Spirals of Inquiry
For equity and quality

What's going on for our learners?
How do we know?
Why does this matter?

FOCUSING
What does our focus need to be?

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

CHECKING
Have we made enough of a difference?

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

TAKING ACTION
What will we do differently?

Secondary School
École Secondaire

School Visit Report
Spirals of Inquiry

Goal #1: To promote a safe and caring school by strengthening school culture and student attachment to our school community

Scanning: What’s going on for our learners?

Observations:

Strengths:
- Many students /especially those involved in school clubs, sports etc. are connected to school community
- Welcoming environment
- Small school helps everyone be known
- Many opportunities to become involved
- Staff pride and connection to school community

Concerns:
- Lack of school connectedness/ownership for other students
- Not all students from our two main elementary schools move to Cariboo Hill
- Need for a cohesive school vision/identity
- Older physical environment

Developing a Hunch:

How do we build a culture of curiosity/an openness to learn more about ourselves/our students/our community?

Focus:

- Appreciative Inquiry model
- Change structure of staff meeting to conversation
- Involve all staff in discussion/development of school plan
- Create a culture of continuous review and reflection
- Small group/committee meetings feed back into whole staff discussions
- Informal/small group meetings and conversations
- Professional development focus
Learning/Checking:
How do we learn more about what is important to our students/our community? How do we build on strengths of our work together?

Who are we at /Student Forums June 2012
- Students were randomly selected to participate in these forums
- Over 60% of students see our school as ‘family/best kept secret’ welcoming/inclusive/strong connections with teachers and each other/people are familiar and feel safe/many opportunities to get involved
- Others saw it as a ‘ghetto'/hard to escape problems as everyone knows/drug involved/teachers not understanding/too much theft/drug culture/old and run down

Culture building conversations led by teachers with every class: (September 2012)
- What is most important to you as a member of our school community? What would you want a newcomer to Cariboo Hill to know about our school?
- What do you want our school to be known for? How should Cariboo Hill be remembered as by every student that spends his or her time within its walls?
- What is a phrase or words that we can use to nourish Cariboo students and the strengths of the school?

Synthesis of Responses:

- **School culture** Being unified/place where everyone can feel welcome/leadership for all students/smaller school puts a softer coat on everything, makes you feel cared for and protected/freedom without judgment/ we have a principal who cares/we are forced to get along with each other and have lots of school events (ie. Ho Down) that bring us together

  We want to build school spirit/who we are /to be known for our strong academic programs (ie AP)/school that cares/reaches into the community hallway art is cool, leave our mark on the school, be known/reading block gives us time to calm down/too much garbage around the school says kids don’t care/ technology we are in the dinosaur age/school building is old, worn down/old heating system/makes us think the school board doesn’t care/no money for supplies makes me feel like I don’t matter/don’t care about leaving garbage around school if others don’t care

- **Connections with teachers** as support/listeners/share their own life stories so we see them as human/normal conversations/get to know us/make us feel important/all students should get to know teachers this is the strength of
small school/helps us with our learning/belonging to school/some teachers
don't seem to care a bit about me/don't really understand us
Teachers are more open on tutorial days/welcoming and approachable
when we have time to talk to them

- **School structures**: Different expectations from teachers/we need to know
what is expected from all teachers/confusing on tutorial days/what do
teachers want/need from us

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**Developing a Hunch: What is leading to this situation?**

- Questions/clarity of common understanding/vision of our work together
- Student/community perception of
- Staff connectedness/more opportunities for collaboration
- Teacher/student connectedness/develop opportunities
- Older building/technology leads to perception of ‘not mattering’
- Support for socially vulnerable students within the community
- Support for struggling academic learners – move toward a more targeted
  approach
- Discipline practices – move toward more restorative practices
- Increased attachment/sense of belonging to school community will lead to
  increased academic success

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**Focusing: What is going to give you the biggest impact?**

- Strengthen school identity, who are we as a community
- Develop common vision/understanding of values of school culture

- Strengthen student connection to school community
- Teacher to student/student to student
- Teacher to teacher collaboration time
- Strong connectedness to school community/staff leads to academic success

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**Learning: What do you need to learn? How will you design new learning?**

- Building Inclusive School Communities: Professional Development sessions
  with Leyton Schnellert (2012-13)
- Cohort of staff (7) involvement in Graduate Diploma/SFU
• How do we develop opportunities/structures to ensure that every student is connected to at least one adult in the school community?
• How do we develop learning support structures that target specific learning needs and build in social support?
• How do we strengthen student leadership/peer mentoring opportunities to build student to student connections?
• How do we build family of schools conversations with elementary staff?
• How do we build in opportunities/structures for teacher collaboration?

