

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 community, 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 continually growing catchment area which is reflected in our ever-growing enrollment rates.	
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, Trish Hirsch, 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?

- Data we have been collecting - numeracy, literacy, 4 key questions, Our School Survey, staff survey
- From our 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 30% lower than non-indigenous
- From 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
- 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?

As a school, if we combine social-emotional learning, character education and excellence in instruction all Golden Horn elementary School students will have access to a quality education through inquiry, our G.O.E.S. philosophy and high quality targeted instruction. Our focus will require three to five years to implement, so as we move into the 2021-2022 school year, we will narrow our focus on "excellence in understanding".

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, and we are noticing there are fundamental gaps in literacy and numeracy and a lack of sense of belonging for some of our students, in particular our First Nations

students.

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?

Social/Emotional Development and Character Education:

- Social Detective Super Flex for all staff - nine staff are currently working on this or are finished the four modules.
- Jody Carrington Professional Development in January and April - Affirm and Inspire Educators by explaining what all kids need to succeed & self-care as a teacher
- Administration is reading "We are Crew" and "Ensouling our Schools" - a resource for implementing social-emotional learning, character education and excellence in academics
- Our principal has completed level one and two in restorative practices, and two more staff members are taking their level one.

Literacy:

- Training of Fountas and Pinnell assessment for all classroom teachers and LAT's
- Wilson training for two LAT's
- Heggerty training for staff and Foundations for primary teachers

Numeracy:

- Math Professional Learning Community (PLC) - action research - 6 staff members with Lizz Churchill

Yukon First Nations Ways of Knowing and Doing and GOES:

- Build capacity with weaving Yukon First Nations ways of knowing and doing (Trish Hirsch as a support and liaison with local elders and knowledge keepers)
- Staff are becoming certified in wilderness first aid.

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

Immediate Action Items:

- Follow up on getting School Wide Writes data from past years
- Create survey for staff to complete on their knowledge and comfort of instruction and in UDL practices
- Have staff take a free course on UDL: <http://udlresource.ca>
- Ask staff the 4 Key Questions to gauge the social/emotional well being of staff and their comfort levels of the BC curriculum.

Early 2020-2021 (Completed):

- Jody Carrington PD in January & April
- Fountas and Pinnell with Pam Booth
- Math PLC (Lizz Churchill)
- Utilize Response to Intervention (RTI) model

- Instructional coaching in Universal Design for Learning (UDL) model
- Laurie Larkin-Boyle has started creating a school growth plan graphic
- Applied for and obtained specialists in literacy and numeracy from Covid-19 funding (Targeted instruction & instructional coaching)
- Using literacy programming that is responsive to students needs across the grade levels. Our school has settled into using Fountas & Pinnell, Foundations, Wilson and Haggerty

Throughout 2021:

- Encouraging the practice of high quality instruction/consistency and efficacy of curriculum for all teachers at Golden Horn
- Instructional Coaching
- Developing shared GOES vision: School council working on continuum document and will present survey findings at May team meeting
- Creating student learning plans and assigning LAT resources to learners

Into 2021-2022:

- Professional development requirement for each teacher to develop two GOES integrated/experiential units with a grade level partner. Forty minutes will be provided each week for collaboration. One unit will be finished by Christmas and the second unit by the end of May 2022.
- Dedicated time for each teacher with Alison Cunningham for GOES planning and support.
- Trip dates and budgets for 2021/22 identified by May 31, 2021 to allow early planning (for buses, parent/volunteer support, etc.)
- Southern Tutchone language program starting in April 2021.
- LAT resources reallocated to provide targeted instruction to those that need it
- Beginning the work of prioritizing learning standards - Trine will form a professional learning community and begin action research in this area with a small group.

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?

When we do our data collection in April we will see where we are at:

- Literacy and Numeracy assessments - October/November - RTI Pyramid
- 4 Key Questions from the Spiral of Inquiry
- Our School Survey in spring 2021
- Literacy and Numeracy assessments – April/May
- Continuous improvement of assessment techniques as teachers are trained in assessment

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.

Our foundation for learning success includes excellence in instruction (the current focus), social/emotional learning,

and character education. We will revisit this plan in 2021/22 and decide if we should continue to focus on excellence in instruction. Golden Horn's school growth planning committee has embarked on this spiral wondering if:

- A better-defined GOES philosophy that includes Yukon First Nations ways of knowing and doing will increase staff engagement and use of tools, and provide more consistent applications of GOES in all classrooms.
- Supporting teachers to deliver high-quality instruction integrating the GOES philosophy and Yukon First Nations ways of knowing and doing to improve student learning outcomes and the overall sense of belonging at the school
- Engaged, supported teaching staff will lead to more positive relationships with learners.

8) Student achievement/Key indicators for success:

Baseline

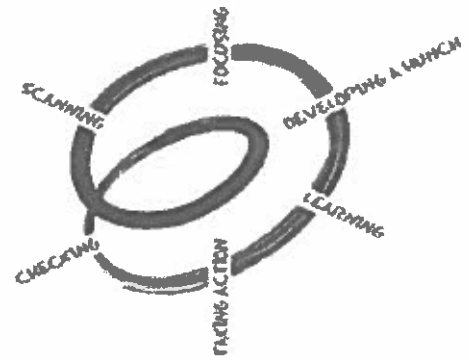
Target

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.