

GOLDEN HORN ELEMENTARY SCHOOL

School Growth Plan
2016-2017

Last Updated: May 27, 2016



PART 1: Context, Priorities, Response to School Review, Recommendations, Processes and Connections

Context:

SCHOOL GROWTH TEAM

School Council Members/Parents/Students:

Marten Berkman, Jenn Bugg, Kirsten Hogan, Nancy Hughes, and Michelle Sicotte

GHES Staff Members:

Michelle Beaulieu, Kathleen Berg, Jody Clark, Wendy Close, Sally Cohen, Allison Cunningham, Jennifer Jang, Dina Kerr, Jessica Leigh, Nicole Leigh, Nicole Merrick, Heather O'Brien, Emily Quarton, Elena Robertson, Marc Senecal, Stacy Sippel, Grace Snider, Carmen Sutton-Olson, Sara Tillett, Tricia Toovey, Jesse Ward and Julia Ward.

MISSION STATEMENT

Golden Horn School is committed to educational programs that foster academic achievement and personal and social responsibility. Parents, students and staff will work cooperatively in an inviting learning environment of high expectations.

HISTORY

Golden Horn Elementary School (GHES) is an embracing Kindergarten to Grade 7 elementary school with diligent students and staff. GHES is located just outside the City of Whitehorse city limits. Our catchment area includes: Wolf Creek, Pineridge, Golden Horn, Cowley Creek, Mary Lake, Spruce Hill, McCrae, Fox Haven, Mt. Sima, the Carcross Road, Lewes Lake, Bear Creek, Annie Lake, Robinson subdivision and the Alaska Highway to Jake’s Corner including Marsh Lake and Judas Creek. The school opened in 1990. The neighbourhood consists of many families whose children have passed through the elementary grades and are currently in, or have graduated from, high school. The demographics have changed due to recent real estate changes in our catchment area. With the subdivision of Golden Horn lots and the completion of homes in the Mt. Sima, Fox Haven, and Hidden Haven subdivisions Golden Horn Elementary School is seeing an increase in student enrollment.

SCHOOL PROFILE

On August

On May 27th, 2016 Golden Horn Elementary School listed the projected demographics for the 2016 - 2017 school year:

Number of Students	214	Number of Teachers (FTE)	16.0
Students of FN Ancestry	17 (7.94%)	Support Staff (FTE)	6.0
Number of ESL/ELL Students	0 (0%)	Principal (FTE included in no. of teachers)	1.0
		Vice Principal (FTE included in no. of teachers)	0.2

Note: In 2016 – 2017 we will grow from ten to 11 classrooms due to the increase in enrollment.

CAPITAL PLANNING

Given the extensive experiential programming at Golden Horn Elementary School we requested a dedicated school van. The van is on the 2016 – 2017 capital planning list. With an eye on the ever increasing population at Golden Horn Elementary School we made note that a portable classroom will likely be required in the near future. In 2016 – 2017 our school will see an increase in classrooms from 10 to 11. As we do not have an available space for a classroom, we are decommissioning the computer lab. The music room will move to the computer lab and the Grade 4/5 classroom will be in the current music room. Finally, we are continuing to work on plans to transform half of our ‘field’ into a snow/bike terrain park.

PRIORITIES

Golden Horn Elementary School continues to pride itself on the strong academic performance of our students. Those students not yet meeting academic standards are supported by our experienced, dedicated, and professional staff. We are cognizant of the fact that *all* of our students benefit from a school wide plan that provides explicit teaching, modelling and practice that supports self, peer, and teacher assessment to deepen understanding in academic, physical, social, and emotional areas. We value our G.O.E.S. program and continue to work to ensure that all new staff members are fully aware of and understand the philosophy behind the G.O.E.S. program. We continue to encourage and support staff in their endeavour to embed G.O.E.S. into the curriculum. We continue to strive to clearly articulate our philosophy of the G.O.E.S. program and to share our philosophy with our stakeholders. We continue to work collaboratively with the Golden Horn Elementary School staff, our sister school Hidden Valley Elementary School, and the Department of Education to deepen our understanding of assessment for ourselves and for our students.

