School Growth Planning Process

School name	Golden Horn Elementary

Vision and mission	Golden Horn Elementary School takes a holistic approach to education; using our G.O.E.S. philosophy, implementing inquiry-based learning, and Yukon First Nations Ways of Knowing and Doing, to create authentic experiences. With a focus on Inclusive Education, we support each students' unique path in both social-emotional development and academic growth. Our school works in collaboration with its families, our First Nations communities, and other stakeholders to foster resilience, resourcefulness, and curiosity in students who are connected to their learning, community, and environment.

School profile/ demographic	Golden Horn Elementary School is located just outside city limits on a substantial property which provides ample opportunity for outdoor learning. Golden Horn services a growing catchment area which is reflected in our growing enrollment rates. We maintain traditions that are important to our school community and that increase the sense of belonging in the school. Our important traditions are: Fall Feast Christmas Bazaar Pine Grove Run Multi-day on the land trips for all intermediate students House animals to connect students across classrooms and years

Cultural inclusion standards (Yukon First Nations ways of knowing and doing)	**Cultural awareness**	Golden Horn Elementary is built on the traditional territories of the Kwanlin Dun, T'aan Kwach'an and Carcross-Tagish First Nations. Our Yukon First Nations cultural inclusion teacher, helps to include authentic experiences in our school tied to our Yukon First Nations students, their families and their local communities.
	Access to knowledge	Our school has fostered relationships with Yukon First Nations Elders and Knowledge Keepers to guide us on our journey of reconciling Yukon First Nations ways of knowing and doing into our school community.
	Relationships	The relationships we hold with our Yukon First Nations Communities can only benefit all of our students when we take a wholistic approach to how

	our students learn.
Languages	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?

Our current planning is based on literacy and numeracy assessments, the Our School Survey, and two staff surveys conducted in 2020/21. The staff and student surveys asked 4 key questions about relationships and sense of belonging at the school. An additional staff survey focused on the understanding and implementation of GOES.

• From our 2020/21 school survey:
- Approximately half of our students grade 4-7 that completed the survey said the challenge of work does not line up with their skill level
- Sense of belonging - Indigenous learners 14% lower than non-indigenous
- Positive relationships – indigenous learners 30% lower than non-indigenous
- Overall, students at our school meet the Canadian norms for sense of belonging (77%) and positive relationships (87%, higher than norm of 83%)

• From 2020/21 literacy and numeracy assessments:
- Approximately 32% of our students are in Tier 2-3 (below grade level or struggling with academics)
- A higher percentage of students are below grade level for numeracy in the intermediate grades

From staff 4 key questions survey:
• Many teachers have expressed they want more support in high quality instruction - curriculum support
• Not all teachers feel valued for their skills and expertise

From our staff survey about GOES:
- Staff, administration and families do not have a common understanding or vision for the GOES philosophy
- There are logistical challenges implementing GOES in each classroom equitably across the school
- Our GOES philosophy for our school requires updating to reflect the values of our current school community, and to prepare a shared vision for the future

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

Over the next five years (2020-2025), our community will work to ensure all Golden Horn Elementary School students have access to a quality education through inquiry, our G.O.E.S. philosophy, Yukon First Nations ways of knowing and doing and high-quality instruction with a focus on improved literacy outcomes by supporting staff instruction, developing a common language, and fostering a cohesive team environment during the 2022-2023 school year.

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.

Our hunch derives from data collected across all grade levels school wide. We have noticed fundamental gaps in literacy and numeracy and a lack of sense of belonging for some of our students, in particular our First Nations students. Our hunch is that developing consistency in literacy instruction (common program through grade levels) throughout the school will build confidence and engagement in staff and improve student outcomes.

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?

Literacy:
Training of Fountas and Pinnell assessment for all classroom teachers and LAT's
Wilson training for one staff member
Barton training for five staff members so far.
Teachers doing Orton-Gillingham influenced reading intervention training.
Heggerty training for staff and Fundations for primary teachers.
Science of Reading online workshop during May 2022 PD day
PD Committee working on Fall PD day, potential for Adrienne Gear to provide literacy-focused PD

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

2021/22 Action Items:
- consistent use of Heggerty and Fundations in early primary (work in progress)
- Science of Reading six module on line workshop during May 2022 PD day
- Primary committee for collaboration
- Continued collection of data in numeracy and literacy to inform teaching practice using the framework for prevention RTI model, so students are not waiting to fail.

- Our School Survey - 86% of students eligible responded.
- Four question survey for Team members - 52% of Team members responded to the survey.
- Invitation for Team members to present a passion or teaching practice at Team meetings

2022/23 actions:
- Staff discussion of school growth plan at first meeting of the year
- Focus on developing a common language for literacy instruction in team meetings throughout the year, time allocated for this discussion and check-in. Maybe PLC time built into team meetings.
- Literacy scope and sequence for primary students under development
- Linking intermediate instruction to Gr.3 scope and sequence
- Ordering Fundations posters for multiple classrooms to promote same literacy vocabulary in all classes
- Ordering decodable books for K-2 students
- PD Committee working on Fall PD day, potential for Adrienne Gear to provide literacy-focused PD. This is intended to support primary and intermediate teachers
- Focus on literacy for all or most PD days

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?

