

Ghùch Tlà Community School



School Growth Plan

2016-2017

Last Updated: May, 2016

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

Context: Ghùch Tlâ Community School is nestled in the southern lakes region of the Yukon. We are a K-9 school, including a half day ILC which serves approximately 50 children from the Carcross/Tagish area.

Our primary aim at Ghùch Tlâ Community School is to provide a positive, safe and caring learning environment, free from all forms of harassment, bullying and intimidation. Through a PBIS (Positive Behaviour Intervention Support) approach and expressions of universal expectations including C/TFN Values and Virtues within the school we will model, teach and practice ways to assist a child to grow intellectually, socially, emotionally, and physically to the best of his/her ability while understanding and accepting responsibility for their actions.

We recognize the importance of our collective role in developing within our students the foundations for later learning and hold high expectations for individual student achievement. Working closely to address current and future concerns with our School Council is that we respect the various needs and different learning styles of our students and work as a team to provide them with the best opportunities possible.

Success for students at Ghùch Tlâ Community School has resulted from many initiatives and a positive collective approach. Ghùch Tlâ Community School is proud of its collaborative work with our School Council, C/TFN and the Virtues and Values that are shared with the Department of Education. Restorative practices have resulted in building positive relationships between students, school staff and encourage a more active involvement with parents or guardians. Success has been acknowledged with the experiential opportunities provided to the students such as awesome the bridge building competition results, building of long boards,

Junior REM, seasonal cultural camps, outdoor programming (skiing, biking, hiking, canoeing) and sports (basketball, swimming, gymnastics).

We believe that education is a partnership of home, school, and community and we welcome community members into our school as part of our learning community.

Mission Statement:

Ghùch Tlà Community School along with School Council and the community are committed to educating the whole child through the provision of a healthy, positive atmosphere that promotes and reinforces the community virtues and values such as: respect, self-discipline, cooperation, leadership development, and a sense of community.

Targeted Priorities:

- Build strong relationships and participate in truthful, transparent continual communication with parents/guardians, Yukon Government, C/TFN and the community.
- Continue to develop a culture of inclusive learning for all students in a safe and caring school environment with an emphasis on student academic expectations.
- Ensure that the perceptions of the school are positive and strength based.
- Continued work with Self-regulation and social emotional learning within the parameters of PBIS (positive behaviour intervention support), and the school Code of Conduct.
- Emotional and professional support for teachers working in an “intergenerational trauma” situation.

Response to 2012 School Review Recommendations:

Norms and Culture

1. Engaging on-going conversations about philosophy, goals, directions and strategies so that parents, C/TFN as well as home schooled students understand that the school has high expectations for each learner in a socially and culturally inclusive environment,

We have:

- Initiated Mind-up Program in classrooms;
- Brought in consultants to monitor students at risk
- More frequent conversations with parents
- Term 2 parent/teacher interviews

We will:

- Build rubrics for expectations
- Lessons to support PBIS
- Build a portfolio of examples of excellence of student work
- Have a functioning and controlled web page

2. Establishing clear and consistent expectations for behaviour and social responsibility which includes a restorative approach and the use of performance standards.

We have:

- Developed the first phase of school's Code of Conduct
- Tried an anti-Bullying programs (Peaceful Warriors)
- Incorporated minor and major incident forms
- Teacher script when speaking with a student demonstrating a misbehaviour

We will:

- Explore connections between the code of conduct and C/TFN values and TRC recommendations

3. Work with the department and C/TFN to explore access to counselling to support the social emotional development of the students.

We have:

- Behaviour consultants, FN consultants coming to work with staff and students.
- CATS counsellor.

We will:

- Build a supportive relationship with C/TFN Wellness department.
- More PD for restorative circles and practices.