Taking Action: What will we do differently?

Develop common understanding/vision of school culture

• Development of teaching touchstone: Take Care of yourself/others/our place
• Questions to guide our discussion: What does this mean for us? How do we live these words in our work with our students both in our classrooms and around the school? How do we embed this in our day to day work with our students?
• Focused staff discussions on the role of connection/relationship in learning

Teacher collaboration

• develop and implement regular teacher collaboration time to support staff learning/inquiry to strengthen student learning (presented to Education Committee in Feb. 2013)
  Developed a culture of ongoing review and feedback of our work together through ongoing reflective discussions at staff meetings/professional development led to collaboration time implementation in September 2013

Restorative Practices/Social Emotional Learning Opportunities

• Create restorative school culture/develop skills for resolving differences in respectful and caring ways/use problem solving approach to conflict resolution/continue to explore alternatives to suspension/work within school and outside community to create restorative opportunities for students to 'make amends' and fix their mistakes (ie. soccer camp began as a restorative process for a student developed into an ongoing camp for Second Street and then Armstrong students)
  Develop education opportunities for students re drug use /Noam Samet and Brenda LeFace worked with small group of students
  Independent Directed Studies for two students to work with Dr. Bruce Alexander, Professor Emeritus, SFU on addiction
Independent Directed Studies course for alternate education students focused on garden composting project
Girl’s group for grade 8 girls in collaboration with Burnaby Family Life Minds Up /meditation in classes under guidance of Jean Hein, counselor
Individual counseling re meditation Jean Hein

School Environment

- Create school murals to develop student pride and ownership/beautify school environment
  Student lounge areas to create space for student to student connections
  School garden project
- Community perception of /get students out into the community/connect with family of schools

Curriculum

- Lit Dynamics class ~ was an elective, changed to become regular English 9 with identified “target students”
- Blends social and learning / peer mentors to support /high attendance and growth in learning is significant. How do we build on this?

Focus:

Discussions led to staff engagement in school planning moving to a shift in school goal from school wellness to strengthening school culture/creating a common vision for our school community

Developing a Hunch:

As we strengthen connections with our family of schools and the broader community will the community perception of I be strengthened

Taking action: What will we do differently?

- Neighbourhood Learning Coordinator provide bridge with Armstrong/"
- Develop projects with community school coordinator/community connect worker at Second Street.
- Development and implementation of Community Leadership Course for senior students to strengthen their understanding of community development work/provide opportunities for them to develop projects within the community
• Highlight the work of our Youth Action Committee/connection with elementary schools (ie. Halloween for Hunger)
• High Five training for students to strengthen their skills in working with/mentoring younger students.

Projects/programs our students are involved in with our family of schools:
• Rec and Read program at Armstrong/Second Street
• Soccer camp at Armstrong/Second Street (grew out of restorative justice project)
• Bienalle art project with Armstrong
• Tech education (building bird houses/school houses)
• Drama workshops
• Visual arts workshops
• Garden planning and development
• Girl’s self-esteem groups

Projects/programs our students are involved in within the broader community:
• Garden/outdoor learning project in collaboration with Evergreen Foundation/George Derby
• George Derby connections for Remembrance Day/volunteer opportunities for our students/wheelchair accessible garden
• Burnaby Alliance Church – knitting club for students/teaching in Home Economics classroom
• Douglas College Nursing students – classes in body image
• Burnaby Family Life – grade 9 girl’s group/self-esteem building
• South Burnaby Neighbourhood House – grants for community leadership students

Strengthen articulation process with our family of schools

• Grade 7 student visits expanded to include February and May
• Grade 7 articulation meetings expanded to include May and October
• October grade 7 teachers meet with teachers who have grade 8 students in their classrooms
• DART assessment with Second Street in May 2013/to be expanded to include Armstrong in May 2014
• Me to We Club connections/Halloween for Hunger in October
• Grade 7 student art project at Cariboo

**Focusing:**

How do we take the intent behind our teaching touchstone and move it beyond a motto to strengthen school culture?

How do we embed relationship building/school connectedness into the structure of our school community?
Learning:

- Teacher visitation to Thomas Haney / Maple Ridge
- Staff presentations/discussions re: the model of house block as a structure to support school culture

Developing a Hunch:

How might the Thomas Haney model of house block support our goal of strengthening school culture/student connectedness to the school community?