PENDING: We need to review and evaluate the following data:
- Literacy and Numeracy assessments - October/November 2021 and April 2022- RTI Pyramid
- 4 Key Questions from the Spiral of Inquiry
- Our School Survey results from spring 2022

- Staff 4-question survey should be done again in 2022 (Fall?)

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.

We learned that narrowing our focus is key to success. We are going to target improved literacy outcomes by supporting staff instruction, developing a common language, and fostering a cohesive team environment.

8) Student achievement/Key indicators for success:

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Baseline	RTI: 2020/21 data indicated (insert overall literacy % in each Tier here). Our School Survey: - half of intermediate students said the challenge of work does not line up with their skill level - Sense of Belonging: First Nation students 14% below others - Positive Relationships: First Nation students 30% below others
Target	RTI: Normal pyramid in 5 years, continuous improvement year over year for each cohort. Our method of checking needs to account for new students with complex needs. Our School Survey: - more than 80% of students feel challenge lines up with their skill level. Tie to Canadian norm, be at or above. - improved sense of belonging and positive relationships for First Nations learners. The small population of First Nation learners at GHES makes tracking by percentages a challenge.
Results	

Appendix 1

School Growth Plan

The school develops a school growth plan for growth using the Spiral of Inquiry (Halbert, Kaser and Timperley, 2012) framework to inform the process.
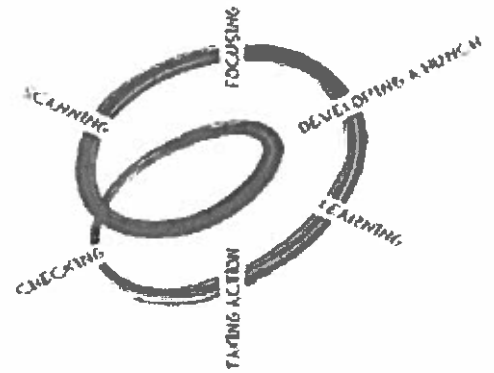
Scanning: What's going on for our learners:
- Using data from a variety of sources including the initial Class Review, teacher observations and evidence of student learning, the team scans their learners.

Focusing: What will give us the greatest impact for student learning?
- Examining the scanning data, the team highlights areas of possible focus in professional learning.
- Begin by choosing one area of focus that will have the greatest impact on learners and learning.
- Is the area of focus big enough?
- Will it really make a difference?

Developing a Hunch: How are we contributing to the issue?
- The team considers the ways in which we, as educators, may be contributing to the selected area of focus.
- What are our biases?
- Are there other factors which contribute?
- What can we directly impact and change?

New Professional Learning: How and where can we learn more about what to do?
- What are the resources that can further my learning in the area I have chosen to focus?
- Books, research literature, professional learning networks and colleagues, Professional Development days are all possible sources of new professional learning.

Taking Action: What will we do differently?
- After the team develops the inquiry focus and considers new professional learning to help frame how to change teaching to better meet the needs of learners.
- This stage involves thoughtful planning and set up in the weeks before the Learning Round- what teaching and learning practices are being explored or deepened?
- A schedule is established for meetings and to consider how reflective practice will be incorporated.
- Roles for the team members are established, ensuring that the Principal or Vice-Principal is involved in supporting teacher professional growth.

Checking: Have we made enough of a difference?
- By examining evidence of student learning, and examining the initial focus and baseline observations and data, the teacher and the team, ask themselves: How have students improved? Has my teaching made (enough of) a difference? Using the spiral of inquiry, do we need to revisit the focus? The new learning?

Appendix 2

Seven principles of learning and the implications for inquiry-oriented leaders

What works for LEARNERS?	What this means for LEADERS
Put learners at the centre	Leaders must be relentlessly curious about what's going on for students in the system. Student learning is the driving force, but students aren't the only learners. In an innovative learning environment, everyone is a learner, including teachers, support staff, formal leaders, parents and others.
Emphasize the social nature of learning	Leaders collaborate, cooperate, and support networked learning.
Understand that emotions are central to learning	Leaders understand and apply the dynamics of *social and emotional learning*. They are attuned to their own emotions and motivations, and to the emotions and motivations of others—including the positives, like satisfaction and self-efficacy; and the negatives, like helplessness and anxiety. They understand how emotions affect performance.
Recognize individual differences	Leaders understand the dynamics of their team members, including their strengths, interests, experiences, and gaps in learning. They draw on these differences and help everyone in the system to develop through carefully designed professional learning.
Stretch all learners	Leaders stretch themselves and others, but they avoid overload or stress that diminishes performance.
Use assessment for learning	Leaders set clear expectations while being open to new possibilities. They continually assess what is working and where the gaps are. They always consider qualitative data as well as quantitative data. They seek and give meaningful feedback to promote learning.
Build horizontal connections	Leaders are connectors. They connect activities, ideas and people, in and out of school. Their connections include partnerships in the community, with other schools, and with organizations at a distance.