Golden Horn Elementary School prides itself on its efforts to build a sense of belonging by building community. Through our G.O.E.S. initiative we build a community and develop attributes in our students that we see as essential for our 21st Century learners including: engagement, passion, working in a group, leadership, empathy, environmental stewardship, problem solving, persistence, resilience, confidence, character development, and commitment to community. Golden Horn Elementary School prides itself on our ability to respond to change. We have responded to the changing ways that information is being communicated. Families are excited to learn more about how their children are learning because the classroom of today is not the classroom parents/guardians experienced. To this end we believe that we need to provide information in a way that meets the needs of all families. We continue to explore communication via the school website, teacher webpages, school newsletters (paper, email, website), teacher newsletters/notices, message board, telephone calls, face to face meetings, assemblies, and evening meetings and events.

As a school community we realize that we need to:

- 1) deepen our focus on the explicit use of Assessment for Learning (AFL) strategies and to improve student success in all academic areas with a focus on high quality student writing
- 2) continue developing our G.O.E.S. program
- 3) continue developing a meaningful relationship with our school community members and
- 4) continue to find ways to improve our communication.

We know from our data that:

- our attendance is generally well within reason but we can work to improve it
- our students have been successful academically, physically, socially and emotionally but we see evidence that we have work to do to at all levels for improve success for all learners
- we need to narrow our focus for 2016 – 2017 to take a deeper, data driven look at our employment of Assessment of Learning to improve student success (with a targeted look at writing)
- we need to improve our data collection to better track growth
- we need to develop a checklist/rubric to monitor our progress
- we need to work with our school council and our school community to develop/elicit ideas to encourage community engagement in our 2016 – 2017 school goal
- we need to work collaboratively with the consultants at Yukon Education on our goal and
- we need to strategically plan and organize optimal professional development programming to support our school goal.

IMPLEMENTATION OF RECOMMENDATIONS BY THE SCHOOL COUNCIL REVIEW COMMITTEE:

This year we continued with a number of recommendations including: leadership opportunities for senior students, working with First Nations to support our programming, communicating successes, deepening the work on student assessment, hosting a Volunteer Boot Camp and G.O.E.S. planning sessions. This year our Grade Six students worked with students in the Grade 3/4 class to refurbish two picnic tables for our school.

Processes and Connections:

Processes used to monitor and adjust the 2015 - 2016 School Growth Plan and develop the 2016 - 2017 School Growth Plan:

- Developed deeper meaning, understanding, and appreciation of our goal by working as a staff to develop long range plans specifically for our G.O.E.S. program that clearly identify ***learning destinations, evidence, samples and evaluation (products, conversations and observations)***.
- All staff participated in monthly Professional Learning Community sessions to share experiences and samples.
- Staff discussed the School Growth Plan and the Innovation Fund Proposal to support the School Growth Plan at our January 25, 2016 PD Day and at the April and May school growth plan meetings.
- Staff, parents, council, and administration participated in school growth plan meetings.
- The staff and council members reviewed the final draft plan and provided input.
- The School Growth Plan was submitted on May 27, 2016.

PART 2: Focus

Progress and Evidence:

Looking Back at 2015 - 2016:

Goal: How can we build on our existing successes to move students and staff closer to the realization of their best selves? In order to ensure that we are prepared for a world that will likely be very different from the one we currently live in, how will we help students and staff become adaptive, resilient, confident, and caring?

At Golden Horn Elementary School the structure of our planning and organization was designed to support our goal. In 2015 – 2016 we:

- Support our learners by carefully allocating our Learning Assistant Teachers and paraprofessionals
- Hired a qualified counsellor to meet the needs of our students
- Timetabled for an 80 minute block for G.O.E.S. programming
- Timetabled to ensure that every classroom teacher has a support person for G.O.E.S.
- Developed our Long Range Plans using the Assessment for Learning format
- Set a monthly Assessment for Learning Professional Learning Community meeting for all staff
- Assessed and ‘tweaked’ our experiential programming to ensure that appropriate skillsets are developed
- Instituted our ‘Monthly Parade’ to provide two opportunities for every child to make their learning public
- Used the ‘Pay It Forward’ model to focus on empathy—our students made cookies/cards for our custodians, bus drivers and our maintenance person and dog cookies/cards for residents of the Mae Bachur Animal Shelter)
- Supported opportunities for professional development (including marking the School Wide Writes with staff from Hidden Valley Elementary School and attending a workshop with Barbara Coloroso)
- Prepared a monthly newsletter
- Provided opportunities for parents/guardians to volunteer (including our annual Volunteer Boot Camp)
- Hosted student-parent-teacher conferences in October (prior to the first report card) so that students could discuss what they are learning, how their learning is going, and what their next steps will be
- Continued to triangulate our evidence from conversations, observations, and products
- Participated in the Territorial Science Fair (one of our Grade 7 students went to the National Science Fair)
- Supported our music program (choir, xylophone club, hand chimes club, Christmas Concert, Rotary Music Festival)
- Organized a cultural week and embedded First Nations culture in our planning
- Embedded physical activities into our school year (Kilometre Club—we ran a total of 7756 KM this season, Pine Grove Run, cross country skiing, downhill skiing, snowboarding, snowshoeing, hiking, canoeing, cycling, etc.)
- Hosted a three day/two night fall camp and a one day winter day camp
- Asked staff to set a personal and professional goal
- Asked students to set goals
- Continued to use the MindUp program, Second Step Program and/or the Healthy Transitions program
- Provided the opportunity for four (4) students to participate in the Special Olympics programming
- Organized two food drives for the Whitehorse Food Bank
- Continued to provide leadership opportunities with ‘buddy classes’ and
- Worked collaboratively with School Council to support family events such as the Annual Family Dance, Movie Night, and Open House).

DATA

KINDERGARTEN ASSESSMENTS

34 Students

BOEHM (assessment of basic concepts essential for school success)

SUPPORT REQUIRED	FALL 2015	SPRING 2016
Classroom Intervention	16	11
Needs Intervention	1	5

EARLY YEARS EVALUATION (EYE) (assessment of awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication, and fine and gross motor development.)

DEVELOPMENT	FALL 2015	SPRING 2016
Appropriate	32/33	33/34
Experiencing Some Difficulty	1	1
Experiencing Significant Difficulty	0	0

SCHOOL WIDE WRITES: NOT YET MEETING OR MEETING

GRADE 2	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
MEANING	0	68	0	0
STYLE	4	40	0	12.5
FORM	0	24	0	16.7
CONVENTIONS	5	15	0	4.2

GRADE 3	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
MEANING	0	48	0	3.3
STYLE	10	59	0	20
FORM	7	45	0	6.7
CONVENTIONS	14	59	13.2	20

SCHOOL WIDE WRITES: NOT YET MEETING OR MEETING

GRADE 4	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
MEANING	11	57	0	13.3
STYLE	7	57	0	23.3
FORM	3.5	61	0	0
CONVENTIONS	0	57	0	0

GRADE 5	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
MEANING	11	57	0	26.3
STYLE	7	57	0	21.1
FORM	3.5	61	0	27.8
CONVENTIONS	0	57	11.1	16.7

SCHOOL WIDE WRITES: NOT YET MEETING OR MEETING

GRADE 6	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
MEANING	0	67	0	45
STYLE	0	71	0	40
FORM	5	62	0	25
CONVENTIONS	0	24	0	15

GRADE 7	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
MEANING	5	38	0	18.2
STYLE	0	62	0	50
FORM	0	38	0	18.2
CONVENTIONS	5	48	0	27.3

DARTS: NOT YET MEETING OR MEETING

GRADE 2	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
STRATEGIES	0	32	0	8
COMPREHENSION	0	36	0	28
ANALYSIS	4	36	0	24

GRADE 3	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
STRATEGIES	19	11	3.4	17.2
COMPREHENSION	4	63	3.4	27.6
ANALYSIS	0	15	3.4	20.7

DARTS: NOT YET MEETING OR MEETING

GRADE 4	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
STRATEGIES	7	48	0	16.2
COMPREHENSION	7	75	3.2	22.6
ANALYSIS	0	39.3	0	6.5