Focus:

Potential implementation of House block/Teacher Collaboration time at to support school culture

- Staff review/reflection
- Staff committee discussions and recommendations re: implementation of House block for September 2013 as a school structure to support and strengthen student connectedness to our school community/build student to student/teacher to student connections
- Staff committee discussion and recommendations re: teacher collaboration time to strengthen school culture on ongoing professional conversations/teacher to teacher connections

Taking Action:

House Block

- Development: April-June 2013 Implementation: September 2013
- Develop and implement a daily twenty minute multi-graded house block to build teacher/student, student/student relationship and strengthen school community

Teacher collaboration

- Implementation in September 2013
- Projects emerging from teacher collaboration time:
  - School garden and outdoor learning classroom
  - Summit engineering program
  - Social emotional learning opportunities
• Mind up program
• Technology/i-Pad use in the classroom

Peer Mentors
• Grade 11/12 peer mentors to support collaboration and house block/identification of 85 peer mentors through teacher nomination/September training with Suzanne Vardy using Tribes principles
• Allocation of a block to support peer mentor development

Focusing:
How do we use the structure of House Block to strengthen student to student/student to teacher and student to school community connectedness?

Learning:
• Supporting/understanding of the social emotional development of our students/centrality of relationship building in our work
• Student connectedness/relationship to teachers leads to academic success
• Professional Development sessions with Sue Dorey on social emotional learning/brain based learning/restorative practices
• Staff (10) professional development in self-regulation/First Wave project

Checking In:

Student forums themes December 2013
Strengths:
• Connections between students/school becomes friendlier the longer you are here/reputation of school is ‘ghetto’ but this does not reflect our school
• Older students help guide grade 8’s/random students help younger students around the school
• Team sport/drama/outside school activities builds connections with other students and teacher
• Shift in identity – word family kept coming up again and again in this forum/students are attaching to the idea/momentum is building
• House block introduces students to different grades/helps to start the day in a relaxing way/helps to prevent us from being late to first period/get to know teachers in different ways How approachable the adult/key is relationship to support all students
• When students have had teacher for a couple of years in a row/felt more comfortable/did better in their work in class
• If students had a teacher more than one year or involved outside classes
  wanted to do better in class ad they didn’t want to disappoint them/found
  teacher more approachable because knew them better

Challenges:
• Vulnerable students struggling when not have a connection with teachers
  feel helpless/need support of one teacher who really cares
• House block need more opportunities for everyone to interact/should come
  up with better ideas/some blocks unsocial seems like teacher doesn’t
  care/need to talk actively to students
• Science math concerns/challenging content for many students
• Social media issues especially for girls/cyber bullying
• Anxiety re school life beyond school for students
• Lack of connection to school community beyond classroom/need leadership
  opportunities beyond the formal structures

Staff Forum Themes January 2014
Strengths:
• Building connection through conversation/knowing kids passions and
  interests/get to know students in a different way
• Personal relationships with kids allow for reasonable conversation about
  ‘getting down to work’/problem solving
• Academic responsibility is increased with teacher focus/prompting in this
  area/role of teacher advisor strengthened
• Students in classes for consecutive grades build connections/knowing the
  student both socially and academically
• Support families through House Block/know more about their lives
• Grade 12 mentorship of grade 8’s/more cross grade interactions in school
• House block enriches/students feel taken care of/place to settle down before
  the day/wake up to the day
• Students more awake, ready to learn, on time for first block/less culture of
  lateness
• Less referrals to office due to misbehavior
• Surprised at attendance of HB, core group of students coming every day
• Sense of ownership and care for school is evident this year

Challenges:
• Non-attenders /how to reach them?
• Need to clarify purpose of house block/students think it is a waste of time
• Disparity in house blocks/different ‘house block leader’ ‘styles/some
  students disappointed
• Lack of engagement for some students/attend but not participate/expect
  teacher to ‘do’
• Takes a lot of work/time to build relationships
• Additional time added/classes feel long/students lose focus
• Some students do not want to be placed with their siblings
• Wide range of ownership for peer mentors

**Developing a Hunch:**

• Student connectedness to school community strengthens potential for academic success
• Structured and targeted learning opportunities will strengthen student learning and confidence
• Build on Lit Dynamics course which blends academic and social support
• Focus on social emotional learning/self-regulation/relationship building will strengthen student connectedness/learning
• What impact would it have on student learning if we structured it so students and teachers could work together over time?
• What is the potential of fitting teacher and student/identify vulnerable students and look to customize placement of students with teachers?
• What impact would broadening leadership throughout the school community have on our school culture/student connectedness? Through house block/community service projects/boys and leadership?
• How might this impact our identity in the community if our students were visible in our neighbourhood/social community projects through house block and other classes?
• How might we connect this to our family of schools?

