

Growth Plan: 2017-2020

École Christine Morrison Elementary

“Spirals of Inquiry for equity and quality”

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Ey kwese xwe’i

Bienvenue

Welcome



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School Context:

- École Christine Morrison is a dual track French Immersion elementary school with students from kindergarten to grade 6
- There are 7 divisions of English and 11 divisions of French Immersion for a total of 430 students
- There is an Inclusive Support Program class to support academic and social/emotional needs
- There are 73 First Nations students enrolled, which is 17% of the school population
- Students come from a variety of cultural and socio-economic backgrounds with many diverse learning needs (academic, and social/emotional)
- Parent Advisory Council volunteers are actively involved in the school community and support the students on a daily basis
- The Aboriginal Liaison workers provide in-class academic and cultural support as well as small group activities outside the classroom
- Halq'eméylem, the local Aboriginal language, is taught throughout most of the school
- Each assembly begins with a welcome song in three languages, Halq'eméylem, English and French

Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

- Students have shared values such as respect and trust
- Students enjoy hands on and active learning
- There is a community feeling from spirit days and buddy reading
- There is a sense of pride for our Aboriginal Culture
- Many students struggle with being calm, alert and self-regulating
- There is a wide learning range in classrooms
- There are many emotional needs not being met
- Some students are disengaged and have an apathy towards education



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Focus: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Improving connections and a sense of belonging for learners within the school community
- Having a common language throughout the school around the Zones of Regulation
- Exploring ways to support vulnerable learners with active learning, technology and outdoor education
- Increasing student engagement and motivation
- Increasing opportunities for hands on and active learning, which aligns with the new curriculum
- Building generational roles and responsibilities with mixed groupings and buddies

Inquiry Question: (State what your driving question will be.)

How will incorporating a school wide focus on self-regulation and active learning increase student engagement in school?

Hunch: (What is leading to this situation for your learners?)

- Self-regulation skills provide the opportunity for students to be focused on learning, which will increase their engagement and sense of belonging in school
- Increased sense of purpose by creating opportunities for students to participate in generational roles and responsibilities, in accordance with the First Peoples Principles of Learning
- Play based learning increases engagement, which leads to a sense of belonging
- Students are learning the Core Competencies (Communication, Thinking, Social and Personal) as well as the process of self-evaluation
- Active and hands on learning experiences, including the use of technology and outdoor education will help reach disengaged learners
- Increasing staff collaboration will improve staff members feeling of belonging, which has been proven to have positive effects for learners



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New Professional Learning: (How and where can we learn more about what to do?)

- School wide Pro-D on the Zones of Regulation (Presented by ISP teacher)
- Distribution of books on the Zones of Regulation (that have already been purchased)
- Increase and create materials (e.g. posters) to support the Zones of Regulation and post these throughout the school
- Provide sample assessments for the staff to choose from in order to check for understanding of the Zones program
- Create a team to support the implementation of Wonderful Wednesdays/Mercredi magique, which will increase engagement and community through active learning
- Individual teachers will research their own passions and strategies to work with mixed grade groupings
- Use monthly collaboration meetings for sub-committees to maintain and reflect on the school wide programs and ways to increase engagement of learners

Taking Action: (What will we do differently?)

The action plan will have two main pillars of action:

- 1) School wide implementation of Zones of Regulation strategies
 - Education:
 - i. Staff will receive pro-d on the program
 - ii. Students will receive in class instruction about the program in English or French from their classroom teacher who has been trained about the Zones of Regulation
 - iii. Peer counselors will have extra training with the program to help them assist younger students at recess and lunch
 - iv. Support staff (EA's and Noon hour supervisors) will be taught the program
 - v. Parents will have an opportunity to attend a workshop
 - This will provide everyone in the school community with the same common language and tool kits



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- The colours of the zones (red, yellow, green and blue) will be taught to all students in three languages: English, French and Halq'eméylem to build more unity throughout the school
- 2) Wonderful Wednesdays / Mercredi magique
- A school wide program where students and staff interact with each other and focus on the Core Competencies (Communication, Thinking, Personal and Social)
 - Students will be placed into mixed groupings (age, gender, grade, FI/English)
 - Each teacher will run a workshop based on their passion (dance, coding, gardening, cooking, building etc.)
 - Students will have the opportunity to circulate through the various passions
 - Workshops will be held once a month for one hour (aiming for eight sessions a year)
 - This will allow students to connect with various staff and members of the school community in different grades, programs and abilities
 - Students will be able to explore various experiences to help them find their passion and identity, while using their competencies in communication, thinking and social responsibility

Checking: (Have we made enough of a difference? How do we know?)

- A survey will be given to students in September and in April to track their sense of belonging and motivation throughout the year
- Staff will report how they themselves feel within the school community
- Students will complete a self-reflection that addresses the Core Competencies, but also provides insight into how each student feels within the school community
- Attendance will be monitored to see if there is a difference on Wonderful Wednesdays
- Staff will observe if students are using their Zones Tool Kits to help regulate their emotions in class (observational and anecdotal)
- Teacher observations will be discussed during the collaboration meetings to reflect on how things are going
 - Small adjustments can be made if needed



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Sharing:

- Wonderful Wednesday bulletin board will be updated regularly
- Parent Information session for *The Zones of Regulation*
- Regular updates to the PAC
- Updates through the school newsletter and website

Parental/Community Involvement:

- Promote connections to the school during school wide events such as PAC Movie Nights, Sports Day and Aboriginal Running event
- Parent workshop for Zones of Regulation