Community

1. Find ways to further connect with the community and posted at the First Nations office and on the school Website.
2. Schedule collaborative time for staff to develop consistent approaches to academic and social directions.
3. Provide ongoing information sessions so that parents, School Council and C/TFN Executive understand the work of the school and what is being done to support the development of literacy and numeracy skills for all students including those not meeting grade level expectations and those needing to be challenged to fully meet or exceed grade level expectations.
4. Support the role of the CELC in building relationships with staff, parents and community.
5. Work with the department, School Council and C/TFN to :
 - Enhance the transition to secondary school
 - Explore interagency support for students, ie. Counselling.

We have:

- Control of the school website
- Been in more contact with parents regarding concerns
- Work closer with School Council

We will:

- Create parent friendly rubrics explaining student outcomes for grade levels.
- Explore alternative support for students, ie. Counselling.
- Explore the criteria of the CELC.
- Get on C/TFN Executive Council agenda to facilitate regular updates and new information.

School Organization

1. Work with the Department and C/TFN to review the First Nations local curricular resources to clarify connections to prescribed learning outcomes.
2. Work with the Department, C/TFN and potentially the college to explore an Individual Learning Centre or alternate approach so that students have options to continue secondary education if they are unsuccessful in Whitehorse.
3. Continue to build staff capacity in the use of formative assessment, criteria referencing or rubrics, and student self-assessment.
4. Consider how the transportation of Tagish students could be modified to allow for fuller participation in after school activities.
5. Explore:
 - An individualized approach to learning across the grades in order to better meet the needs of all students both vulnerable and capable,
 - Further online or virtual courses for grades 8 and 9 to connect with students from other schools,
6. Work with the Department to:
 - Embed professional development at the school which includes an outreach component to the community,
 - Explore a variety of sites for land-based learning,
 - Monitor the use of space at the school to maximize learning,
 - Explore sharing specialist teachers in rural communities particularly for science.

We have:

- Participated in a FNPP professional development in Teslin looking at the incorporation of community based First Nation curriculum on a daily basis.
- Participated in many field trips away from the school.
- Had a fall and spring culture camp.
- Opened a half day ILC.

We will:

- Change the multi-grade dimensions to better support students, ie; grade 1/2, grade 3/4/5, grade 6/7, grade 8/9.
- Incorporate experiential rotations for grades, ie; shop, foods, destination imagination, project-based learning.
- Review the ILC and how to better support and engage the students.

Processes and Connections:

In the past school year the school growth plan was discussed and changes made in the fall of 2015 in order to refresh the School Council and the new administrator. We focused primarily on a question both school and executive council would express, "Where did education fail our children?" This question dominated many of our conversations surrounding the school growth plan and drives what our goals are now. The School Council has discussed that we need to widen the net for the School Growth Plan and send drafts home to parents and call for special meetings to get their input.

PART 2: Focus

Progress and Evidence:

Looking Back at 2015-2016:

- We acknowledged that our students still struggle with social emotional issues at school and home;
- Promote self-awareness in the classroom;
- Promoted interagency school participation through breakfast program using members from CTFN, school council, RCMP, Administration and the nursing station as volunteers;
- Had positive movement in literacy as demonstrated by assessment testing but;
- Found that behaviour was a great influence on academic growth;
- Participated in numerous athletic, academic and social events;
- Began tracking minor and major incidents;
- Phase 1 draft of Code of Conduct written and approved by School Council.

Looking Forward:

We will continue to use the B.C. performance standard as a teaching tool next year as well as developing social responsibility using Carcross/Tagish First Nations and Department of Education shared virtues and values. A

focus on “assessment for learning” will be on-going along with self-regulation and PBIS initiatives. Professional development will focus on these two items.

The attendance numbers are strong but we need to put more emphasis on academic work during school hours, and that just being in the building does not guarantee academic success.

Working with FNPP and C/TFN to create a more inclusive cultural orientation program for new teachers and support staff for Ghùch Tlà School and the community of Carcross. This is exploring the history of the two schools within Carcross and the intergenerational “trauma” experienced by our community and children. We will put inquiry on the TRC recommendations.

Rationale for goals and objectives:

Student success rates have increased as evident by positive movement in literacy and social responsibility, however are still below the potential of our students.

