



## School Inquiry Project Application (2021-2022)

School: **Sunset Elementary**

School Team: Stephanie Boal

1. **Scanning:** What's going on for your learners? How do you know?
  - What student achievement evidence are you looking at?
  - What is your baseline data?

This is our fourth year of Inquiry into the social/emotional well-being of our students. Our first approach was to focus on creating a stronger sense of community in our building through collective ownership of our students and the implementation of consistent language and expectations. In year two, we added a teaching component around anxiety and strategies to respond to it. Last year, we focused on self-regulation (the conscious ability to control thoughts, feelings and behaviour) and co-regulation (responsive interactions that provide the support, coaching and modeling children need to develop independent self-regulation). Since the COVID-19 pandemic is not yet over, we will continue to explore ways to support students in the area of social-emotional development. To this end, our current question is, **will daily morning meetings result in an increased sense of belonging and security for our students?**

The purpose of the morning meeting is "set the tone for respectful learning, establish a climate of trust, motivate students to feel significant, create empathy and encourage collaboration, and support social, emotional, and academic learning" (Responsive Classrooms.) Considering that national and global circumstances currently (COVID-19) are anxiety provoking for many families, students and staff, we expect a need for strategies and interventions that continue to support social-emotional development.

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?

We need to continue to use consistent language and expectations for students that is school-wide. We also need to continue to foster a feeling that Sunset is a community with shared values. To this end, we will continue to use the slogan "Sunset ROCKS (Respect, Ownership, Courage, Kindness, and Safety) as our motto, and explicitly explore these concepts and the behaviours associated with them during the beginning of the school year. We

will also incorporate morning meetings to our day, which will create a soft start for all and allow us to incorporate learning around the core competencies.

- 3. 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 professional learning this year will centre on the processes and strategies appropriate for the morning meeting format. With creative scheduling, we believe that we will be able to offer some collaboration time for teachers to support each other in this new process. We will use "The Morning Meeting" book as our primary resource, and all staff will be given a copy.

- 4. 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)

We think that the development of consistent language across classrooms as well as a coordinated approach to teaching routines and values is changing the culture in our building. We note more positive interactions with students school-wide, and spontaneous student use of our catch phrase as a reminder to each other of expectations. It is important to visit these values on a regular basis as a reminder to ourselves and to inform new staff and students.

We have focused on anxiety, its effect on the body and strategies to reduce anxiety. We have spent time learning about co-regulation with students. While we feel we have improved connections between students and staff, student to student, and connections to self are lacking. We hope to strengthen these bonds through morning meetings.

- 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)

What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?

All staff will be familiar with our motto "Sunset ROCKS," and the values associated with it. All staff will use similar language when interacting with students. Our Tier 3 social skills groups will also adopt this language when supporting skill development. All staff will take collective responsibility for all students.

All staff will conduct morning meetings regularly in their classrooms.

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

- When will you check in and how often?
- How can you do it in a way that allow for immediate adjustment?

We will check in at every staff meeting to share our experiences and resources for morning meetings. Staff will also have collaboration time to support, develop and share ideas.

Office referrals: Are we seeing a decrease in office referrals as staff implement co-regulation strategies? If not, why not?

Staff reflection: During each check in, staff will reflect on our collective progress and through formative assessment will plot strategies for further progress that will be assessed at the next check-in. Staff will also complete a connection survey at the beginning of the year, after Christmas Break, and at the end of the year.

**7. Itemize Your Budget Request:**

Incidentals (meals, travel)	= \$500
Professional Development Resources	= \$800
Total	= \$1300

**Signatures:**

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School Principal

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Staff Rep

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(VINTA, CUPE)