



School Inquiry Project Application (2021-2022)

School: Fort Rupert Elementary

School Team: Alison Webber

Fort Rupert Elementary School strives to develop critical thinking, self-directed, self-regulated, engaged learners.

1. **Scanning:** What's going on for your learners? How do you know?

Our school community continued to operate during a global pandemic and during that time some of our students were away from the school environment for 5.5 months. The mental health of our staff and students has been challenged. We noticed a significant dip in skill level with our primary cohort in the Fall of 2020. FRES will continue to assess all student's literacy and numeracy skills in the Fall of 2021, and we will apply immediate interventions.

2. **Focusing:** Where does your focus need to be? Why is this important? Where would you concentrate your focus to change the results and the experience of your learners?

FRES staff will continue to focus on three things: physical space, relationships, and student success.

The First Peoples Principles of Learning states that learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Physical Space

In the 1960s a social justice movement began which focused on designing barrier-free environments to increase accessibility for all people. The architects of the [Universal Design](#) movement understood that the problem did not lie with people who had exceptionalities; the problem was the inaccessibility of the building structure itself.

FRES has redesigned how we use our spaces. We will continue to focus on safety, access, and what works best for the widest possible variety of learners and staff. Universal Design for Learning ([UDL](#)) played a role in moving FRES

forward. The redesign of these spaces has kept students engaged and motivated while creating new opportunities for active collaboration between educators and learners.

Relationships

We want all of our community members, staff, and students to feel as though they belong in our building. As we move forward, we know that we must nurture our existing relationships.

FRES will design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities. We will also create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.

Student Success

FRES will assess all student's literacy and numeracy skills in the Fall (2021), and we will apply immediate interventions. We will continue to track and support our focus group which will include the current grade 1s in the Fall of 2021.

Inquiry Question:

Will frequent and intensive academic and emotional literacy interventions continue to help improve our focus group's connection to themselves and each other resulting in them meeting or exceeding grade level achievement and social emotional learning standards by June 2022?

3. **Developing a Hunch:** What's leading to this situation? (Focus on the areas over which educators have control - not parents, the system or the learner)

Focus Group

During the Spring of 2020 we were observing a particular group of students. These students demonstrated a higher need for academic and emotional literacy support. They were the majority of office referrals and required the most behavioural support. With the added trauma of the pandemic, this group still remains our main concern amongst our student body. Due to interventions that were put in place for the school year the Focus Group made significant progress towards grade level reading achievement and our social emotional standards. We will continue to support those learners while adding the current grade 1s to that Focus Group.

Adapted from Dr. Judy Halbert and Dr. Linda Kaser *"Spirals of Inquiry: For Equity and Quality"*

4. **Professional Learning:** What do the professionals in your building need to learn? How will this learning occur? What resources can you access? How will you build in multiple opportunities for learning?

Our inquiry team will continue to develop adaptive expertise. This requires access to resources to help promote safe and inclusive spaces and provide academic support to students. They will also need the time and patience to nurture relationships.

5. **Taking Action:** What are you doing about it? What will staff do differently? How will you know if it's working? (Incorporate the 3 levels of Response To Intervention)

Our response to intervention plan will continue to track the progress of this certain group over the 2021/2022 school year. This particular group will continue to be provided with opportunities for meaningful achievement, development, and success. We will be focusing on primary reading skill development including (but not limited to): letter sound recognition, decoding skills, vocabulary, spelling, writing, and comprehension skills. They will also be focusing on fluency in numeracy skills.

This particular group will be provided with opportunities (as will all students) to develop their self-awareness, self-management, social awareness, interpersonal, and decision-making skills. They will use Zones of Regulation as their main SEL program supported by various other techniques. While this group will be the focus of the inquiry, these things will be applied to our entire school community. We will continue to monitor and support the group and the addition of the current grade 1s.

6. **Checking:** Have you made enough of a difference? What evidence will you be seeking to know you are making a difference?

2020/2021 Focus Group: Staff will compare Fall and Spring assessments. Our expectation is that our focus group will all be meeting or exceeding FRES school's grade level achievement and social emotional learning standards by June 2021.

2021/2022 Focus Group: Staff will compare Fall, Winter, and Spring assessments. Our expectation is that our focus group will all be meeting or

exceeding FRES school's grade level achievement and social emotional learning standards by June 2022.

7. Itemize Your Budget Request:

PHYSICAL SPACES & RELATIONSHIP STRATEGIES DEVELOPMENT

- \$1200

RESOURCES for STUDENT SUCCESS

- \$1000 Primary Literacy, Numeracy, SEL Resources

TOTAL: \$2200

Signatures:

School Principal

Staff Rep

(VINTA, CUPE)