GRADE 5	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
STRATEGIES	4.5	72.7	0	34.8
COMPREHENSION	18.2	59.1	0	30.5
ANALYSIS	4.5	45.5	0	0

DARTS: NOT YET MEETING OR MEETING

GRADE 6	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
STRATEGIES	11.1	66.7	0	35
COMPREHENSION	0	88.9	0	25
ANALYSIS	0	61.1	0	5

GRADE 7	FALL 2015 NOT YET MEETING (%)	FALL 2015 MEETING (%)	SPRING 2016 NOT YET MEETING (%)	SPRING 2016 MEETING (%)
STRATEGIES	0	4.8	0	0
COMPREHENSION	0	14.3	0	4.5
ANALYSIS	9.5	23.8	0	18.2

**FOUNDATION SKILLS ASSESSMENT (FSA): Grade 4
WRITING
Jan – Feb 2016
2 Students Did Not Write**

NOT YET MEETING 0 – 5	MEETING 6 - 9	EXCEEDING 10 - 12
0 out of 30	28 out of 30	2 out of 30
	93.3%	6.7%

**FOUNDATION SKILLS ASSESSMENT (FSA): Grade 4
READING
Jan – Feb 2016
2 Students Did Not Write**

NOT YET MEETING 0 – 17	MEETING 18 - 35	EXCEEDING 36 - 44
0 out of 30	18 out of 30	12 out of 30
	60%	40%

**FOUNDATION SKILLS ASSESSMENT (FSA): Grade 4
NUMERACY
Jan – Feb 2016
2 Students Did Not Write**

NOT YET MEETING 0 – 18	MEETING 19 - 38	EXCEEDING 39 - 48
0 out of 30	11 out of 30	19 out of 30
	36.7%	63.3%

FOUNDATION SKILLS ASSESSMENT (FSA): Grade 7
WRITING
 Jan – Feb 2016
 2 Students Did Not Write

NOT YET MEETING 0 – 5	MEETING 6 - 9	EXCEEDING 10 - 12
1 out of 22	17 out of 22	4 out of 22
4.5%	72.3%	18.2%

FOUNDATION SKILLS ASSESSMENT (FSA): Grade 7
READING
 Jan – Feb 2016
 2 Students Did Not Write

NOT YET MEETING 0 – 17	MEETING 18 - 35	EXCEEDING 36 - 44
1 out of 22	12 out of 22	9 out of 22
4.5%	54.5%	41%

FOUNDATION SKILLS ASSESSMENT (FSA): Grade 7
NUMERACY
 Jan – Feb 2016
 2 Students Did Not Write

NOT YET MEETING 0 – 18	MEETING 19 - 38	EXCEEDING 39 - 48
0 out of 22	5 out of 22	17 out of 22
	22.7%	77.3%

VOLUNTEER DATA

SCHOOL YEAR	NUMBER OF VOLUNTEERS
2010 – 2011	55
2011 - 2012	80
2012 - 2013	81
2013 - 2014	100
2014 – 2015	104
2015 - 2016	TBD JUNE 15, 2016

ATTENDANCE DATA

Attendance information for September 2015 to April 2016 shows that our attendance is stable. We have a few children who have been absent for longer periods of time due to family vacations. The information is in **Appendix A**.

Processes and Connections:

Looking Forward to 2016 – 2017

We have made huge gains with our current goal and will continue to monitor and develop it. We believe that given the participation and attendance data of school and extra-curricular activities that we have grown as a community of learners. We believe that we can 'build on our existing successes to move students and staff closer to the realization of their best self, be prepared for a world that will likely be very different from the one we currently live in and continue to be adaptive, resilient, confident and caring. We feel that we are ready to work on a goal that has Assessment for Learning as the foundational piece and writing as the focal point.

Rationale for goals and objectives:

- Yukon Education focus on Assessment for Learning (ranked as a top influence on student achievement)
- Data indicates that we have room for growth in the area of writing
- Observations, conversations and research indicates that student success in the area of writing across the curriculum will improve with targeted Assessment for Learning strategies

PART 3: ACT

Goal:

Through the use of explicit strategies and Assessment for Learning (AFL), the quality of writing and engagement will improve for all learners.