In order to explore and release the potential of our learners, we need to invest in community based initiatives. It is essential to connect with the whole school community in this endeavour in part with better correspondence and discussions on philosophies of community involvement in their education. The driving rationale comes directly from the 2012 school review stating the concern from our C/TFN Executive that has been echoed by the School Council and staff:

C/TFN Executive expressed a desire to work with the school to set high standards for all students, support social emotional development and address issues of bullying and racism.

In order to address these issues, the goals and objectives below have been identified

Goal #1: Raising academic expectations for all students through increased academic opportunities.

Objective to support the goal: To have students advancing closer to their age appropriate grade level.

Targets:

1. Introduction to experiential rotations per term.
2. Increase student reading levels and comprehension.
3. Increase the amount of a student's academic independence and confidence.
4. By September 2016, the school will have data to show the functional grade level of each student

Goal #2: The school community will work together to address issues of bullying and racism.

Objectives to support the goal: Phase 2 in the development of the School Code of Conduct which incorporates community cultural values and TRC recommendations that are reflected in the rules and accommodate student differences.

Target(s):

1. By September 2016, Code of Conduct will be updated with C/TFN supported information from the Values and Virtues documents and relevant TRC history and recommendations.
2. Restorative Circles will be implemented to assist and support conflict resolution.
3. Reduction in major behavioural incidents.
4. Beginning of year assembly with school community to introduce and unpack the Code of Conduct.

PART 3: ACT

Goal #1: Raising academic expectations for all students through increased academic opportunities.

Objective: To have students advancing closer to their age appropriate grade level.

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
1. Academic updates with parents	-midterm check in	-teachers, Admin., LAT
2. Tutoring programs/IXL	-increased reading levels	-Admin, C/TFN, consultants, DOE
3. Experiential programming	- participation in Science and Heritage Fairs, increased engagement	-Admin, consultants, teachers,
4. Assessment for Learning	-collection of evidence of excellence, assessment rubrics, ongoing assessment and monitoring	-students, teachers, DOE, Admin

Goal #2: The school community will work together to address issues of bullying and racism.

Objective: Phase 2 in the development of the School Code of Conduct which incorporates community cultural values and TRC recommendations that are reflected in the rules and accommodate student differences.

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
1. Phase 2 of Code of Conduct presented to Parents and Community	-Sept meeting and monthly updates on website	-Admin, teachers, School Council, C/TFN
2. PBIS lessons for students	-Lessons plans in place and completed with students in Sept.	-Admin, teachers, PBIS coach
3. Community meetings and updates	-beginning of year gathering, home surveys	-Admin, teachers, School Council
4. Collaborations with C/TFN Wellness Department	-meeting dates and workshops	-Admin, DOE
5. Bringing the truth about the impact Mission School has had on the community today	-documentation of conversations, local research, sharing out findings	-Admin, FNPP, C/TFN, school

PART 4: Monitoring and Adjusting the Plan

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
<ol style="list-style-type: none"> 1. The draft will be given to the newly elected School Council to review and update for September. 2. How to reach parents to get their thoughts on the School Growth Plan, have it on the website and regular meetings. 3. Getting the School Growth Plan on C/TFN Executive Council regular agenda 	<ul style="list-style-type: none"> -monthly updates and have it signed off -having it on the School Council agenda each month -being on the Executives agenda 	<ul style="list-style-type: none"> Admin, School council -Admin, parents, School Council -Admin, Chief and Council

Dates for monitoring progress:

Bi-monthly staff meetings- Every pay Wednesday

School based team meetings bi monthly- Opposite Staff Meetings

School council monthly meetings- 1st Wednesday of month

School Growth Team meetings- September, November, February, and April

CTFN Executive Council meetings- TBA

Inter-agency meetings- Monthly

Communications Plan:

Community BBQ on first week of school

Community Focus Group meetings

Line item in Principals report for School Council Meetings

Available on the School Web page

Newsletters

C/TFN social media

DRAFT