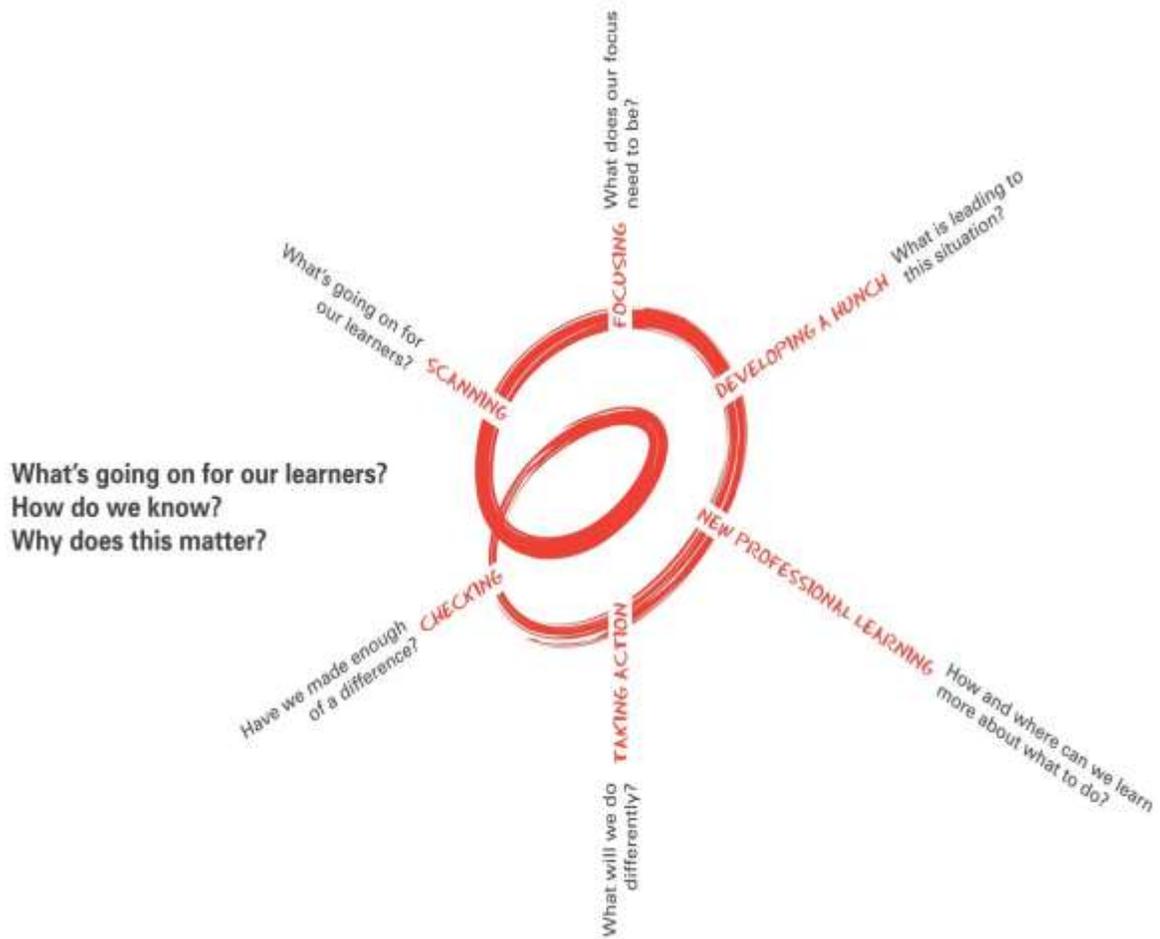


SPIRALS OF INQUIRY

For Equity and Quality Boundary
Boundary Central Secondary School
School Inquiry 2015-16



School Context:

BCSS serves a large rural geographic area from Eholt to the East, to Carmi Junction and Christian Valley to the North, to Sidley Mountain to the West. 90% of our students are bussed in to Midway. In this school year 2013-14, we have approximately 125 students from grade 8-12 and anticipate that numbers will remain the same or possibly increase slightly for the coming school year, 2014-15.

BCSS offers a complete program of studies to enable rural students to move into post-secondary, with a complement of specialty programs in the Emergency Fire Services area. We have strong visual and performing arts, trades and physical education courses and, for a small school, are able to offer a variety of elective courses in response to student interest such as Calculus 12, Sustainable Resources 12, Strength and Fitness 11/12 and Fitness for Life 11/12.

Students from this school have performed consistently well on provincial and other diagnostic exams and have scored a notable ranking in terms of school effectiveness. Our goals, thus far, have been focused around Literacy, Numeracy and Social Responsibility, Global Awareness and Conservation with a continued focus on the Implementation of the Aboriginal Enhancement Agreement.

Boundary Central has two feeder schools, West Boundary Elementary and Greenwood Elementary. BCSS parents have opportunity to become involved in our school through volunteer coaching, classroom volunteering and an active Parent Advisory Council/School Planning Council.

SCANNING- What's going on for our Learners?

BCSS students come from a variety of school backgrounds and experiences including homeschooling. Staff recognizes that we have a very significant level of high needs students (both categorized and uncategorized) and both academically and socially, for our total population. Staff also recognizes that school is often the most common and reliable factor in the lives of these young people and that we need to maintain a very strong connection to our students.

Many students at BCSS face challenges including the following:

- low income
- single parent families
- dysfunctional home situations
- home situations where parents are minimally involved in their childrens' educational experience

Insofar as self-regulation, many BCSS students are challenged in terms of:

- homework completion/studying
 - Emotional regulation
- -strong, consistent work ethic
- -valuing education for its own sake
- -being proactive learners and actively listening in class
- -long and short term goal setting
- -responsibility for their own learning

They often seem more focused on socialization than they are on their own academic progress. Work is sometimes rushed to completion and often is of questionable quality. Extra assistance is offered but many students do not take advantage of it.

