**Golden Horn Elementary School**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |