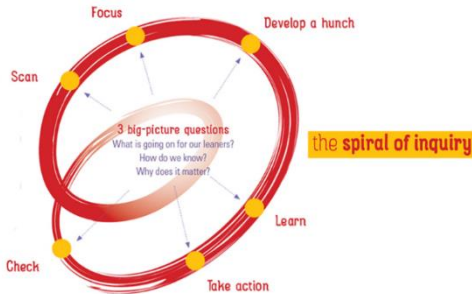


Blue Jay Elementary School Plan: Utilizing a Professional Spiral of Inquiry



The Spiral of Inquiry was developed by Dr. Judy Halbert and Dr. Linda Kaser. to supports schools/networks in taking an inquiry-oriented, evidence-based approach to learning and teaching – one that focuses on making the education system more equitable through the provision of high-quality learning opportunities and school experiences for each young person. The Spiral of Inquiry has six key stages: scanning, focusing, developing a hunch, new professional learning, taking action and checking that a big enough difference has been made. Spiral of Inquiry is about listening to learners and reflecting on our own practices as educators. The spiral image captures the nature of inquiry – a continuous process and not a fixed cycle. The six key stages in the framework help school teams take a disciplined approach to professional inquiry, but inevitably, the true process will be messy, and you will move between the stages as needed. The spiral is never complete – new learning always brings about new questions, ways of

knowing and new opportunities for our learners.

Making Connections: Explain how your school goal aligns with the Builds Well-being in Safe,



	<p>Membership</p> <ul style="list-style-type: none"> • Principal (chair) – Scott Peters • Vice-principal – Teresa Seo, • All Teaching Staff, including English Language (ELL), Learning Support Services (LSS), & Learning Commons (LC) • Support Staff member(s) TBA, Indigenous Support Worker, Shae Boone and Strong Start Facilitator-Ekta Thind • Two parents representing the PAC (Parent Advisory Committee) (2) – Melissa Crowhurst (President), and (Vice- President)-TBA
--	--

<p>School Context:</p>	<ul style="list-style-type: none"> • 457: Total number of students we serve • 335: Total number of students receiving funded English Language Learner support • 13: Total number of students receiving ELL (English Language Learning) support but are NOT funded • 29: Total number of students on an Individualized Education Program (IEP – designated students) • 13: Total number of students of Indigenous descent
<p>Inquiry Question</p>	<ul style="list-style-type: none"> • How can we build well-being in safe, caring, and brave spaces at Blue Jay Elementary School? • How can we ensure that all students, with a particular focus on our Indigenous learners, thrive and see themselves positively reflected at our school?

Scanning:



Check your satellite and map level data.

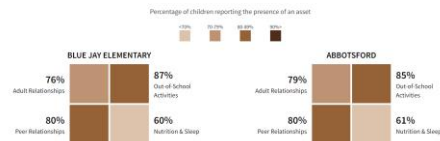
What is going on for our learners?
What is going on for our Indigenous learners?

learners?

What is going on for our **student and parent community for connections, belonging and safety?**

Our Blue Jay school team looked at the following chunks of satellite data and saw some commonalities between age groups which was concerning.

- MDI (Middle Years Development Instrument) (Middle Years Development Instrument) administered to Gr. 5 students in 2023 had data related to adult connection indicating:
- 76% of students reported adult relationships as an asset compared to other Abbotsford students reporting it at 79%.
- This was lower than our district average



- Student learning survey-Gr.4 related to adult connection indicated that we need to engage with our parent participation to share their voice. Our population of parents did not engage.
- To check for understanding, we completed an equity scan and collected street data in January 2023.
- We administered an SEL (Social Emotional Learning) inventory check-in with K-5 teachers at Blue Jay to look at what current SEL practices were taking place at Blue Jay.
- Secondly, we completed a Student SEL survey and collected additional street data to check on student/adult connections at school. Below are the questions and responses
- [Pre SEL Survey Question and Results](#)
- [Post SEL Survey Questions and Results](#)
- [SEL Parent Survey Results](#)

Below is the data from the student pre-survey, prior to implementing explicit SEL strategies taken from the Connections Over Compliance handbook.

Grade	% of students that shared they have one adult at school that they can trust and connect with.	% of students that have more than one adult at school they can trust and connect with.
K	100	100
1	100	86
2	100	90
3	68	84
4	79	64
5	97	70

Focus

**What will have the biggest impact on student learning and experience?
What additional information do you need to gather?**



Hunch:

What is leading to this situation? How are we contributing to it? What is a quick way you can test your hunch?

We noticed in the post survey after 4 weeks of implementing explicit SEL strategies from this same program that there were increases:

Grade	% of students that shared they have one adult at school that they can trust and connect with.	% of students that have more than one adult at school they can trust and connect with.
K	100	100
1	100	96
2	96	86
3	96	100
4	96	88
5	90	76

Please note that there was an **increase** in the % of students that shared they have one adult at school that they can trust and connect with by:

28% in grade 3
17% in grade 4

However more adult connections can be developed specifically in grade 2 and 5.

Please note that there was an **increase** in the % of students that have more than one adult at school they can trust and connect with by:

10% in grade 1
16% in grade 3
24% in grade 4
6% in grade 5.

