



# St. Elias Community School

Supporting Everyone's Continued Success

School Growth Plan

2015-2016

**Last Updated: June 2, 2015**

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

**Context:** (Includes a brief summary of demographics, the vision and values of the school, the cultural focus and things the school is proud of in relation to students or community engagement)

St. Elias School (SECS) is a K-12 community school nestled within the stable and supportive community of Haines Junction, Yukon. The school serves approximately 115 students, of who half are of aboriginal ancestry, with the majority being citizens of Champagne and Aishihik First Nation (CAFN). The school staff which has remained constant for the past three to four years is committed to supporting students to become positive, confident, contributing and self - sufficient members of our school, community and society. We collectively build on the school's strengths and history of relevant and engaging programming to enhance student success; investing in all students to be able to assess and take an active role of their own learning. There is a clear culture of caring for students in the school, and staff are committed to addressing student needs; providing a variety of opportunities and interventions to support student success. SECS staff make a concentrated effort to make students and their families feel welcome upon entering the school. Parent and volunteer engagement is high throughout the school and our Student Led Conferences are very well attended (90% average). SECS is confident our efforts in fostering a safe, respectful, caring climate are facilitating a positive professional culture and are creating meaningful relationships with students, parents, and our community.

St. Elias Community School staff possess distinct skill sets and bring a wide range of talents and perspectives to the school that enrich what is offered in terms of student programming. We offer extensive and varied academic and extra-curricular opportunities Kindergarten through Grade 12 and strive to ensure that high expectations for positive, student centered learning that is culturally based on our core values, our mission statement (**SECS is the acronym for Supporting Everyone's Continued Success**) and our vision are met. St. Elias School staff values building community and relationships while fostering positive connections between school and community. Our School Council, Champagne and Aishihik First Nation (CAFN), parents and community members are supportive of the on-going development and successful learning environment offered at St. Elias Community School. SECS recognizes the importance of seeking ways to include the knowledge and skills of CAFN and H.J. Elders, community resource staff, parents in order to keep the strong community connection that is shared with the school. We are confident in our work toward goals that are relevant and meaningful for the continued success of all SECS students.

St. Elias Community School efforts to develop a deeper understanding of and connection to Champagne Aishihik and other Yukon First Nations communities' cultures (Kluane First Nation, White River) continue. We have 50% First Nations learners of our school's population. We value the connection shared with the Champagne and Aishihik First Nation. With a recent Chief and Council election within

Champagne and Aishihik First Nation, SECS looks forward to developing a strong working relationship with the CAFN Education Department under the leadership of Education Director Paula Banks and meetings with Chief and Council. Over the past years, CAFN supports included the funding for an Education Support Worker in the school, financial and in-kind contributions to our Elders in the School program, our CAFN / St. Elias Community School Bi-Cultural Language program as well as cultural and experiential activities. SECS Education Support Worker (ESW) Diane Benjamin continues to be a valued and respected member of our staff and a key resource person for SECS staff to access. We appreciate the crucial role she plays in bringing real integration of Champagne and Aishihik First Nation and other Yukon First Nations learning and culture in our day to day life at St. Elias School.

St. Elias School Council is also very supportive of the school programming, initiatives and our efforts to improve achievement of students. We are grateful to have an active and supportive parent community and we appreciate their work and dedication in supporting student learning and school achievement. SECS staff acknowledges the value of working collaboratively and the strong ability of all stake-holders and partners to work productively together.

## **Priorities:**

St. Elias Community School places priority on creating a safe caring, respectful and culturally inclusive educational environment for all. Our vision is dedicated to the academic, social, physical and emotional success for our learners and we recognize that this success is very unique for each student. We continually strive to create positive relationships and attachments between students and staff. We have worked hard to bring more restorative practices into play when addressing school discipline and supporting students to find ways to repair any harm that their actions may have caused. Staff recognizes the need to offer culturally relevant program and learning opportunities. We are committed to incorporating the language, traditional knowledge and culture of Champagne and Aishihik and support each student and staff member in achieving his or her personal best. St. Elias Community School is all about **Supporting Everyone's Continued Success (SECS)**.

SECS has experienced the value of having one or two succinct, evidenced based goals to guide the work we do. We have achieved success with our explicit focus and instruction on literacy/reading comprehension that consistently includes the use of formative assessment, assessment criteria, flexible groupings at all levels, and metacognitive processes through student self-assessment. Our concerted focus has fostered a collaborative culture where all staff work together to infuse literacy instruction throughout the school's programming through the use of rubrics, self and peer assessment, and research proven programs. Our Student Led Conferences has been very effective in engaging our parent community (90% attendance K – 12) in this learning process.

As mentioned earlier, St. Elias Community School is committed to the development of a deeper understanding of and connection to Champagne Aishihik and other Yukon First Nations communities' cultures (Kluane First Nation, White River First Nation). This is a huge priority for our school and will be an over arching goal for the 2015-2016 school year. Staff has identified the need for increased inclusion of Champagne and Aishihik culture and traditions within our instructional practice throughout the

grades and subject areas. Administration is currently trying to arrange teaching assignments within the staffing allocation for the 2015-2016 school year that will provide one of our staff members with additional planning time to help facilitate an increase in the inclusion of CAFN Language, Knowledge, and Cultural programming in all grades / programs. This staff member will work in partnership with staff and Champagne and Aishihik First Nation resource staff and Elder to develop programming (curriculum, on the land programming and events) In collaboration with the Champagne and Aishihik First Nation (CAFN), SECS School Council, and Yukon Education, SECS programming offers the Southern Tutchone Language classes K4 - Grade 12 and the Bi-cultural Language Program. This program offers 30 minutes of immersion in Southern Tutchone language and culture each day to students from Kindergarten to Grade 2. While there has been no exploration or work towards the expansion of the program with YE and CAFN this past school year, we believe there remains a shared vision between Yukon Education, St. Elias Community School and School Council and Champagne and Aishihik First Nation to see the development of resources and curriculum, allowing for an expansion of the Bi-Cultural program to Grade 3 and beyond. Initial conversations have taken place with School staff, Admin and School council to explore the possibility of developing Board Authorized Programming that would allow students in Grade 10-12 to receive BC Ministry of Education credits for completing courses designed to fit with local CAFN run Culture Camps and traditional on the land learning opportunities like a First Hunt or First Fish. There is a shared vision and commitment to see this develop more during the 2015-16 school year.

## **Response to School Review Recommendations:**

Referring back to the School Review Recommendations from 2013 is a continued task of the SECS School Growth process. SECS staff remains committed to one main goal involving the focus on literacy development and reading comprehension across all grade levels. In August of this year, St. Elias Community School staff reviewed our current work on Adrienne Gear's meta-cognition theory and reading for meaning instructional methods to improve reading comprehension outcomes for students. We identified the continued importance of developing our understanding and knowledge of instructional methods that effectively focus students' attention on their thinking (meta-cognition) and enable students to find meaning from texts based on their own ideas, experiences and background knowledge. We also remain committed to helping students grow from reading thoughtfully to being more able to articulate their thoughts using appropriate language (responding). This year we expanded our work in adopting Adrienne Gear's Non Fiction Reading Power as this focuses on our students' reading comprehension involving informational text and resources which is a major part of their curriculum learning.

A secondary goal developed from the School Review process and observations and discussions over time with staff, School Council and our high school students led us to the need to offer more opportunities for personalized course choices, student selected/driven individualized educational programming at the high school level (Grade 8-12). High absenteeism in our high school is greatly impacting the pacing of the delivery of course content and created frustration for SECS students who attend regularly and / or worked at a faster rate. More flexibility in timetabling courses and increase choice of courses available was required for students to be engaged in learning that is relevant and meaningful to them. SECS staff recognized the need to improve our ability to accommodate student programming needs for those students who attended a specialty program for a semester in Whitehorse.

As in past years, SECS Staff continued to work to develop a cohesive approach to incorporating CAFN / Southern Tutchone language, culture and teachings into areas of curriculum and grade levels. While we know there are Elders and community members that are eager to help with the school's on the land activities that engage students in learning, scheduling however proved to be a real challenge to make these cultural presentations or activities occur this past school year. The school administration and staff are eager to work with CAFN Education director and our ESW to reestablish the Elders In the School program on a regular basis with the goal of a Resident Elder in addition to special events. Throughout the next coming year, SECS commits to bringing Southern Tutchone culture, language, and traditions of our area within the school through a variety of approaches. Increased planning time for one SECS staff member to support programming within the school during the school year will be a positive step forward. With School Council Approval SECS has designated the first non-instructional PD day in August to be a Cultural Inclusion Planning session in collaboration with CAFN Education and Lands and Heritage Branch. Learning more about the rich resources available through the Champagne and Aishihik DAKU Cultural Centre and working with CAFN staff to better strengthen the First Nation content into teaching units across the grades will be a key goal. Developing conversations and exploration has started regarding the development of localized YE board approved programming that allows students in Grade 10-12 to receive credit for their participation and completion of local First Nation Cultural camps and on the land traditional teachings (similar to First Hunt 10 offered at Robert Service School in Dawson City in collaboration with Tr'ondëk Hwëch'in First Nation) will be a main objective during the 2015-2016 school year.

## **Processes and Connections:**

All SECS staff had an active key role in the SECS School Growth Plan process. Contributions and support from our newly elected SECS School Council chair (Jeannine St. Marie) and our ESW Diane Benjamin was appreciated. We have yet to be able to have regular student representation however student input and feedback has been received, especially in the areas of Student Engagement, Blended Learning and on the Land Cultural programming.

SECS designated one and a half professional development days during the 2014-2015 school year (August 2014 and May 2015) for School Growth planning and discussion. We continued to make School Growth Planning and Student Assessment part of our monthly staff meetings as well as within our Professional Development sessions linked to our work in Non Fiction Reading Power and Blended Learning. Administration arranged for staff to access collaborative sessions for the scoring and analyzing of School Wide Write and DART assessment results, using the data to better inform their teaching practices and targeted instructional methods to improve student achievement. Regular reporting periods and Interim Reports, Assessment sessions of DART and SWW in Sept 2014 and April/May 2015; FSA prep and writing in Jan / Feb 2015 and results in April 2015; BC Prov Exams in Nov, Jan and April 2015) allowed for discussion and reflective sessions of our School Growth goals and how we were doing.

Highly School staff met several times throughout the year to explore our progress, challenges, learning curve connected with our move into Blended Learning and course offerings using the on-line Moodle platform. Several staff were part of a series of weekly PD sessions called Moodle Monday offered through YE. A half day PD session was dedicated in January and again in May 2015 to provide further

training, professional development and opportunity to refine our understanding and implementation of Blended Learning.

Monthly staff meetings incorporated exploration of researched base best instructional practices that was proving successful and linked to our School Goals. Staff were able to show case assessment practices they were using that encouraged self and peer assessment practices for students. Students were part of the post assessment discussions, examining their results on SWW, DART, LPI assessments, using this data to prepare for future assessments as well as information linked to our school wide goals. Intermediate staff embraced the beneficial practice of student –teacher conferences based on report card assessments and setting goals with students for the next term. SECS newsletters contained articles that spoke to our on-going School Growth Process, information regarding student assessment sessions (DART, FSA) and how the analysis of these assessments guide our SGP work.

Informational articles for parents on Assessment For Learning and Assessment of Learning were included. Administration provided updates and several brief presentations at monthly School Council meetings.

## **PART 2: Focus**

**Progress and Evidence:** (See the school growth planning guide for details)

### **Looking Back at 2014-2015:**

Our start to the 2014-2015 school year was an extremely sad time for students, staff and members of our community and Champagne and Aishihik First Nation. Just a few days before the start of school, we lost two youth from our school and community in very tragic deaths. Our school community was 'rocked' and in shock and our student population and families in real sadness, trauma and crisis. We spent time in August and September taking care of our students, ourselves and our families. Much of our regular 'school start up' routines and goals were put on hold as we needed to meet the social and emotional needs of our students as best we could. Staff and Administration worked closely with community resource people, CAFN Trauma Therapist and counsellors, support staff from other community organizations and Whitehorse to have in place regular support services and grief counsellors for students, families and staff to access. A large portion of our high school students were significantly impacted by a youth's murder in November and a suicide in December. These students' tragic passing made this school year a very challenging time for our students. Attendance was been greatly impacted, students have had significant challenges to attend regularly, to engage and focus on learning in light of what they have experienced outside of school. Staff acknowledge this, are concerned and extremely worried for the personal well-being and safety of our students. We have supported our throughout the school year, being accepting of where each student is in the grieving process and coping with life circumstances. Bringing in resource staff from different areas (ADS; Trauma Counselling, CATS; Many Rivers,) has been a part of school programming. We quickly noted that there is no single recipe for

wellness and that each student needed to navigate through his /her own challenges and trauma with the support of others. For some of our high school students we were able to readjust timetable schedules, lighten course loads, move exams sessions in order to try and meet the needs of students. A portion of our high school youth seemed to be in a constant time of personal loss, crisis, grieving and trauma. Its been a very hard walk for our students this year for these very real and personal reason. With careful attention and the right supports, It is possible to move through long standing trauma and hurt. It will take time.

As a result of these realities we were facing, staff and administration worked with parents, school council to make this school year work for our students. Some of our School Growth plans were implemented; some we left as we knew it was not the right time or direction for our students - particularly students in Grade10-12. We slowed down the implementation plan of Moodle based courses and Blended Learning as it was felt it would be too heavy of a load for many of our students.

Our work around Adrienne Gear's Non Fiction Reading Power and meta-cognition and reading for meaning instructional methods to improve reading comprehension outcomes for students was started in Grades 2-12. It was a natural transition from our work with Gear's Fiction Reading Powers which students were familiar with and which we continued to review and reinforce during reading instruction blocks. Our past work in this area allowed the school staff and SGP members to work closely with a clear focus across all grade levels and subject areas -especially language based courses that uses non-fiction resources. Over this year we were able to maintain attention and focus on improving students reading comprehension strategies and developed a deeper understanding and use of rubrics, self and peer assessment practices in our classroom work, and Adrienne Gear's Non-Fiction Reading Power strategies.

Our professional book study on the Non Fiction Reading Powers did not unfold as Administration had hoped/planned for. It was difficult to secure PD time with staff in light of the needs within the school and having Substitute Teachers in classes to provide collaborative time for staff to meet was not always the best option in light of our students' personal / emotional needs. Staff were encouraged to work through Adrienne Gear's resource on their own and share new understanding and discussion points at staff meetings. For some this was easy, for others, the opportunity to study and discuss in depth was missing. As a result, for the 2015-2016 year, plans are being developed to have both Yukon Education Primary and High School Consultants lead a series of staff development sessions, with SECS staff, exploring and studying the theory and practice behind Gear's new resource.

Staff's understanding and belief for the need to enhance student engagement and leadership remained a constant focus this year - even in light of the series of sad events. We believe that student engagement and leadership is a key factor in student achievement and school improvement and there is the need to set direction that will focus on increasing student engagement and leadership at SECS. However, we did recognize early in the year that perhaps reaching full implementation of this goal's objectives and strategies may not happen during the 2014-2015 school year. We took steps to address the needs of our students' minds, body, spirt and emotion. We did embrace Blended Learning and

moved forward with this initiative as was deemed appropriate for the current circumstances our high school student population was facing.

The following observations and reflections stem from our School Growth Planning sessions, from the analysis and summation of student reading comprehension and student engagement over the 2014-2015 school year.

Evidence was gathered from student surveys, interviews, check list, attendance records, progress cited during report periods, the DART Fall and Spring results, classroom teachers observations, running records, student conferences, Reading Recovery programming, FSA results, LAT completed student assessment results using PM Benchmark, and ongoing assessment of literacy competencies.

- We have noted a significant increase in the number of community volunteers and resource people throughout the school year (47 + not including parent volunteers). This is so confirming to staff and students of the support that exists for SECS.
- Blended Learning and course delivery through the Moodle platform occurred in Grade 8 (one course / semester; Grade 9 (2 -3 courses / Year) and Grade 10-12 (3-4 courses/year). This mode of delivery had growing pains and successes. Increase in course offerings were noted, more science courses offered in one year, flexibility in obtaining courses needed for students returning to SECS. Students and staff did miss aspects of traditional course delivery, staff struggled with late access to courses and some courses not being fully developed. Challenges for staff (and students) learning the Moodle platform and balancing this learning curve with making the classes interactive, hands on and blended. Both students and staff want more face 2 face interactions as well as accessing courses through the Moodle platform. Pacing of course completion seemed a challenge for both students and staff. Some students saw this as a huge bonus, other students felt it was a challenge.
- Attendance at the school continues to be a concern for some students. We have many students with chronic attendance and / or punctuality concerns. The newly elected School Council has embraced and moved forward with the 2013 Attendance Initiative that was started by previous council. Staff and Council see this as a key component in addressing attendance concerns.
- Several extra curricular clubs were very well attended this year, (Wrestling, Run Club) and many of our Grade 1-7 students are participating both here and at other school meets. SECS had its first ever Wrestling Club this school year.
- Several classrooms are embracing Zones of Regulation and Self Regulation resources and initiatives which helps set the conditions for learning and teaches students to identify what zone they are in and what is needed to be 'calm, alert and ready" for learning. We also purchased two silent spin bikes for students to access when they need to regulate their emotions / energy levels.
- Continued progress and student success in helping our students improve in their reading for meaning and deeper comprehension has occurred.



- A large population of SECS students was able to demonstrate one year's growth in reading strategies and comprehension according to the BC Performance Standards. Staff saw significant growth in this area.
- For SECS students in grade 2-9, Response and Analysis skills within the DART Reading Assessment prove to be the area of challenge for students.
- Staff have continued sound work in literacy development that consistently included the Balance Literacy Framework K - 12 and use of formative assessment, assessment criteria, flexible groupings at all levels, and metacognitive processes through student self and peer assessment.
- Intensive, explicit teaching of Adrienne Gear's Reading Power strategies in our Grades 2-7 are continuing to have a direct and positive impact on student progress and achievement. Having this same degree of instructional focus and explicit teaching throughout the year in Grades 8-12 proved challenging to maintain.
- High School staff are very aware of the need to develop literacy based activities which engage students in the explicit teaching and learning of thinking strategies that integrates reading instruction with content learning across the senior grades (Non Fiction Reading Strategies).
- Our Professional Development day with Sandra Herbst in April 2015 was a rejuvenating learning experience and encouraged staff in their work and learning focus on differentiate instruction; students setting criteria and goals and being involved in both peer and self-assessment by demonstrating evidence of their learning, which enables students to progress more quickly and successfully.
- More structured and specific staff professional development sessions regarding Non-Fiction Reading Power strategies will be beneficial to discuss and reflect on classroom practice. A common understanding is that the explicit and intentional teaching of the *Non-Fiction Reading Power* strategies is more of a 'fit' for the type of reading situations our intermediate and high school students experience on a daily basis.
- Continuation of carefully designed guided reading groups across the primary and intermediate grades and our consistency in regularly assessing student reading progress ensures that students are engaged in reading and comprehension instruction at their instructional level.
- LAT staff, classroom teachers and EA's together continued to match students to reading abilities and needed comprehension skills in order to explicitly teach to specific literacy strategies. This is more challenging at the Grade 9-12 level however through the work and expertise of our High School LAT, strong progress and growth in this area is being noted.
- Introduction and use of the Ipad Learning lab and laptops were integrated into our many of our intermediate and high school classes to facilitate the transition to Blended Learning programming as early as Grade 6 as well as an avenue for enrichment programming.
- Some high school staff took a real leadership role in branching out into more project based learning activities as well as expanding their (and students) repertoire of the technologies they are using (Moodle, Weebly, Webcasts) while teaching Moodle based programs.

## Looking Forward:

Many students in Grade 2-9 at St. Elias Community School continue to be 'vulnerable readers' when it comes to reading comprehension and deeper analysis and response. Many of these skills are required when students are engaged with the reading of informational text/ non-fiction content like in Sciences and Social Studies. Evidence shows that concentrated teaching and focus on the skill development areas of Comprehension and Response and Analysis (accuracy and completeness, main ideas, details, inferences, connections to other information and prior knowledge, reactions and evaluation) is needed. As a result, continued explicit teaching in this area will be better served with an in depth, school wide professional study and application of the theory and strategies found in Gear's *Non-Fiction Reading Power* resource.

Building on two recommendations from the 2013 School Review SECS staff worked hard this past school year to use technology in supporting learning access and opportunity for high school students along with creative ways to timetable the high school academically to increase student engagement and success. With the introduction of Blended Learning and delivery of courses through the Moodle platform we have made some gains in addressing the concerns identified. During the 2014-2015 school year St. Elias Community School has began the process to increase opportunities for more flexible, personalized course options and scheduling for our high school students that meets their individual passions and interests. Our high school population is small and we are hindered by high absenteeism. Attendance has fallen way short of our identified goal of 85% or higher. Blended Learning has allowed some development in addressing regarding the pacing and delivery of course content. No student was denied access to courses they needed or had interest in, especially for those students returning to SECS this school year. Students and staff alike are seeking more interaction, more hands on learning, more project based opportunities We are beginning to address student motivation and engagement to some degree through this model of course delivery. We identify that we have further work to do in this area.

Staff are eager to work collaboratively with Champagne and Aishihik Education Director and staff to secure / offer culturally based projects that are multi day (or longer). Staff would like to embrace the philosophy around the newly developed Rem programming and organize similar events for St. Elias students with other Yukon First Nations school/communities (like Students from Pelly Crossing). Students and staff thoroughly enjoyed our Moose Hair Tufting day and would love to have a project based activity like this occur over a week or more so that results in finished art work or student crafts. Our Southern Tutchone Language teachers and our French Language Teacher organized several "Cultural Exchange" events throughout the 2014-2015 school year. One week the two language groups learned about traditional cooking and created some awesome meals specific to each culture. Another week the focus was on traditional dancing. These types of project based events are encouraged for the next school year. While we understand the rational for the Dakwākāda Dancers to practice in Champagne (centrally located for Whitehorse participants) we miss their presence in our school. Staff would like to work towards monthly events that would have our student dancers performing and teaching other SECS students and staff. It is our belief that with planning time designated to a staff member during the school year, we will be more successful in collaboratively planning traditionally relevant learning events/projects with CAFN staff throughout the entire year.

## Rationale for goals and objectives:

From the evidence reviewed from our DART Assessments, Foundational Skills Assessments, BC Provincial exam results, LPI assessments, Reading Recovery data and informal assessments completed at the

classroom level (report card progress, PM Benchmarks, running records) we see there is still a real advantage to continue with a reading for meaning and comprehension goal.

The goal will be centered on our students' reading comprehension involving informational text and non-fiction resources. With the support of YE consultants, SECS staff will complete an in-depth, school wide professional study and application of the theory and strategies found in Gear's *Non-Fiction Reading Power* to better support our students in grade 2-12.

**Goal(s):** Will using Adrienne Gear's Non-Fiction Reading Power along with the explicit teaching of literacy based meta-cognition strategies enhance student comprehension and understanding of informational texts they read?

**Objective(s) to support the goal:** SECS students will be able to demonstrate one year's growth in reading strategies and comprehension according to the BC Performance Standards (comprehension, response and analysis) with the explicit teaching of non-fiction reading comprehension strategies.

**Target(s):** (See the school growth planning guide for details – targets are only related to outcomes for students)

- By the end of May 2016, SECS Students will meet or exceed expectations according to their individual grade level for reading comprehension as assessed with the Fall DART assessment at the beginning of the year.
- For students who have an IEP's and StLP and are not reading at grade level, they will fully meet or exceed expectations at their reading level by May 2016.

## **PART 3: ACT**

**Goal:** Will using Adrienne Gear's Non-Fiction Reading Power along with the explicit teaching of literacy based meta-cognition strategies enhance student comprehension and understanding of the informational texts they read?

**Objective:**

- St. Elias Community School staff will incorporate instructional methods and strategies specific to informational text reading that supports reading for meaning, comprehension strategies and response and analysis skills for all students.
- *Using Adrienne Gear's Non Fiction Reading Power*, St. Elias Community School staff will engage in a professional book study led by YE consultants, that will develop and deepen our understanding of the theory and strategies that equip students to become independent, strategic readers and thinkers.

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
<p>1. August/Sept 2016 staff will continue with the practice of determining each student's reading comprehension ability level using levelled texts, Reading and Responding Assessment Guide (Faye Brownlie) and the BC Performance Standards to develop a common base line.</p>	<ul style="list-style-type: none"> <li>• BC Performance Standards</li> <li>• Running Records</li> <li>• Reading 44</li> <li>• Reading and Responding Assessment Guide</li> </ul>	<p>All staff</p>
<p>2. Continue with implementation of <u>Non Fiction Reading Power</u> theory and strategies in all grades 2 -12.</p> <ul style="list-style-type: none"> <li>• Use of common Non-Fiction Reading Power language and strategies</li> <li>• Instruct / teach 5 strategies (1 strategy every 2 months) and reinforce throughout the year.</li> <li>• Continue to monitor and review use of Reading Power strategies at the primary and intermediate levels.</li> <li>• Monthly progress meetings with Classroom teachers, LATs and Admin to look at current reading levels, comprehension levels and areas of support required for students in the area of reading and reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• DART Assessments</li> <li>• FSA assessment results 2014</li> <li>• Student / teacher reading conferences</li> <li>• Student growth</li> <li>• Effected in student and staff language</li> <li>• Posted criteria/intentions</li> </ul>	<p>All staff</p> <p>Admin</p> <p>Staff with expertise</p> <p>Reading Recovery Teacher</p> <p>Classroom teachers, Admin, LATs</p>
<p>3. YE led professional development sessions on Balance Literacy and a professional book study sessions during the 2015-2016 school year that focus on the in-depth study of <i>Adrienne Gear's Non-Fiction Reading Power</i>.</p> <ul style="list-style-type: none"> <li>• Monthly meetings that focus on 1 reading strategy throughout the year.</li> <li>• Training and on-going professional development in reading comprehension and instructional approaches</li> <li>• Training of staff and EA's in use of running records and teaching of effective reading strategies when working with students in guided reading blocks</li> <li>• Continue implementing reporting and grading practices that are based on evidence of learning from multiple sources and over a period of time, that are part of a communication and feedback rich process that supports and enables all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• YE staff</li> <li>• Student growth</li> <li>• Short-range planning</li> <li>• Reading Power Checklists and rubrics</li> <li>• DART assessment data</li> <li>• YAT Assessments</li> <li>• Increased use of Assessment For Learning strategies</li> <li>• FSA Assessments</li> <li>• DART Assessments</li> <li>• BC Performance Standards</li> </ul>	<p>YE consultants to assist</p> <p>Admin, all staff and paraprofessional</p>

<p>4. Establish and implement Guided Reading &amp; Literature Circles instruction at the grade 4-8; 9/10 and 11/12 grade levels to allow for the explicit and direct teaching of Gear’s Non-Fiction reading strategies.</p> <ul style="list-style-type: none"> <li>Continue to implement Reading Blitz block for Grade 1-4 Guided Reading instructional time to allow for more specific guided reading group instruction across the two classrooms.</li> </ul> <p>5. Continue with implementation and use of differentiated instruction and assessment in K–12 instruction in all subject areas</p> <ul style="list-style-type: none"> <li>Deepen our work on differentiated and individualized instruction to ensure that the needs of all students, those not yet meeting, meeting and exceeding expectations are addressed</li> <li>Whole group, small group and individual instruction in class and with support staff (including enrichment)</li> <li>Accept different forms of showing what you know</li> </ul> <p>6. Promote understanding of our focus on improving reading comprehension with our parents and community.</p> <ul style="list-style-type: none"> <li>Further P.D. and In-services on Non-Fiction Reading Power &amp; Reading Strategies throughout the year. These should focus on: <ol style="list-style-type: none"> <li>Assessment methods (of, as and for learning). The use of rubrics, the role of students, and the various methods of assessment should all be discussed.</li> <li>Use of data as evidence for School Growth Plan assessment</li> <li>Public sessions for parents, School Council and CAFN members to understand the ways we measure success and report on learning</li> </ol> </li> <li>Host <b>PAL Literacy sessions</b>, once a month gathering for parents with pre-school and primary children to learn how to promote</li> </ul>	<ul style="list-style-type: none"> <li>Reading and Response Assessments (Brownlie)</li> <li>Student/Teacher reading conferences</li> <li>Teacher observation and feedback</li> <li>Student growth</li> <li>BC Performance Standards</li> <li>Daybooks</li> <li>Benchmarks</li> <li>Anecdotal records during guided reading</li> <li>Record of attendance at information session</li> <li>Development and completion of information sharing action plan</li> <li>Greater understanding by our parents</li> </ul> <p>Get Out Front – Parent / Staff meetings to share current practices, research and ways parents can support reading comprehension at home</p> <p>Providing clear messages to parents how we are going to help students</p>	<p>Admin, all staff and paraprofessional staff</p> <p>Admin, all staff and paraprofessional staff</p> <p>All staff and Admin</p> <p>Student presentations on non-reading strategies</p> <p>All staff, Admin, Yukon Ed staff</p>
--	---	---

<p>early literacy and language development in their daily routines</p> <ul style="list-style-type: none"> <li>• Hold an Open House to be held in the beginning of the school year on assessment related topics such as parent-teacher-student conferencing, understanding rubrics, etc. and to orient the community to the goals and strategies of our School Growth Plan.</li> </ul>		
---	--	--

\*Cut and paste to add additional goal and objective areas as required

### Rationale for goals and objectives:

Over the past three year, data shows that St. Elias students are missing more days of school on average each year. In 2011-2012 students missed an average of 26 days. In 2012-2013 on average 29 days of school were missed. In 2013-2014, 33 days of school were missed. The data for 2014-2015 demonstrates that on average students in grade 8-12 have missed approximately 38 days of school (a range of 28 days - 68 days missed). This is a worrisome trend.

In February of 2015, our School Council in collaboration with SECS staff has re-initiated the 2013 Attendance Initiative. This process is designed to follow the following 3 Phase framework:

- Identifying K-12 Attendance Issues through cooperative inquiry model with students, parents, community
- Once key causes for attendance issues are identified, engage all stakeholders in determining possible courses of action
- Implementation of recommendations determined and approved on from data and feedback obtained from cooperative inquiry model with students/parents/community

SECS School Council and staff have completed considerable work over the past few months looking at factors that impact student attendance at SECS. Surveys, focus group meetings, parent meetings, student meetings, class discussion and focus talks have all been completed to bring many different perspectives to the table for discussion. We look forward to August of 2015 when we will work together with all stakeholders in determining possible courses of action and implement recommendations that are identified to address chronic absenteeism.

In addition to attendance, SECS staff and administration acknowledge that student engagement and motivation has been significantly impacted this past school year with traumatic events that have occurred in the personal lives of many of our high school students. We will need to put additional supports in place to meet the social/emotional/ physical wellbeing of our older high school student in particular. Engagement and motivation is also significantly impacted by a lack of flexibility and scheduling opportunities that provide students courses of choice and interest. We remain committed to assisting students in securing courses that they need and /or are interested in persuading. Several students from SECS will be attending specialty programs in Whitehorse for one semester during the

2015-2016 school year. St. Elias Community School will be able to offer the needed programs/courses upon their return.

**Goal(s):** Will a continued implementation of blended learning model of course delivery for our grade 10-12 students increase student attendance, engagement and individual success planning?

**Objective(s) to support the goal:**

Will attendance and student engagement / self directed learning and individual course success rates improve with the shift to a Blended Learning mode of instruction?

Will the implementation of school / community recommendations from the Attendance Initiative project improve student attendance?

**Target(s):** (See the school growth planning guide for details – targets are only related to outcomes for students)

- SECS Grade 10-12 attendance rates will be 85% or higher by June 2016
- SECS Grade 10-12 required and optional course completion rates will be 95 % or higher by June 2015.

<b>Actions: Strategies/Interventions</b>	<b>Evidence to Track Progress</b>	<b>Person(s) Responsible</b>
<p>1) Under the direction of our School Council help to determine possible course of action / recommendations from the implementation of Phase One of the SECS Attendance Initiative Sept 2015</p> <ul style="list-style-type: none"> <li>• Identify K-12 Attendance Issues through the cooperative inquiry model with students, parents, community completed in May 2015</li> <li>• Once key causes for attendance issues are identified, engage all stakeholders in determining possible courses of action</li> <li>• Implementation of recommendations</li> </ul> <p>2) Work to build in school / in community supports for high school students in the area of Trauma Counselling, Personal Counselling, Grief Counselling, CATS and ADS. These support services need to be consistently available for our youth to access.</p>	<p>Increase in student attendance (a decrease in number of students missing 20 school days or more).</p> <p>Increase in opportunities for students to access supports. Building of relationships between counsellors, students and families.</p>	<p>School Council driven with planned involvement and engagement for Staff, Parents, CAFN, Community members</p> <p>Admin, Staff, CAFN, local Counsellors in community, Many Rivers, Ads Youth Worker, Mental</p>

<ul style="list-style-type: none"> <li>• Continue to seek shared funding agreement with YE, CAFN, School Council to secure the services of the trauma Therapist located in HJ.</li> <li>• Staff Professional Development training and inservices on the impact of trauma, impact on students’ brains and learning with high levels of unresolved trauma</li> <li>• Continue and expansion of Self-Regulation and MindUp programming sued within our elementary and intermediate classrooms</li> <li>• Advocate for an increase in CATS and Many Rivers’ Counselor time designated to youth in Haines Junction.</li> <li>• Secure local resource staff and CAFN Elders to assist staff in offering traditional culturally based healing circles and activities that honor students need of care for their mind, body, spirit and emotion</li> </ul>	<p>Three to four staff information sessions throughout the year.</p> <p>YE Trauma Consultant and Ed Psychologists to be involved as well as local expertise within our community</p> <p>An increase in CATS to every week vs every second week and a similar increase for Many Rovers Youth Worker (currently one day / week.</p> <p>Admin, School Counsellor, CAFN Staff, community resource people</p>	<p>Health, Hospice Yukon,</p> <p>Staff, Admin, YE Supports</p> <p>Admin, Yukon Ed consultants, High School staff select staff</p> <p>Admin / Staff / Yukon Ed staff</p> <p>Admin, Staff, School Council</p>
<p>3) Continue work started during the 2014-2015 school year that was exploring the creation of a “Community wide Respectful Relating” policy or understanding that would be developed and adopted with partnership of SECS, CAFN, Village of Haines Junction and other community organizations.</p> <ul style="list-style-type: none"> <li>• Sept 2016 School / Community /Parent Workshops and inservice planned with Barbara Coloroso to begin the process of looking at how students should relate to each other at the school, at the rink or pool, at the youth centre, on local trails in the community.</li> <li>• Focus groups and planning sessions that will result in the development and adoption of a community wide understanding with common guidelines that establish expected ways of respectfully relating to each other regardless of the venue or setting.</li> </ul>	<p>Development and adoption of a community wide understanding with common guidelines that establish expected ways of respectfully relating to each other regardless of the venue or setting.</p>	<p>CAFN, VOHJ, RCMP, Youth Centre staff,</p> <p>Admin from SECS, CAFN Health and Social Department, St. Elias School Council, CAFN Youth Centre, Village of HJ staff (pool, rink), RCMP, Community Justice Committee</p>
<p>4) SECS will continue its work in Blended Learning / Moodle course delivery model for Grades 10-12</p>		<p>SECS Admin; YSIS staff,</p>



<p>and partial implementation at the grade 8/9 level.</p> <ul style="list-style-type: none"> <li>• 2015-2016 timetable will be reflective of Den Groupings, chunking of courses / grades so a teacher has longer periods of time with students, and similar subject courses offered in same blocks / semester to allow for more flexibility, increased student choice, project based learning opportunities.</li> <li>• Build in Flex Fridays programming and Genius Hour events on a regular basis to allow for more student driven learning opportunities.</li> <li>• Begin moving into the adoption of Teacher Advisory model. Staff are connected to a group of students and help support / empower students in areas of making informed choices and connections between actions and course completion, building resiliency strength based; increasing student ownership.</li> <li>• Staff Professional Development days, delivered by Yukon Education staff in Sept, November and May 2015 to help with the staff training needed for the transition to real Blended Learning model.</li> <li>• Yukon Education consultants, SECS Admin and staff to offer Parent / Community CAFN / School Council on-going Information sessions.</li> <li>• Designate professional development days in August to continue the support and training needed for access to online course, implementation of real Blended Learning strategies, and customization and delivery of courses to allow for more Face to Face interaction</li> <li>• Open House to be held in early fall 2015 for parents, students and stakeholders to learn more of the Blended Learning model, high school programming, project based learning and long term direction for SECS.</li> </ul>	<p>A balance of Moodle based courses and traditional courses delivered.</p> <p>Increase in number of option courses offered and a noted increase of student driven choice. Increase in student attendance, course completion rates and graduation rates</p> <p>Flex Fridays to begin by end of October 2016</p> <p>Teacher Advisory Groups established by January 2016.</p> <p>More face to face teaching time and project based learning activities and events evident within courses and across grades</p> <p>Increased skill and comfort level working within Moodle courses to allow for real 'blende learning' and face to face activities</p> <p>Increase in staff supporting and networking with others engaged in the Blended Learning model of course delivery (local and Yukon wide).</p> <p>Attendance at meetings Staff surveys, feedback, observations . Attendance at information sessions, parent feedback,</p>	<p>SECS Admin; High School staff, Yukon Ed consultants and YSIS staff</p> <p>SECS Admin; High School staff, Yukon Ed consultants</p> <p>Admin / YE It staff</p> <p>High Staff Science teacher, Admin, Dept Consultants</p> <p>School Staff, Admin, community members</p> <p>CAFN, SECS staff, SECS School Council</p>
---	--	---

<ul style="list-style-type: none"> <li>• Student/Parent/Stakeholders discussions regarding programming plans – How is it the same? What will be better? How will the school support students?</li> </ul> <p>5) Determine the accessibility for high school students to have an open Wifi connection that will allow them to save work on their laptops to take home for homework.</p> <p>6) During the 2015-2016 school year, High school staff will complete an exploration of availability in offering ‘specialized’ programming over a 4 year cycle that would allow high school students to participate in (St. Elias School based Fine Arts / Trades / Outdoor Pursuits/ Sports programs/Leadership)</p> <ul style="list-style-type: none"> <li>• High School students will have opportunity to at least two of these semester program over the course of their high school years without having to leave our community.</li> <li>• Students from across the Yukon would be welcomed to participate in these programs</li> </ul> <p>7) Continue our endeavor to expand opportunities for High School students to be involved in a variety of sports, experiential and applied skills, clubs, cultural activities and music that are “high school specific”.</p> <ul style="list-style-type: none"> <li>• Work with Champagne and Aishihik First Nation and SECS School Council to design Board Authorized approved credited courses for on the land cultural camps for students in Grade 10-12</li> <li>• Organize workshops / sessionals that encourage strategies for regulation of emotions – Yoga; Art Therapy; Dance programs for our youth</li> </ul>	<p>Student Led Conference sessions,</p> <p>Evidence that demonstrates the correlation between attendance and success at school.</p> <p>Staff will determine availability / potential of program delivery and begin the Board Approval authorization process if needed.</p> <p>Connect with other Yukon Schools ‘specialty’ programs to gain insight into program development.</p> <p>Increase in student participation in extracurricular clubs, events</p> <p>Increase in student attendance</p> <p>Increase in student satisfaction and engagement (observations, surveys, attendance at events)</p>	<p>Admin; ITSS</p> <p>Admin, Staff, High School Consultants; Students, School Council</p> <p>Staff, Admin, YE Senior Management, School Council, CAFN</p> <p>Staff,</p>
--	--	---

**PART 4: Monitoring and Adjusting the Plan**

**Dates for monitoring progress:**

The 2015-2016 SECS School Growth plan will be presented to our School Council in June 2015 for feedback and direction. It will be reviewed and submitted for final approval in September 2015.

Our School Growth planning and implementation progress will be monitored by:

- Monthly discussions / work sessions at staff meetings and during specifically identified focus meetings (Non-Fiction Reading Power Staff Book study sessions, Cultural planning meetings, Blended Learning meetings and high school planning sessions).
- School Council with CAFN representation will be invited to attend all School Growth planning sessions and meetings.
- Regular updates will be provided by Admin at monthly School Council meetings.

**Communications Plan:** (To be completed during the 2014-2015 school year)

St. Elias School growth team has identified the following methods for communicating our SGP progress and updates with staff, parents, School Council, CAFN, and our community members:

- Monthly Staff meeting updates and every second meeting to be specifically used for professional development on Non-Fiction Reading Power strategies and our work with Blended Learning model in our high school.
- School Council members will receive monthly updates and invitations to join the staff development sessions on a monthly basis.
- Parent information sessions will be held monthly focusing on Early Literacy Development (PALS), Assessment for and of Learning; Blended Learning and changes to the high school course delivery model, introducing reading comprehension strategies from Gear’s Non-Fiction Reading Power.
- The School Growth Plan will be posted on the St. Elias Community School website.
- Monthly school newsletters containing SGP updates will be posted on the website.
- Notices and updates shared with parents through the CAFN Newsletter.

**Appendix**

**Summary Results with a focus on improving student achievement within the DART Comprehension (Accuracy and Completeness Strategies) with one cohort over a two year period:**

<b>Grade 4/5</b>	Not Yet Meeting	Min Meeting	Fully Meeting
Fall 2013	14	4	2
Spring 2014	4	12	5

<b>Grade 5/6</b>	Not Yet Meeting	Min Meeting	Fully Meeting

Fall 2014	12	5	5
Spring 2015	6	8	7

**DART Summary Results : 2014-2015**

Please note that the grade groupings from 2013-2014 changed for the 2014-15 school year. To best reflect change over time, cohorts have been grouped accordingly on the 2014-15 data to reflect progress in context of grade groupings. There is a need to examine past data and break results out by single grades.

		Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeds	
		Fall 2014	Spring 2015	Fall 2014	Spring 2015	Fall 2014	Spring 2015	Fall 2014	Spring 2015
<b>Gr 2/3/4</b>	<b>Strategies</b>	8	2	4	5	8	10	7	4
	<b>Comprehension</b>	10	3	5	8	6	7	4	5
	<b>Response and Analysis</b>	9	6	4	5	4	10	7	2
<b>Gr 5/6/7</b>	<b>Strategies</b>	16	9	12	6	6	15	1	0
	<b>Comprehension</b>	15	7	7	9	7	13	0	1
	<b>Response and Analysis</b>	8	7	12	9	7	14	2	0
<b>Gr 8/9</b>	<b>Strategies</b>	2	3	1	7	7	5	5	4
	<b>Comprehension</b>	3	4	6	5	6	5	0	1
	<b>Response and Analysis</b>	4	4	7	4	4	6	1	2

**DART Summary Results 2013-2014**

		Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeds	
		Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014
<b>Gr 2/3</b>	<b>Strategies</b>	6	4	1	0	6	6	1	5
	<b>Comprehension</b>	7	4	4	4	3	4	0	3
	<b>Response and Analysis</b>	6	7	4	1	4	5	0	2
<b>Gr 4/5</b>	<b>Strategies</b>	6	7	10	3	6	11	0	0
	<b>Comprehension</b>	9	9	12	8	1	4	0	0
	<b>Response and Analysis</b>	9	10	7	3	6	7	0	1
<b>Gr 6/7</b>	<b>Strategies</b>	4	4	5	3	3	7	2	2
	<b>Comprehension</b>	7	4	4	3	2	7	1	2
	<b>Response and Analysis</b>	4	4	3	4	2	7	2	4
<b>Gr 8/9</b>	<b>Strategies</b>	3	3	2	3	5	4	1	2

Comprehension	3	4	5	3	3	3	0	1
Response and Analysis	5	4	2	3	4	4	0	1

**Enrollment and Attendance Data: School Year: 2014-2015 (up to end of May).**

**Enrolment Summary** Enrolment for Female & Male Students - for the period between Sep 30, 2014 to May 31, 2015

Grade	September 2014			May 2015			Diff
	Female	Male	Students	Female	Male	Students	
08	3	6	9	4	6	10	1
09	2	5	7	3	5	8	1
10	4	2	6	4	2	6	0
11	3	3	6	3	3	6	0
12	1	2	3	1	3	4	1
<b>Total</b>	<b>13</b>	<b>18</b>	<b>31</b>	<b>15</b>	<b>19</b>	<b>34</b>	<b>3</b>

**Attendance Summary by Absence Type**

Grade	Absence Days for the period between Sep 1, 2014 to May 31, 2015			
	Absence	Female	Male	Students
08	Authorized	3.0	14.0	17.0
08	Excused	35.5	91.5	127.0
08	Unexcused	84.5	50.5	135.0
08		<b>123.0</b>	<b>156.0</b>	<b>279.0</b>
09	Authorized	6.0	18.5	24.5
09	Excused	32.0	60.5	92.5
09	Unexcused	2.0	25.5	27.5
09		<b>40.0</b>	<b>104.5</b>	<b>144.5</b>
10	Authorized	20.0	6.0	26.0
10	Excused	95.5	24.0	119.5
10	Unexcused	9.5	109.0	118.5
10		<b>125.0</b>	<b>139.0</b>	<b>264.0</b>
11	Authorized	0.0	5.0	5.0
11	Excused	81.0	59.5	140.5
11	Unexcused	146.0	116.0	262.0
11		<b>227.0</b>	<b>180.5</b>	<b>407.5</b>
12	Authorized	3.0	10.0	13.0
12	Excused	22.5	29.0	51.5

<b>12</b>	Unexcused	11.5	36.0	<b>47.5</b>
<b>12</b>		<b>37.0</b>	<b>75.0</b>	<b>112.0</b>

DRAFT