# Spirals of Inquiry
# Culture, Climate and Community
# Growth Plan Goal
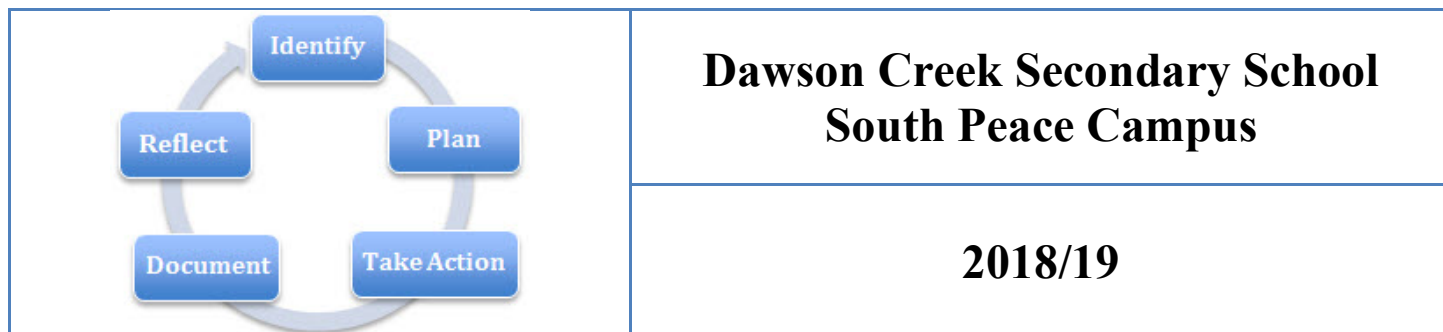
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| Identify / Plan / Take Action / Document / Reflect (cycle diagram) | **Dawson Creek Secondary School South Peace Campus** |
| | **2018/19** |

| Goal / Inquiry Student learning | How will our intentional interaction with our school community, local community and beyond impact our climate and culture at the South Peace campus? |
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| Rationale 1-3 reasons for choosing goal | Last year we took a step backwards with the work we have been doing towards improving our culture and climate at South Peace. Collectively as a staff we decided in June 2018 that we needed to change that, and culture would again become a focus of ours for this school year.

Over the past couple of years, we have gathered a lot of data in various ways to get an accurate picture of where we were at as a school. This data included late slip data, staff TAG conversations, core competency data, informal observations, suspension data, and staff conversations. We decided that a great starting place for us would be to engage in some staff learning around Restorative Practices and Restorative Circles.

Since the amalgamation of South Peace Secondary and Central Middle School approximately 8 years ago our staff at South Peace hasn't engaged in a mission, vision, values conversation. With the impact we are collectively having in the forefront of our conversations we have decided to engage in this process. This process will further strengthen our collective efficacy and establish a backbone for us to tie all our work to as we move forward at South Peace. |
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| References and sources to support actions | Restorative Practices training Restorative Circles training John Hattie's research on Collective Efficacy On Strategy – The Complete Guide to Strategic Planning |
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| Backup Documentation | **Available upon request** |

| Planned Actions Continuing practices working well (1-3) | **What is working well?** <br> - Restorative conversations <br> - Teacher assembly time <br> - Data collection from our parents and students |
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| • What will we do differently? (1-3)<br>• How will we provide for staff development and collaboration?<br>• How will we involve parents?<br>• How will we involve students?<br>• How will we monitor progress and adjust actions? | **What will we do differently?**<br>- Use of social media as a teaching tool to share our message of positively contributing to our communities. Social media will also be used to positively impact the amazing opportunities and learning that is happening at South Peace.<br>- Engaging our local media outlets to change narrative and potential perception that may exist in the community when it comes to our school. We believe that our school is a great place to work and learn and we want other people to know about that.<br>- Redefine for our stakeholders what our mission, vision and values are and engage in a collaborative process with all stakeholders to achieve this goal.<br>**Staff Development and Collaboration**<br>- Use of teacher assembly time to develop our collective efficacy as a staff. One example of the use of this time was to gather data from teachers on the Ideal School Survey that we developed to collect data for our mission, vision and values.<br>- Shift some items in our staff meetings to reflect our community building efforts. For example, we have instituted a "Students First" portion to our staff meetings where we share the great things students are doing in our building. Another example is the integration of "Department Time" into our staff meetings. This time is meant for departments to gather together to discuss ideas related to learning, assessment, curriculum and the operation of the department.<br>- Evaluation and restructuring of our School Based Team (SBT). This is a collaborative process that involves our SBT becoming an integral and supportive component of our school support systems. We are building this system on the RTI model and are putting supports in place from SBT to assist teachers in the classroom with students who are struggling in their classes. This will involve members of SBT connecting with teachers in their classrooms during instructional time to get a pulse of the concerns that are occurring and working collaboratively with the classroom teacher to be proactive in addressing issues that arise.<br>- Finally, we are being intentional about staff collaboration outside of school by engaging in social events away from our classrooms. These activities have gone very well and build trust and relationships with each other that build a foundation on which we can work together in a collaborative nature.<br>**How will we involve parents?**<br>- From a community perspective this is a major focus of ours. How can we engage our parent community to positively impact the learning of our students?<br>- We intend to throughout the year increase the volume of communication we are doing with our parents through newsletters, emails, and our social media accounts.<br>- We have also held a Community Open House in September where we saw approximately 250 members of our school community come out to meet our staff and find out the opportunities our school and community partners can provide our students. We also shifted out Parent Teacher Interview night to fall between interims reports and formal report cards. At our recent event we had over 130 booked appointments with teachers as well as a couple of dozen walk in appointments. This was the best turnout we've had for a parent teacher night in the past 10 years. |

|  | - We are also getting our parents to respond to an ideal school survey designed to gather data for our mission, vision, and values.<br>- In December we are hosting a Community Open House Pancake Breakfast at the school.<br>- We are also planning some further parent involvement/community building activities in second semester.<br>**How will we involve students?**<br>- Students are the reason we do what we do, and they are the most important part of this puzzle. We will continue to collect and use the meaningful data that we collect from our students.<br>- All students on the first day completed an Ideal School Survey that we developed with the intention to gather meaningful data for our mission, vision, and values.<br>- We continue to share the narrative with students of what it means to positively impact your community and what a community means. We are continually asking them the following questions: 'What are you doing to positively impact your community?' and 'How are you going to be better today than you were yesterday?'<br>- We continue to use Restortative Practices when dealing with conflict and are starting to see the fruits of our labour pay off in conversations with students. |
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| Backup Documentation | **Available upon request** |

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| **Documentation of learning**<br>Key evidence of change<br>• How did your actions make a difference?<br>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.<br>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. | To be completed during the year at our Teacher Assembly time and at our admin day in June 2019 |
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| Backup Documentation |  |

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| **School Community Engagement Process**<br>• How did you engage parents, teachers, students & support | To be completed during the year at our Teacher Assembly time and at our admin day in June 2019 |
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| staff in developing your plan?<br>• How did you share your plan goals with parents, teachers, students & support staff? | |
| Backup Documentation | |

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| **Reflection Highlights**<br>• Where are we now?<br>• What are some patterns emerging?<br>• What surprised you?<br>• What conclusions / inferences might you draw?<br>• How does this inform potential next steps? | To be completed during the year at our Teacher Assembly time and at our admin day in June 2019 |
| Backup Documentation | |