However more adult connections can be developed specifically in grade 2.

- The biggest impact for our students and families in 2023 2024 will be to include students, parents, and staff in conversations of how we can further create a safe, caring, and brave space here at Blue Jay elementary. Parent Sip Chai Chats for PAC meetings will be held at school during school hours, staff will collaborate with students to hear their concerns and student voice.
- We will gather a starting point of where our students and families are at in September to ensure we have something measurable.
- How? We will be collecting Street data in Sept of 2023 with staff administering a SEL inventory check in with all students. Admin will survey parents to look at their perceptions of student/adult connections as well as identify structures and systems that create barriers to student learning, including indigenous students.
- To this end we will be focusing on the first two values of Goal #3 of the Enhancement agreement: Equity and Access.

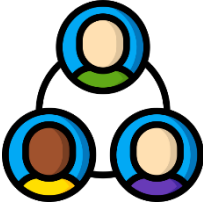

Goal #3 -- Equity and Access

Indigenous students thrive in an environment that supports equity and access to all opportunities in schools.

Values:

- ✓ Indigenous students have the right to a culturally safe learning environment: a school environment where students see themselves positively reflected in the schools and a space for Indigenous students to connect and feel supported.
- ✓ The Abbotsford School District will embark on an Equity Scan to self-identify structures or systems that create barriers to the success of our Indigenous students. This acknowledges that there is inherent bias and racism that Indigenous students still face. The Abbotsford School District is committed to addressing and removing barriers to access and success.
- ✓ Reducing the over-representation of Indigenous students related to discipline and creating alternate to suspension with an Indigenous focus.
- ✓ Supporting transportation will improve access to programs and services in our schools including extracurricular, trades programs and district programs.
- ✓ The Abbotsford School District is committed to the ongoing learning, across all systems, about the truth and history of Indigenous people in Canada, the impact of that history on our students today and their families.

- As our community is very diverse and we have a sizable proportion of parents and students that are ELL, including newcomers to Canada, we need to ensure they are connected to the school and invited in to be part of our school community.
- We noticed that the Gr. 4 Student Learning parent survey participation levels were extremely low. When we sent out our SEL parent survey, in both Punjabi and English, we still only had an 11% completion rate.

<p>New Learning:</p>  <p><i>What do we need to learn? How will we learn this? Do we need to learn more from our students?</i></p> <p><i>What street data from students and parents will help us know more?</i></p> <p><i>Who can partner and support us in our learning?</i></p>	<ul style="list-style-type: none"> • Staff at Blue Jay will need to learn more about SEL, equity and inclusion for all learners. • We plan to utilize our SEL helping teacher, Karen Van Egmond, who will work with our school staff to implement strategies to increase the well-being, safe, caring, and brave spaces in a culturally safe learning environment. • To ensure we could have a lasting impact on our student learners we will collect more street data in Sept of 2023, like that collected in January of 2023 by having staff administer a SEL inventory check in with all students and parents to look at their perceptions of student/adult connections. • To address inclusion, diversity, and equity in our community we will work alongside District Equity helping teacher, Jennifer Ofeimu. • We plan to have Karen Van Egmond work with our staff throughout the year to build up their capacity by learning about and practicing SEL strategies from Connections Over Compliance.
<p>Take Action:</p>  <p><i>What can we do to make a meaningful difference? How can we involve students in the process of change?</i></p> <p><i>What can we do to make a meaningful difference for Indigenous Learners?</i></p> <p><i>How can we involve the students and families in the process of change?</i></p>	<ul style="list-style-type: none"> • Staff will incorporate 2x10 strategies –to purposely making connections with vulnerable youth identified in the SEL pre-survey. Staff members will engage in conversations with students around non-school related interests to get to know these students identified as having fewer than 2 adult connections at school • All indigenous students, as well as Grade 3 and 4 students will work on making Equity bags, to address inclusion, diversity, and equity in our community with the help of District Equity helping teacher, Jennifer Ofeimu and our ISW Shae Boone. This strategy can make our Indigenous student feel even more connected, supported, and positively reflected in our school. <p>Our school staff will continue to engage their classes in the following exercises:</p> <ul style="list-style-type: none"> • restorative circles at the classroom level. • students and staff will engage in Sensory Regulatory practices from Connections over Compliance: • Strategies could include drawing a picture in the air, waterfall breathing, finger tracing and breathing, tap your head and rub your tummy, dance it out etc. and other grounding activities • Grade 5 students will engage in the Oracy lessons to address inclusion and equity in schools • Staff will hold daily class meetings that focused on SEL, emotional literacy and be purposeful about completing daily check-ins with vulnerable students • Grade K-2 will engage in brain interval practices

Check:



Have we made enough of a difference? How do we know? What more do we need to know?

*Have we made enough of a difference for our **Indigenous Learners**? How do we know? What more do we need to know?*

- We will conduct two post surveys, in January and April, to see if student and parent attitudes are changing.
- We will specifically look at the results of our indigenous learners to see what changes are noted.
- We have allocated two 40-minute blocks of time each Friday morning that will be our PE/SEL teacher will use to co-plan and co-teach SEL strategies to all grades on a rotating basis