**Yukon Education School Growth Plan**

**Takhini Elementary School**

**2019- 2020**

**i) Scanning:**

Observations of student progress in the identified goal area for 2018- 2019 of a balanced literacy approach to improve overall student achievement in independent writing has shown expected growth for the school year. This is borne out by the SWW and DART data, as well as teacher assessment. Students are progressing and the balanced literacy approach has shown to have merit and will continue to be a focus of Takhini’s pedagogical approach. The social emotional needs of the overall student population continues to be an area of focus as we recognize the impact it has on student academic achievement. A number of Takhini’s student population is victim to disruptive incidents in their lives that are often ongoing and/or unresolved. This has a significant impact on the capacity to achieve at an optimum level. Our PBIS data, staff observations, as well as office referrals indicates no significant reduction of behaviours that interfere with learning and the learning environment (peer conflict, dysregulation, physical and verbal outbursts etc).

**ii) Focusing:**

Takhini’s learning community supports the 2014 research of the carried out by the Tr’ondek Hwechen supported by the University of Manitoba in the document Our Stories About Teaching and Learning: Culturally Responsive Teaching in Yukon First Nations Settings that identifies self-regulation support, ethics of care, and behavioural support as the keys to success in school. It is our assertion that sustained student academic growth will follow the development of the support and skills essential to be physically, socially, and emotionally healthy. Social-emotional growth of our students has been a Growth Plan Goal for several years and progress has been made; however, we have not yet archived a level of consistency essential to impact students to the extent required.

Consequently, the Takhini Growth Plan Committee has put forward the recommendation that we narrow our Goal to specifically address the Social Emotional growth of our students. To focus our inquiry and subsequent plan we are asking the following question:

 ***Will using the best practices from trauma informed education and the explicit teaching of the 5 Social Emotional learning (SEL) competencies (problem solving, responsible decision making, self-awareness, social-awareness, relationship skills) improve the social-emotional growth of our students and will that be reflected through academic and social-emotional growth indicators?***

**iii) Hunch:**

Social-emotional learning informed by Trauma Informed Education has been an identified explicit focus of the school for several years; yet, significant progress in the way we as a staff collectively and consistently respond to students exhibiting stress within the school has not significantly changed since declaring the goal. The changing of mindsets, especially mindsets that are pervasively dominate within a larger cultural context takes targeted, explicit, and supported intentional actions. The staff of Takhini have made strides into being informed on brain theory and trauma including a recent PD workshop on trauma informed education and student behavior. To move to the next level, it is our assertion that we must delve deeper into the questioning of our institutionalized practices in-order to collaboratively and consistently be aligned with the proven best practices of Trauma Informed Education.

With this observation in mind, the Takhini Growth Plan focus is to support informed practice, training and ongoing peer accountability to consistently address our students’ social-emotional wellbeing through a Trauma Informed Approach. This is not to suggest that all of our students are impacted by trauma, but rather that this approach to working with children is beneficial to the social-emotional growth of all students.

**iv) Professional Learning:**

**Actions to Support Professional Growth:**

1. Development of the Theoretical Foundation for Proactive and Reactive responses to students:
* Selected Reading and Content Discussion

– selected book for summer reading

* relevant articles
* dedicated staff meeting time to discuss
* 3 PD Days in 2019 -2010 dedicated to further developing understanding and skills

1. Monthly collegial support meetings.

- sharing of best practices

- de-briefing successes and failures

- adjusting structures, responses and plans as we learn

1. Teacher Growth Plans

- Teachers include a deeper understanding reflected through practice as identified within the Growth Planning process

1. Environment of daily collegial support

- support the practices of collaborative communication and trust building so that effective and supportive daily communication is the norm

- Colleague support partnerships

**v. Taking Action:**

**Actions to Support Student Development:**

1. Classroom Programming

- Use of specific, common, social emotional curriculum (Second Step, Minds Up, Zones of Regulation, Growth Mindset??)

- classroom environmental planning: stationary bikes, de-cluttered classrooms, soft start etc.

- focus of social emotional in Kindergarten through play based learning and oral language.

1. PBIS

- behaviour training (expected behaviours taught)

- common language

- positive phrasing

1. School-wide Programming that supports a variety of Ways of Knowing and strategies

- Ride for Focus

- music programming that enhances self-regulation (eg. drumming

- experiential education (carving, glass blowing, wood work etc.)

- therapeutic dog training

- FN cultural programming

**Actions to Support Parental and Community Understanding**

1. Parent and community member information workshops and presentations
2. Targeted Newsletter articles
3. School events with displays and information
4. Learning portfolios reflecting student identified social emotional goals and self-reflection

**vi. Checking:**

The following will be core methods of measuring and tracking our progress as we delve deeper into becoming a school that utilizes the best practices of a Trauma Informed Education school. Ongoing monitoring will informed our practices and adjustments will be made throughout the school year.

Measurement and evaluation tools are as follows:

1. Development and implementation of a social emotional growth Rubrics

2. Core Competencies Profiles

3. PBIS Tracking

4. Attendance Tracking

5. “Our School” survey

6. Parental Engagement

7. Academic Measures: SWW, Dart, FSA, School Initiated Numeracy Assessment

**vii. Refelction:**

To be developed through the 2019-2020 school year.