

Takhini Elementary School

School Growth Plan

2016-17

June 2, 2016

Part 1: Introduction

Context

Takhini Elementary School is a K-7 school located in one of Whitehorse's oldest neighborhoods. Takhini currently has 150 students enrolled. Takhini is the designated "overflow" school in Whitehorse, which means the school enrolls students who are not able to enrol in the schools in their catchment areas. Takhini is also in the Yukon College catchment area, which means that adult learners who move into Yukon College family housing with their school aged children will enrol their children at Takhini.

Takhini currently has a diverse cultural and ethnic mix of students. Approximately 55% of our students are self-identified First Nation students. We have students who are citizens of First Nations from Northern B.C., the Yukon, and NWT. This is a unique situation in Yukon and adds a very rich diversity to our school. However, because we have no First Nation that is a real numerical majority at Takhini, we are without a consistent CELC or ESW, thus we have no First Nation specific support person as a presence in our school.

Takhini staff makes a concentrated effort to make students and their families feel welcome from the moment they arrive. Parent engagement and participation at school events is evident. Parent-teacher conferences are well attended (90% or higher for every class this year) and parent attendance at events such as Family Fun night, and Literacy Night has ranged from 70-75%.

Takhini's vision is "Engaging hearts and minds", and our mission is to develop caring, respectful, and responsible young citizens.

Priorities

Our School Growth Plan has two learning priorities: 1) Implementation of Balanced Literacy, and 2) Social-Emotional Learning. This will be described in greater detail below.

Response to School Review Recommendations:

The recommendations from the 2014-2015 School Review have been discussed with the School Council and the School Growth Plan committee. Of the 23 recommendations, we have implemented or are well-on-the-way to implementing 16.

Processes and Connections:

To monitor the 2015-16 School Growth Plan we have reviewed it at each meeting and ensured that we are following through with appropriate data collection. In April, we asked all staff to provide feedback on the plan. We received fourteen suggestions to support continued growth in the Social-Emotional priority, and thirteen suggestions to consider in Balanced Literacy. The staff unanimously supported continuing with our two priorities and made a two to three year commitment to ensure we make significant and positive change.

Part 2: Focus

We are committed to seeking triangulation of data to inform us of progress on our school growth plans.

This year we have:

1. Sought grade 4-7 student feedback using the "Tell Them From Me" (TTFM) survey to gauge student perceptions, with particular interest, in the areas of support for learning and school safety. This information has been presented to staff, school council, and students.
2. We have begun monitoring of independent writing. We now have three continuous months of solid base-line data to gauge growth. We will continue this monthly next year.
3. We have reported the results of the SWW/DART to staff and the independent writing results using results from the "quick-scale" rubrics.
4. Staff and students have completed two assessments of their knowledge and application of Self-Regulation learning.
5. We have engaged every student in co-generating the criteria for appropriate behavior in each area of the school and at different times throughout the day.
6. We have collected data throughout the year on student misbehaviour.

All of this information is shared and discussed. Analysis of the results (in committee and with the staff) helped us to adjust our plans. Additionally, it provides us with critical information about our students and we are getting to know them on a much deeper level.

In the coming year we will continue the above assessments. Additionally, the staff has voted 86% in favor of implementing PBIS. As part of this system, we will explore some on-line methods of monitoring student behavior, as the present process is very cumbersome and labour-intensive.

What we learned from 2015-16:

1. We need to consistently and explicitly teach Self-Regulation strategies.
2. The Self-Regulation time must be used as purposeful time to prepare students for the day and help them move into the Green Zone.
3. Self-Regulation strategies must be scheduled throughout the day, and for students with behavioral problems, they must be taught these strategies when they are self-regulated.
4. We must address students concerns for feeling safe. While the results of the TTFM survey for the school exceed those of comparison schools, we are not satisfied that 30% of students report they occasionally do not feel safe at school.
5. We know we must continue to work on meaningful and engaging strategies for developing student's oral language.
6. We know that we must become "assessment literate" practioners, and that we must teach students to the language of assessment in our priority areas of Balanced Literacy and Social-Emotional Learning.

Results from 2015 Targets:

The SMART Goals from 2015 were:

80% of students will achieve meeting or exceeding expectations in social emotional competencies, especially the Social Responsibility outcomes.

[Insert results from June assessment – pending...]

80% of students will move to one level higher on their SWW and DART assessments in all measured areas.

[Insert results from Spring assessments – pending...]

Looking Forward:

While we believe that conversations with staff and parents, and our Fall Self-Regulation Survey indicates we are making progress in creating a safe and caring environment for learning at Takhini we still have work to do. As a result we will:

1. Continue our Social-Emotional learning priority.
 - a. Implement PBIS
 - i. Develop lesson plans as a committee to be shared with teachers and used to teach the desired behaviors. We will focus on this in the first two weeks of school
 - ii. The PBIS committee has completed the working draft of a school Code of Conduct based on the co-construction of criteria from the students and shared this staff. This will be refined in June, shared with the School Council, and explicitly taught beginning this June.
 - b. Continue to focus on consistently applying Self-Regulation Strategies and using the Zones of Regulation at the start of each day to create the desired social-emotional and academic learning environment.
 - c. Utilize the principles and practices of Assessment for Learning to triangulate data, involve students, and provide descriptive feedback – to both students and parents.
 - d. We have recently entered into a partnership with the Whole Child Program. We are looking forward to having additional human resources to help us make meaningful connections with families to support this area.

2. Continue our focus on Balanced Literacy which includes:
 - a. Scheduling all aspects and specifically daily oral language and independent writing
 - b. Monthly monitoring of independent writing
 - c. Utilize the principles and practices of Assessment for Learning to triangulate data, involve students, and provide descriptive feedback – to both students and parents.

- d. Utilize the Literacy Support person to help provide individualized and explicit instruction for students particularly at the intermediate level.

Part 3: Act

Learning Priority: Social-Emotional Learning

Actions: Strategies/Interventions	Evidence	Who's Responsible
Daily teaching of Self Regulation	Fall and Spring S/R Survey Admin team observations TTFM Survey (fall/spring)	Lisa and S/R team
Implementation of PBIS Stretch Goal: 80% of students will report on the TTFM that they feel safe attending this school.	Staff self assessments Student survey Behavior Monitoring TTFM Survey	PBIS committee
Parent meeting in September to share our Social-Emotional Strategy (will occur same day as Family BBQ)	Completion of event	School Leadership
Monthly updates for School Council	Minutes of meetings	David Wipf

Learning Priority: Balance Literacy

Actions: Strategies/Interventions	Evidence	Who's Responsible
Improve student writing – Stretch goal: All students will be minimally meeting or above on the spring 2017 SWW	SWW Monthly Independent Writing samples YFSA (Gr 4/7)	Admin Leadership and Whole School
Creation of model literacy Gr. 1 Classroom	Observations,	Shari Worsfold, David Wipf, classroom teacher
Apply for Innovation Grant to support engaged oral language and writing development	Monthly monitoring of Independent Writing samples Parent Feedback - survey Student Feedback- Products/Conversations/Observations	SGP Committee, Leadership Team
Monthly Updates for School Council	Minutes of meetings	David Wipf

Part 4: Monitoring and Reporting

Dates for Monitoring:

Monthly School Growth Plan Committee Meetings (DATES TBA)

Fall and Spring TTFM

Fall and Spring SWW

Fall and Spring Self-Regulation Survey

Monthly (first week of every month Sept –May) Independent Writing Samples

Monthly behavior reporting

Communication Plan

Initial – June 2016 S/C meeting

September 14 – Parent Meeting

Ongoing - Website