RESOURCES/PROGRAMS:

- Knowing What Counts Series:
 - Setting and Using Criteria
 - Self-Assessment and Goal Setting
 - Conferencing and Reporting
- Making Classroom Assessment Work
- Writing Continuum
- The Write Genre
- Faye Brownlie resources
- Kathleen Gold Lundy resources
- Nancy Atwell resources
- 6 + 1 Traits of Writing
- Writing Power (Fiction/Non-Fiction)
- Reading Power (Fiction/Non-Fiction)
- Visible Learning
- Nelson Language Arts
- Spelling Through Phonics
- Daily Five and Daily Café
- Technology Assisted Learning Programs
- Cursive Handwriting Programs / Printing Programs (No More Tears Writing)

Objective One:

By April 30, 2017, 100 % of Golden Horn Elementary School students will show improvement in their writing as measured by the BC Performance Standards

ACTIONS: Strategies / Interventions Together we will:	Evidence to Track Progress	Person(s) Responsible
<ul style="list-style-type: none"> Determine each student's writing ability using the BC Performance Standards by Sept. 19, 2016 (baseline) 	<ul style="list-style-type: none"> Assessment data based on BC Perf. Stds. baseline data sheet for every student 	<ul style="list-style-type: none"> Classroom teachers LAT
<ul style="list-style-type: none"> Monitor/assess growth from each student's baseline 	<ul style="list-style-type: none"> Assessment data based on BC Perf. Stds. Quarterly SWW/Bi-Annual DART/FSA data Self, peer and teacher feedback Report Card <i>writing</i> comments Student Survey Writing Continuum Student Portfolio 	<ul style="list-style-type: none"> Classroom teachers LAT
<ul style="list-style-type: none"> Focus on Assessment for Learning Strategies/Practices 	<ul style="list-style-type: none"> Student growth Student use of AFL strategies and ability to <i>make their learning public</i> BC Perf. Stds. 	<ul style="list-style-type: none"> Classroom teachers Speciality teachers LAT All support staff

	<ul style="list-style-type: none"> • Teacher/Student/Peer feedback/observations • Visible evidence of criteria, continuums, “I Can” posters, exemplars/examples of established criteria 	
<ul style="list-style-type: none"> • Use differentiated: instruction, assessment, adaptations and modifications 	<ul style="list-style-type: none"> • Long range plans • Lesson plans • Assessment data • Student success and growth in writing 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers • LAT • All support staff
<ul style="list-style-type: none"> • Provide opportunities for daily writing in various genres and/or forms 	<ul style="list-style-type: none"> • Writing samples • Writing portfolios • Teacher/student/peer feedback • Writing from across the curriculum 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers • LAT • All support staff
<ul style="list-style-type: none"> • Focus on quality, not quantity 	<ul style="list-style-type: none"> • Writing samples • Writing portfolios • Targeted lesson plans 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers • LAT • All support staff
<ul style="list-style-type: none"> • Use a Balanced Literacy model 	<ul style="list-style-type: none"> • Student growth • BC Perf. Stds. • Lesson plans • Assessment data 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers • LAT • All support staff

Objective Two:

By April 30, 2017, 100 % of Golden Horn Elementary School will show an improvement in their knowledge, understanding and application of assessment strategies and practices in all areas, including meaningful, purposeful, targeted high quality writing.