BCSS students also have many positive attributes. They work well with teachers and are cooperative and polite. They appreciate their school and its many positive attributes. They get involved in school activities and sports and are appreciative of the dedication and involvement that staff provides. They support each other and have strong connections to each other and to the staff.

FOCUSING- What does our focus need to be?

A school-wide focus on self-regulation would be very appropriate in view of the identified challenges of our student population. As such, BCSS would:

- continue to review and reinforce school-wide language and framework to promote being an active, attentive and focused learner. (Based on Zones of Regulation-GREEN ZONE- however with a more appropriate level for older students.
- instruct students to plan and be more pro-active about their individual self-regulation needs – development of short and long term goals
- develop and maintain students' personal strategies to assist in their self-regulation goals. Possibly re-connect with the "learning styles" focus of some years ago and do some presentations to students to assist them with purposeful self-focus.
- see teachers consciously modeling the organizational, time-management and study skills we want to see students adopt
- ensure that students understand the purpose of the focus on self-regulation and how it will improve their academic achievement. (The WHY of doing this)
- ensure that parents understand the self-regulation focus and become involved in the continuing process. This could be achieved through newsletter articles, PAC and SPC meetings, evening educational sessions etc.

Inquiry Question: "Does the teaching and modeling of self-regulation skills/strategies enable students to self-direct their learning and improve their achievement?"

DEVELOPING A HUNCH-What is leading to this situation?

- BCSS students come from a wide variety of home situations and educational experiences.
- BCSS students are going to need direct instruction to assist them in understanding how to be in the "state" that is conducive to effective learning: calm and focused
- Students will have varying abilities to control and promote their own self-regulation
- This is not a "one size fits all" strategy. Different students will need a variety of levels of support and it will take significant time.
- Student self-regulation should lead to improved achievement levels

NEW PROFESSIONAL LEARNING- How and where can we learn more about what to do?

Teachers will need to have the opportunity for collaborative planning time devoted to self-regulation and the creation of appropriate strategies for our school and its students.

A resource library of skills and strategies as well as websites, printed materials will be developed for teacher referral and to strengthen teacher understanding of the power of self-regulation, how it can make sense in their personal teaching practice and how it can be applied in their classrooms.

Sharing of successes and challenges as the self-regulation focus is developed is essential. The topic "self-regulation" will be included on each staff meeting agenda to allow time for staff to share their classroom experiences, successes and challenges.

Staff will need to receive additional training on the self-regulation strategies. This could be provided during non-instructional days throughout the year.

TAKING ACTION-What will we do differently?

BCSS will:

- Consistently review and reinforce school-wide self-regulation framework as a teaching staff. This can be done through visual display in classrooms and hallways as well as by a variety of communication venues such as assemblies, student grade group meetings, teacher focus in classrooms and cultural performances.
- Develop and teach personal strategies and pathways to assist students in developing their own self-regulation through Teacher NID's and Prod training.
- Instruct students how to plan and why planning is essential in their own self-regulation development. Stop enabling behaviours when students come to class unprepared.
- Have students use the inquiry question model in their own self-regulation process to assist with understanding of how commitment to this model will enhance their learning

- As the self-regulation strategy is developed, have opportunity for reflection and collaboration
- Buy into some school wide strategies as identified ones that would specifically work for our students or that address more global concerns. Staff will continue to research this in the 2015-16 school year
- continue to reinforce the positive power of self-regulation and its effect on academic success and overall happiness
- display self-regulation strategies (successes and challenges) through bulletin boards,
- -promote a "whole school" focus and commitment to self-regulation.
- provide parent involvement opportunities

AREAS OF SPECIFIC FOCUS:

1. Ensure that students are prepared and ready to learn. Take the time to promote this.
2. Organization and time management
3. Emphasize respect for self and respect for others.
4. Child and youth care worker employed to help kids outside of class time cope and regulate.

CHECKING- Have we made enough of a difference?

Students and teachers will make qualitative observations of:

- students becoming used to the strategies of self-regulation and how they can apply them to their own learning
- common language of self-regulation will be used within the school environment
- students will build a repertoire of strategies that work for them and for their learning
- students will be able to verbalize regarding what they are learning about self-regulation-
- "last ten minute" strategy as outlined above for Grade 8 and 9 students in particular.

Direct observation and Ministry of Education Satisfaction survey questions (Grade 10 and 12)

- whether students have a greater understanding of self-regulation and the strategies they need themselves
- whether students refer to their repertoire of self-regulation strategies and apply them to their work
- whether students are talking the self-regulation talk. Are they using self-regulation vocabulary to describe their learning experiences and can they describe the effect that self-regulation has on their learning
- students are more engaged in their learning

Tracking of specific students (ie Aboriginal male, Grade 8 female) would assess:

- whether specific strategies will be taught to address the diverse requirements of students
- whether students have increased self-regulation resources to rely upon
- whether student have the ability to articulate what they are learning about self-regulation and why
- whether student learning is enhanced
- whether students are more engaged in their learning

A file could be developed for each of the targeted students including such information as report cards, report card comments, read and write information (Gr 8 and 9) surveys etc)

Specific time needs to be set aside (designated at staff meetings) or teacher collaboration time organized to "keep the conversation going" and to celebrate successes/discuss concerns.

An ongoing review of the progress of the Self-regulation goal would ensure that individual and group student needs are being effectively addressed.

Note**: The plan to implement the use of planners as a portion of the self-regulation direction by Grade 8 and 9 teachers next year may constitute an offshoot spiral growth plan for our school.