

# School Growth Planning Process

School name

Vision and mission

School profile/ demographic

Cultural inclusion standards  
(Yukon First Nations ways of knowing and doing)

Cultural awareness

Access to knowledge

relationship with Northern Cultural Expressions Society and their carvers are frequently in classrooms working with students and at times offer extra curricular programming. We do a number of land based activities including an annual Moose Hide Stretch. We have a variety of First Nations represented at F.H. and we try to include all Yukon nations in some activity during the year. For example, we host bannock breakfasts which include a variety of different recipes from different areas in the Yukon.

Relationships

At F.H. we currently have Educational Support Workers representing Vuntut Gwitch'in, Carcross Tagish, Kwanlin Dün and Teslin Tlingit Council. They have 3 separate offices that are easily accessible by students and staff as well as having a designated Elders' room. We have an elder on staff who builds relationships with staff and students through discussion, prayer and cultural activities. We have worked with FNPP this year to create 1 PD day and have accessed them for help. At the start of each school year, our school hosts a Welcome Feast with traditional food. School staff and School Council engage with caregivers and parents. Further, we plan to healing circles for many of the conflicts that may surface this year.

Languages

We offer Gwich'in and Tlingit language classes. The students participate in cultural trips. Staff are beginning to learn and use First Nation languages in the hallways and classrooms. Students learn O Canada and other songs in their language classes. At last year's grad ceremonies, O Canada was partly sung in Southern Tutchone.

## School Growth Plan Outline

**1) Scanning:** Briefly summarize your scanning process. How did you use the Class Review, observations, four key questions as part of the scanning process? What did you notice about the experiences of your learners that were most important to your team? How did you use the OECD 7 Principles of Learning and the First Peoples Principles of Learning in your scanning process?

Presently we have two main goals in our SGP.:

1. Goal one seeks to improve students critical thinking skills
2. Goal two promotes personal and social engagement in the school community.
  - a. In 2017/2018 at F.H. we decided to implement a school wide survey using the Learning Bar in order to determine the level of engagement of our students. We will be surveying the students twice a year for three years in order to better assess what impact our strategies are having on student engagement. This year we will also change the open-ended question so that we can get a baseline measure for our students critical thinking skills.
  - b. In reviewing the first set of data the experiences of our learners that are most important to our team are; Students from Yukon Community Schools valuing school outcomes, rates of advocacy at school, aspirations of our students to pursue trades, truancy rates, positive sense of belonging and feeling safe attending this school.

c. We have used the OECD 7 principals of learning in our scanning process as we sought direct information from our students, provided time for teachers and support staff to collaborate and identify areas of focus as well as strategies to implement to improve student outcomes.

d. We will run the survey again for a second and third time in November and May and use the data to see if our strategies are effective.

**2) Focus:** In a few sentences, explain why you have selected this area. What changes are you hoping to obtain for your teachers?

We are hoping to have both critical thinking and student engagement as our areas of focus this year.

There is emphasis on critical thinking in the new curriculum and it is important for teachers and students to have the same understanding of their progress as critical thinkers.

Increasing student engagement is instrumental in academic success so we selected this area of focus as it allows all staff to find relevance in the goal. Staff members were provided with time to review the data and select areas of focus for school PLC's and PD days. We are hoping that teachers will remain engaged in the school growth process and become leaders in their selected area of focus.

**3) Hunch:** Describe your hunches about the ways in which your practice or practices at the school may contribute to the experiences of your learners. Develop your hypothesis.

Based on the results of a brief survey staff seem to have similar ideas of what represents a critical thinker. We think that there will be more variation among students and therefore our open ended questions in this year's survey will also focus on students' critical thinking skills.

Upon reviewing the survey data staff began developing potential strategies to address the needs of our students.

Some strategies include having a homeroom to improve advocacy at school, adding grade 9 electives to increase students aspirations to pursue trades, initiating PBIS to improve feelings of safety in school. With these changes we expect to see teachers implement these programs

**4) New professional learning:** What new areas of professional learning do you plan to explore? What resources may be helpful? What specific tools will you use for your professional learning to support the learning of your students?

a. We continue to focus on the incorporation of First Nations ways of knowing and doing. Teachers would like more resources that are specific to Yukon First Nations . We will reach out to Yukon Education and Elders to help us as well as share ideas among ourselves. We have this year received some integrated units for Science as well as some translated resources so that the French Immersion program is also supported .

b. We have started to make the move toward Standards Based Grading and have had some training at the YTA conference in this. Ken O'Connor presented a workshop on working with Learning Standards and assessing using

SBG. The transition is challenging and teachers would like more training on SBG.

c. Training has continued on assessment for learning/formative assessment. Teachers are struggling with incorporating the new assessment methods into Aspen and are working together in departments to come out with effective strategies.

**5) Taking action:** Describe the strategies you and your team will use. How will learning rounds be structured and support your learning?

- a. PLC time will be used to make adjustments and to brainstorm strategies to improve critical thinking.
- b. The January PD day will focus on working with data that is gathered in the November survey.
- c. We have added grade 9 electives to our course schedule for this year to increase the number of applied skills and arts that students are exposed to.
- d. We have selected the four values for our school following the PBIS model; Perseverance, Compassion, Self-Awareness & Integrity. We have developed the matrix of expectations for the common areas of the school for the start of the 2018/2019 school year.
- e. We will be asking teachers to show us evidence of teaching critical thinking in the classroom.
- f. We will continue working on, adjusting and implementing the ideas developed last year.

**6) Checking (after taking action, or in debriefing in Learning Rounds):** Summarize the differences you made. Were they enough? Were you satisfied? What did you use as baseline - and change - evidence? How much richer are your learners' answers to the four questions? How will you make learning visible?

We have engaged our staff in the school growth planning. They were very engaged with the data produced by the survey and excited to be developing specific strategies to address identified issues. We will be using the follow-up survey as evidence of change as well as student focus groups.

**7) Reflections/advice:** Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with similar interest.

- a. Last year the survey provided an excellent platform for discussion amongst staff of key school issues. The data also challenged many of the assumptions we hold in regards to student engagement (for example student safety within the school as well as student mental health). Many creative strategies were identified to address the key issues with staff members outside of the school growth plan team taking the lead.
- b. The challenge is to provide the time to staff to develop strategies ensuring that they are specific, goal oriented and ready to implement.
- c. We need to determine a base measurement for critical thinking skills so we can observe whether there is positive change.
- d. We want to use a 3 year window to implement change as we feel that this is a reasonable amount of time to allow for action.

**8) Student achievement/Key indicators for success:**

Baseline

- a. Students who have a sense of belonging at school baseline value is 53%
- b. Students who feel they have positive teacher-student relations is 59%
- c. Students who value school outcomes is 57% in Grade 10, 50% in Grade 11 and 50% in Grade 12.
- d. Students planning to pursue a trade or apprenticeship is 14%.

Target

To increase the above values by 5% over the next year.  
90% of evaluated teachers will be able to state 3 activities that involve critical thinking in their discipline.

Results

- In the 2018/2019 survey
- a. Students who have a sense of belonging was 52%
  - b. Students who feel they have positive teacher-student relations is 55%
  - c. Students who value school outcomes is 54% in Grade 10, 50% in Grade 11 and 50% in Grade 12.
  - d. Students planning to pursue a trade or apprenticeship is 15%

