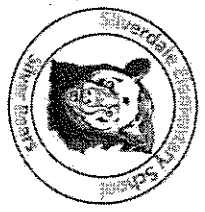


School Plan for Student Success

Silverdale Elementary School
29715 Donatelli Road Mission, B.C. V4S 1H6



Individuals Involved: Rob Clark, Terra Warmerdam, Judy McGowan, Jana Schellauf, Frank Wachal, Michele McGowan, Gwen Pleccas, and Meryl Thomas.

School Context silverdale.mpsd.ca

Inquiry Question Will an increased focus on metacognitive practices using an inquiry-based approach to teaching and learning, as a professional learning community, improve the level of teacher-rated student engagement and academic achievement?

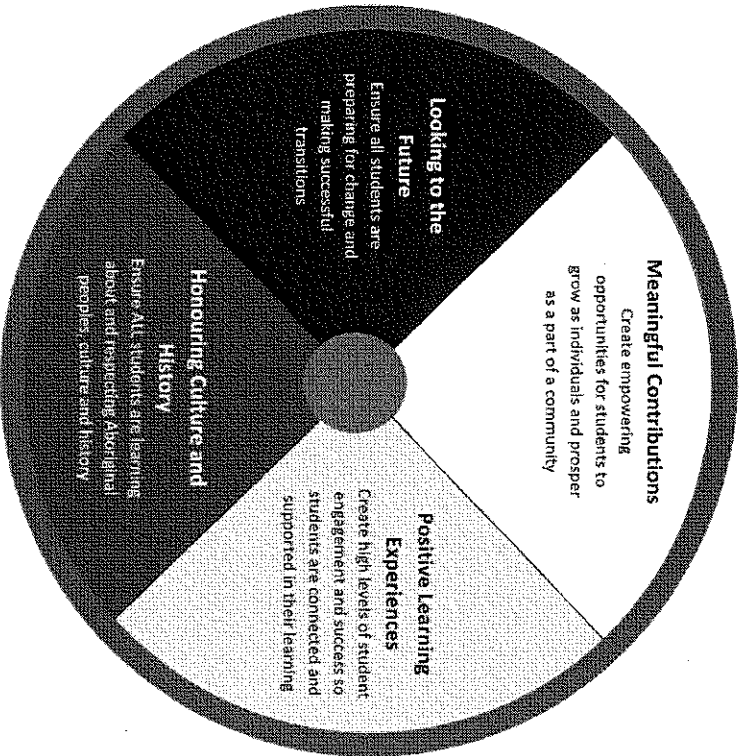
Rationale Four important understandings that underline this focus are:

1. Notwithstanding the influence of factors such as socio-economic status, home, and community, student learning is strongly influenced by what and how teachers teach.
2. Teaching is a complex activity. Teachers' moment-by-moment decisions about lesson content and process are shaped by multiple factors, not just the agendas of those looking for changes in practice. Such factors include teachers' knowledge and their beliefs about what is important to teach, how students learn, and how to manage student behaviour and meet external demands.
3. It is important to set up conditions that are responsive to the ways in which teachers learn. A recent overview of the research identified the following as important for encouraging learning: engaging learners' prior conceptions about how the world works; developing deep factual and conceptual knowledge, organized into frameworks that facilitate retrieval and application; and promoting metacognitive and self-regulatory processes that help learners define goals and then monitor their progress towards them.
4. Professional learning is strongly shaped by the context in which the teacher practices. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences.

Strategies (Include L,ST & ELL)	Who is responsible?	Timeline	What will we do?	Resources
<p>Teachers, Administrators, and Support Staff develop a critical understanding of inquiry-based model to teaching and learning</p>	<p>Administration Teachers E.A.s</p>	<p>September 2017 to June 2018 (Introduction and Knowledge Acquisition Phase)</p>	<p>All members will participate in a study of the inquiry models using a course reader. A particular focus on Metacognitive Language and Practices will shape the first days of school. Bi Weekly Assemblies that focus on student learning.</p>	<p>Teacher Professional Learning and Development. Timperley, H., 2008 Focus on Inquiry. Branch et al. 2004 Natural Curiosity. Chiarotto et al. 2011 Metacognition – Fountas & Pinnell, 2000 Makerspace learning lab</p>
<p>Develop an Inquiry based approach to teaching and learning with a specific focus on enhancing professional learning communities in the Silverdale Elementary Context.</p>	<p>Administration Teachers E.A.s</p>	<p>September 2018 to June 2019 (Discovery/Implementation Phase)</p>	<p>Create multi-grade collaborative assignments and assessments. Review implementation in collaboration meetings. Bi Weekly Assemblies that focus on student learning.</p>	<p>Teacher Librarian Release time for peer teaching Makerspace learning lab</p>
<p>Develop a model for best practices developed at the school level. What worked, what didn't, and especially Why?</p>	<p>Administration Teachers E.A.s</p>	<p>September 2019 to June 2020 (Refinement/Reflection Phase)</p>	<p>Collaboration Meetings. Create multi-grade collaborative assignments and assessments. Ed-Talks – Sharing of best practices Bi Weekly Assemblies that focus on student learning.</p>	<p>All Staff Members Collaboration time Makerspace learning lab</p>

Measuring Success

<p>Improved Student Engagement</p>	<p>Teacher-Directed Learning Teachers will assess students who are...</p> <ul style="list-style-type: none"> • Paying attention (alert, tracking with their eyes) • Taking notes (particularly Cornell) • Listening (as opposed to chatting, or sleeping) • Asking questions (content related, or in a game, like 21 questions or I-Spy) • Responding to questions (whole group, small group, A-B Partners) • Following requests (participating, Total Physical Response (TPR), storytelling, Simon Says) • Reacting (laughing, crying, shouting, etc.) 	<p>Student-Directed Learning Teachers will assess students who are, individually or in small groups,</p> <ul style="list-style-type: none"> • Reading critically (with pen in hand) • Writing to learn, creating, planning, problem solving, discussing, debating, and asking questions) • Performing/presenting, inquiring, exploring, explaining, evaluating, and experimenting) • Interacting with other students, gesturing and moving
<p>Improved Academic Achievement</p>	<p>Student final marks (from PSR Data) Note: Data will follow a cohort group as a means of comparison. Primary Teacher Tracking of Reading Level (i.e. P.M. Benchmarks/DRA) Student self-assessment of core competencies</p>	



Connection to Aboriginal Enhancement Agreement:

Creating a clear understanding of and implementing metacognitive and inquiry based models will:

1. Create Meaningful Connections for all students to grow as individuals.
2. Create Positive Learning Experiences for all students.
3. Honor the Culture and History of all students.
4. Prepare all students for successful transitions to further grades, schools, programs, and to life beyond school.



Growth Plan Approval Signature Page

Rob Clark (Principal)

Angus Wilson (Superintendent)

Rick McKamey (Board Chair)

Staff Signatures: