**Golden Horn Elementary School**

 **Strategic Plan: Curriculum Redesign and Communicating Student Learning**

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| **Big Idea** | **Year 1: 2018/2019****Plant Firm Roots: Go Deeper with the Known** | **Year 2: 2019/2020****Branch Out: Grow into New Areas** | **Year 3: 2020/2021****Flower and Bloom:** **Expand In all Directions** | **Year 4: 2021/2022****Cross Pollinate: Integrate and Embed Throughout** |
| **GOES****(Outdoor****Experiential** **Learning)** | -Dedicated time for GOES in weekly teacher schedule-Dedicated coordinator role and support person for GOES-GOES coordinator co-teaching K-7-Integration of GOES with other curricular areas-Curricular mapping core competencies, YFN connections and GOES-Dedicated space for GOES equipment -Collaborate, plan and build outdoor classroom space-Collaboration with K teachers and Yukon Education on inquiry Forest Kindergarten  | -Dedicated time for GOES in weekly teacher schedule-Dedicated coordinator role and support person for GOES-GOES coordinator co-teaching K-7-Integration of GOES with other curricular areas-Use curricular mapping to direct teacher long-range planning, self-assessment of core-competencies-Increased cross-curricular integration of GOES across curriculum and use of outdoor classroom-Collaboration with K teachers and Yukon Education to explore integrating Forest Kindergarten | -Dedicated time for GOES in weekly teacher schedule-Dedicated coordinator role and support person for GOES-GOES coordinator co-teaching K-7-Integration of GOES with other curricular areas-Use curricular mapping to direct teacher long-range planning, self-assessment of core-competencies-Increased cross-curricular integration of GOES across curriculum and use of outdoor classroom-Connect GOES to second language learning instruction-Determine next steps for Forest Kindergarten program | -Maintain, monitor, assess and support growth of GOES and begin new cycle of appreciative inquiry, strategic planning and school growth |
| **Assessment and Reporting**  | -Develop and implement school assessment plan and guidelines for Communicating Student Learning -Collecting evidence from a variety of sources-Collecting quality evidence-Accessing quality samples-Giving specific/ descriptive feedback | -Revise school assessment plan for Communicating Student Learning based on stakeholder feedback-Collecting evidence from a variety of sources-Collecting quality evidence-Accessing quality samples-Giving specific/ descriptive feedback | -Maintain, monitor, assess and revise school assessment plan for Communicating Student Learning-Collecting evidence from a variety of sources-Collecting quality evidence-Accessing quality samples-Giving specific/ descriptive feedback-Setting specific individual student goals and collecting evidence  | -Begin new cycle of appreciative inquiry, strategic planning and school growth for school assessment plan and Communicating Student Learning-Giving specific/ descriptive feedback-Setting specific individual student goals and collecting evidence -Using specific and descriptive feedback for self and others (self and peer assessment) |
| **New Curriculum** | -Inquiry-focused school growth planning (school-level)-Spirals of Inquiry to support teachers in PLC and annual professional growth plans (teacher-level) | -Inquiry-focused school growth planning (school-level)-Spirals of Inquiry to support teachers in PLC and annual professional growth plans (teacher-level)-Grow authentic inquiry pedagogies that are consistent and explicit in teaching, learning and assessment practices-Focus on Science and Social Studies to build capacity | -Inquiry-focused school growth planning (school-level)-Spirals of Inquiry to support teachers in PLC and annual professional growth plans (teacher-level)-Grow authentic inquiry pedagogies that are consistent and explicit in teaching, learning and assessment practices-Continue focus on Science and Social Studies and expand to include Math | -Maintain, monitor, assess and support growth and begin new cycle of appreciative inquiry, strategic planning and school growth-Expand and deepen authentic inquiry pedagogies so that they are clearly visible in all aspects teaching, learning and assessment practices in the school |
| **Personal and Flexible Learning** | Consider the role of the physical space and environment -Flexibility that allows for personalization and choice | -More choice in what, how, when students learn-Maker space, open-ended and flexible materials  | -Students take increasingly greater control of their learning-Focus on challenge and Destination Imagination type provocations to learning | -Expand the role and influence of the classroom environment, materials and provocations to learning that promote inquiry |
| **Yukon First Nations Language and Ways of Knowing and Doing** | - Yukon First Nations Cultural Inclusion Standards (Cultural Awareness)-Local Yukon First Nation connections to outcomes in curriculum-Increase YFN language in school (announcements, acknowledgement of traditional territory-Formalize request for Yukon First Nations Language Teacher | -Cultural Standards (Relationships)e.g., connecting with local and traditional FN, elders, CELCs, to foster greater relationship with school.-Continue to increase presence of YFN language in and around school-Part-time language teacher/mentor to work with classroom teachers and during GOES | -Cultural Standards (Access to Knowledge) e.g., based on local connections and perspectives, collaborate with YFN partners to interpret learning outcomes-First year for YFN language teacher and classes -Outdoor classroom used in connection with YFN language and culture | -Cultural Standards (Language)e.g., YFN key vocabulary and language frames taught in conjunction with curriculum and language of instruction-Integrate YFN language classes with dedicated GOES opportunities |
| **French Language and Intensive French** | -Survey parents regarding interest for Intensive French-Collaborate with Yukon Education regarding considerations for staffing, program, resources, timeline. | -Increase frequency and time of French classes-Consistent use of neurolinguistic model in teaching French | -Introduce pre-intensive French in Grade 4-Connect French to gym and GOES programming   | -First Intensive French cohort |