ACTIONS: Strategies / Interventions Together we will use:	Evidence to Track Progress	Person(s) Responsible
<ul style="list-style-type: none"> Assessment for Learning: 7 Commitments <i>(collect evidence for formative and summative judgments; co-constructing criteria; students give specific and descriptive feedback to themselves; students have access to samples of quality; students give specific and descriptive feedback to others; students set goals and collect evidence of their progress; teachers give rounds of specific and descriptive feedback to students with an opportunity for 'second chances.')</i> 	<ul style="list-style-type: none"> Data, comments and conferencing information from AFL: 7 Commitments document Triangulated evidence 	<ul style="list-style-type: none"> All staff
<ul style="list-style-type: none"> Explicit Targeted Writing Strategies 	<ul style="list-style-type: none"> Self/peer/teacher feedback Writing samples 	<ul style="list-style-type: none"> Classroom teachers Speciality teachers LAT Paraprofessionals
<ul style="list-style-type: none"> Triangulation of Evidence for Writing 	<ul style="list-style-type: none"> Formative and summative assessments of writing 	<ul style="list-style-type: none"> Classroom teachers Speciality teachers LAT All support staff
<ul style="list-style-type: none"> Assessment for Learning Strategies 	<ul style="list-style-type: none"> Sharing best AFL practices at bi-monthly staff/PLC meetings Professional development training in observations, 	<ul style="list-style-type: none"> Classroom teachers Speciality teachers LAT All support staff

	<ul style="list-style-type: none"> conversations and products • Book Club study of “Making Classroom Assessment Work” • Use of AFL ‘assessment’ documents • Co-constructed criteria 	
<ul style="list-style-type: none"> • Long Range Plans using AFL format 	<ul style="list-style-type: none"> • AFL 7 Commitments • BC Curriculum 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers
<ul style="list-style-type: none"> • Lesson Planning 	<ul style="list-style-type: none"> • Modeling • AFL 7 Commitments • BC Curriculum 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers • LAT
<ul style="list-style-type: none"> • Differentiated: instruction, assessment, adaptations and modifications 	<ul style="list-style-type: none"> • Lesson plans • Assessment data • Student success and growth 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers • LAT • All support staff
<ul style="list-style-type: none"> • Collaborative marking of the quarterly SWW 	<ul style="list-style-type: none"> • Observations, conversations and products • BC Perf. Stds. 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers • LAT
<ul style="list-style-type: none"> • Collaborative marking of the fall and spring DARTS 	<ul style="list-style-type: none"> • Observations, conversations and products • BC Perf. Stds. 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers • LAT
<ul style="list-style-type: none"> • Social Emotional Readiness/Self-Regulation/Growth Mindset (for student focus for writing) 	<ul style="list-style-type: none"> • Student Survey (attitudes/personal writing purposes) • Student work samples • Observations • Conversations 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers • LAT • All support staff •

<ul style="list-style-type: none"> Professional Development: Writing Strategies 	<ul style="list-style-type: none"> Lesson plans Formative and summative assessment data 	<ul style="list-style-type: none"> Classroom teachers Speciality teachers
<ul style="list-style-type: none"> A Balanced Literacy model 	<ul style="list-style-type: none"> Student growth BC Perf. Stds. Lesson plans Assessment data Formative and summative assessment data 	<ul style="list-style-type: none"> Classroom teachers Speciality teachers LAT All support staff

Objective Three: By April 30, 2017, 100 % of Golden Horn Elementary School students will have opportunities to share and communicate their ideas and information in various genres and forms of writing to our community.

ACTIONS: Strategies / Interventions Students will share/communicate via:	Evidence to Track Progress	Person(s) Responsible
<ul style="list-style-type: none"> Data Walk 	<ul style="list-style-type: none"> SWW/DART data Writing portfolios FSA's (Gr. 4 and 7) Attendance data Incidence reports 	<ul style="list-style-type: none"> Administration Classroom teachers Speciality teachers
<ul style="list-style-type: none"> Authors' Tea (parent event) 	<ul style="list-style-type: none"> Community attendance Parent survey Student survey 	<ul style="list-style-type: none"> Administration Classroom teachers Speciality teachers
<ul style="list-style-type: none"> Writers' Café (parent event) 	<ul style="list-style-type: none"> Community attendance Parent survey Student survey 	<ul style="list-style-type: none"> Administration Classroom teachers Speciality teachers
<ul style="list-style-type: none"> Student Led Conferences 	<ul style="list-style-type: none"> Community attendance Student/Parent/Teacher Survey 	<ul style="list-style-type: none"> Administration Classroom teachers Speciality teachers
<ul style="list-style-type: none"> Student Portfolios 	<ul style="list-style-type: none"> Conversations Observations Feedback forms Formative assessment 	<ul style="list-style-type: none"> Classroom teachers Speciality teachers
<ul style="list-style-type: none"> Report Card Comments 	<ul style="list-style-type: none"> Conversations Observations Feedback forms 	<ul style="list-style-type: none"> Classroom teachers Speciality teachers
<ul style="list-style-type: none"> Student displays 	<ul style="list-style-type: none"> Feedback from conversations and observations 	<ul style="list-style-type: none"> Classroom teachers Speciality teachers

<ul style="list-style-type: none"> • Co-constructed Criteria 	<ul style="list-style-type: none"> • Conversations • Observations • Classroom display 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers
<ul style="list-style-type: none"> • Writing Continuum 	<ul style="list-style-type: none"> • Skills progression • Conversations • Observations • Classroom display 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers
<ul style="list-style-type: none"> • School website: writing samples; AFL format 	<ul style="list-style-type: none"> • Survey data 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers
<ul style="list-style-type: none"> • School newsletter: writing samples 	<ul style="list-style-type: none"> • Survey data 	<ul style="list-style-type: none"> • Administration
<ul style="list-style-type: none"> • School newsletter: council insert about goal components/progress/AFL/how to get involved 	<ul style="list-style-type: none"> • Survey data • Attendance at SC meetings and school events 	<ul style="list-style-type: none"> • School Council • Administration
<ul style="list-style-type: none"> • Quick Writes of student reflection 	<ul style="list-style-type: none"> • Data analysis of quick writes 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers
<ul style="list-style-type: none"> • Monthly Parades 	<ul style="list-style-type: none"> • Conversations • Observations • Feedback forms • Community attendance 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers
<ul style="list-style-type: none"> • Slideshows / Film Debuts 	<ul style="list-style-type: none"> • Conversations • Observations • Feedback forms • Community attendance 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers
<ul style="list-style-type: none"> • Student performances 	<ul style="list-style-type: none"> • Conversations • Observations • Feedback forms • Community attendance 	<ul style="list-style-type: none"> • Classroom teachers • Speciality teachers
<ul style="list-style-type: none"> • Parent Information Sessions (developed with School Council) 	<ul style="list-style-type: none"> • Feedback forms • Community attendance 	<ul style="list-style-type: none"> • School Council • Administration

Monitoring and Adjusting the Plan

Dates for monitoring progress: To be completed during the 2016 - 2017 school year.

- Bi-monthly staff meetings (1st and 3rd Wednesday of the month)
- Monthly School Council meetings
- School Growth Plan meetings set in November, January, April and May
- On-going formative evaluation of student work via portfolios and the written component which includes a written/oral explanation of their choice of work to be shared with parents/peers/teachers
- Summative Assessments
- Quarterly School Wide Write Summaries
- DART Summaries: October 2016 and April 2017
- FSA Summaries: February 2017
- Report Cards: mid November 2016/early March 2017/year end—June 2017
- Student/Parent/Teacher Surveys

Communications Plan:

- School Website: Picture Series/Slideshows
- Teacher: pages on the school websites; newsletters; notices
- School Council: Monthly meetings; page on the school website
- School newsletters (paper, email, website)
- Posters of Goal and Objectives in the school hallways
- Posters of samples of student work
- Photo Bulletin Boards
- Message Board (near the mailboxes on Duncan Drive)
- Parent Information Meetings/Performances/Celebrations
- Community 'bulletins'
- Invite the media to observe/document GHES programs / activities
- Student Led Conferences (October 2016)
- Word of Mouth (at the Open House/Interviews, etc.)

