaching the communities on whose territory we reside to begin building relationships with them would be a good next step.</p>
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Summary of Inquiry Question:

What can we learn about our students’ need as learners (as individuals and in groups) by the choices that they make among the learning experiences and environments that we offer to them with staff, sites, and programs?

Aboriginal Enhancement

Multi Campus

Unique Student needs for support

Transition to Adulthood

Plan submitted by:

	Name	Signature
Principal	Meghan Carrico	
Teacher(s)	Cheryl Burdick Meron Mazhari Kelley Clark	
PAC Chair		
[Student(s)]		

Date: _____