**Learning:**

• Work on empathy with Sue Dorey/need to discuss more explicitly/look to broaden our discussion of restorative/inclusive discipline
• Develop self-regulation strategies/structures to respond to anxiety issues of students
• Safe Teen for girls’ self-esteem building
• Continue with self-regulation workshops/create opportunities to share learning with other staff
• Connect with non-attending students in house block/re-engagement in school community
• Continue with student forums to gather student perspectives
• Develop student survey/questions for school wide conversations re school goals
• Create opportunities for parent forums/feedback re school goals
• Youth transitions/explore the possibilities for beyond secondary school
- Goal setting/ignite passion and develop self confidence/development of Independent Directed Studies
- Explore transition challenges (i.e. grade 7 to 8, grade 12 to beyond school) /social emotional impact/develop responses
Goal #2
To improve literacy skills (numeracy and reading) of target group of 8-10 students identified as not meeting expectations for grade level

**Scanning: What's going on for our learners?**

Large number of current grade 8/9 students minimally or not yet meeting expectations in reading/mathematics
Challenging transition from elementary to secondary for many of our students
Students struggle most significantly with content area text/reading for meaning/content
Academic struggles often lead to social struggles
Need for early intervention and support for struggling learners/focus on 8/9
Reading block: in place for five years at / teachers and students struggling with keeping the focus on reading during this block/enforced reading in many classes moves away from original intent

**Focusing: What does our focus need to be?**

Need to accurately assess grade 7 students needs before they arrive in our school to ensure timely support/intervention
Support for current students to move them toward meeting expectations in reading/mathematics
Need to create targeted support for our students who are not meeting expectations in reading/mathematics
Build on success of Lit Dynamics class. Create similar courses to blend social learning support
Continue to learn how can we best adapt our teaching to meet the reading/learning needs of all learners in our classrooms
Review reading block: survey students and staff to determine if this time still supports the enjoyment of reading in the school
Continue to develop peer mentors for learning/social support

**Developing a hunch: what is leading to this situation?**

Challenges of the transition from elementary to secondary/ from ELL to regular classroom
Challenge of finding appropriate evidence/data to steer placement
Need for LSS to provide targeted learning support move beyond homework help
Need to provide continued ELL Support for transitioning ELL learners
Social transition for grade 8/9/lack of confidence
Content struggles with mathematics/lack of confidence as learner

Learning
Reading/Learning strategy workshops with Fay Brownlee/Leyton Schnellert
Reading for Content workshops with Ben Pare
Target reading workshop with Kerry Ann Dotto
Later to Literacy workshop with Kerry Ann Dotto/Ben Pare
Staff professional development on reading strategies
Collaboration time
Changing Results for Adolescent Readers/case study learning
Development of learner profiles/assessment on iPad
Math professional development with Peter Liljahdal
Identification of students who are minimally/not meeting expectations in reading and mathematics at the grade 8/9 level

Taking Action
Implementation of Later to Literacy (2 blocks)
Development/implementation of targeted reading block (2 blocks)
Development/implementation of targeted mathematics blocks (2 blocks)
DART reading assessment with Second Street May 2013/Armstrong May 2014
Assessment in collaboration with elementary school teachers
Support of Ben Pare, district literacy consultant
Cross referencing DART assessment results with 1st term report card results
Identifying target group (28?) minimally or not meeting expectations for targeted reading support
SIOP support block /collaboration between ELL teacher and classroom teachers

Focus on cross-curricular reading/strategies to support cross curricular learning (ie. Math Journals/reading comprehension in Science)
Reinforce concept that we are all teachers of reading
Continue to provide student choice in reading material
Create more literacy focused courses
Develop Math Dynamics course for targeted group of grade 9 students
Reading block: Based on feedback from students and staff决策 was made to stop reading block in its current format/encourage teachers to integrate reading for enjoyment into their classes more regularly
Continue to inspire/strengthen enjoyment of reading: Literacy Week/Cariboo Reads

Checking:
Review of fall report cards/co-related with first term report cards/identified 27 students/provided targeted reading strategy support
4 students identified as Not Yet Meeting
52 students (48%) Minimally Meeting
57 students (53%) Not Yet Meeting or Minimally Meeting

Case study on students through Changing Results for Adolescent Readers project

ELL teacher worked in collaboration with Science teacher to identify learning needs and ongoing support for student/Alt Ed teacher worked with a student from his program to identify learning needs and provide support (see attached documents)