Date and description of adjustments made to the plan: (to be completed during the 2016 – 2017 school year)

APPENDIX A: Attendance Statistics for September 2015 – April 2016

Golden Horn Elementary

September, 2015

Previous Enrolment June 2015: 183

Days in Session – 21

Current Enrolment: 199

Class	# of Students	% Attendance
K – TH	16	92.64
K – EQ	17	92.64
1	19	96.24
2	20	92.26
2/3	22	93.14 (2: 92.26, 3: 94.01)
3/4	21	94.28 (3: 94.01, 4: 94.55)
4	21	94.55
5	22	93.79
6	21	90.99
7	20	96.43

Golden Horn Elementary

October, 2015

Previous Month's Enrolment: 199

Days in Session – 21

Current Enrolment: 199

Class	# of Students	% Attendance
K – TH	16	92.64
K – EQ	17	92.64
1	19	96.24
2	20	92.26
2/3	22	93.14 (2: 92.26, 3: 94.01)
3/4	21	94.28 (3: 94.01, 4: 94.55)
4	21	94.55
5	22	93.79
6	21	90.99
7	20	96.43

APPENDIX C: Attendance Statistics for September 2015 – April 2016

Golden Horn Elementary

November, 2015

Previous Month's Enrolment: 199

Days in Session – 20

Current Enrolment: 199

Class	# of Students	% Attendance
K – TH	16	91.78
K – EQ	17	91.78
1	19	91.32
2	20	93.85
2/3	22	90.86 (2: 93.85, 3: 87.86)
3/4	21	92.00 (3: 87.86, 4: 95.08)
4	21	95.08
5	22	92.25
6	21	93.87
7	20	90.13

Golden Horn Elementary

December, 2015

Previous Month's Enrolment: 199

Days in Session – 14

Current Enrolment: 200

Class	# of Students	% Attendance
K – TH	17	93.94
K – EQ	17	93.94
1	19	93.42
2	20	95.68
2/3	22	94.65 (2: 95.68, 3: 93.62)
3/4	21	94.04 (3: 93.62, 4: 94.47)
4	21	94.47
5	22	96.28
6	21	95.18
7	20	88.72
GRAND TOTAL	200	94.05

APPENDIX C: Attendance Statistics for September 2015 – April 2016

Golden Horn Elementary

January, 2016

Previous Month's Enrolment: 200

Days in Session – 19

Current Enrolment: 203

Class	# of Students	% Attendance
K – TH	17	85.22
K – EQ	16	85.22
1	20	92.12
2	21	92.40
2/3	22	92.10 (2: 92.40 3: 91.81)
3/4	22	90.16 (3: 91.81 4: 88.52)
4	22	88.52
5	22	84.60
6	20	91.75
7	21	85.88
GRAND TOTAL	203	88.86

Golden Horn Elementary

February, 2016

Previous Month's Enrolment: 203

Days in Session – 20

Current Enrolment: 205

Class	# of Students	% Attendance
K – TH	17	83.01
K – EQ	16	83.01
1	20	87.62
2	21	86.65
2/3	22	88.41 (Gr 2 86.65 / Gr 3 90.17)
3/4	22	89.16 (Gr 3 90.17 / Gr 4 88.15)
4	22	88.15
5	23	91.03
6	20	83.38
7	22	81.25
GRAND TOTAL	205	86.48

APPENDIX C: Attendance Statistics for September 2015 – April 2016

Golden Horn Elementary

March, 2016

Previous Month's Enrolment: 205

Days in Session – 20

Current Enrolment: 205

Class	# of Students	% Attendance
K – TH	17	83.01
K – EQ	16	83.01
1	20	87.62
2	21	86.65
2/3	22	88.41 (Gr 2 86.65 / Gr 3 90.17)
3/4	22	89.16 (Gr 3 90.17 / Gr 4 88.15)
4	22	88.15
5	23	91.03
6	20	83.38
7	22	81.25
GRAND TOTAL	205	86.48

Golden Horn Elementary

April, 2016

Previous Month's Enrolment: 205

Days in Session – 21

Current Enrolment: 208

Class	# of Students	% Attendance
K – TH	17	93.22
K – EQ	17	93.22
1	21	94.76
2	22	94.67
2/3	22	93.89 (Gr 2: 94.67 Gr 3: 93.1)
3/4	22	92.33 (Gr 3: 93.1 Gr 4: 91.55)
4	22	91.55
5	23	94.05
6	20	94.52
7	22	92.52
GRAND TOTAL	208	

