

# School Growth Planning Process

School name

Vision and mission

The slogan for EWES is

On grandit, On parle, On prend soin de nous et des autres, Tu es des nôtres;

We Grow, We Speak, We Care, We Belong;

Ghāniye, Ghākwiinche, D àk à ànita, Ja kwanchan iche

**SCHOOL VISION:**

School Vision EN FRANÇAIS: Dans notre communauté d'apprentissage d'immersion française, nous travaillons pour atteindre notre plein potentiel en tant qu'apprenants à vie engagés et citoyens du monde responsables.

School Vision in SOUTHERN TUTCHONE:

Dáh kêts'ádan kù shāw yû, French k'è kets'ádan,

- ye kwàdúch'əl ka 'i ghá 'ajetsedúdlà nèn,
- lhù ts'atlāw 'a kenúdan ghàuch'èl,
- kà dákhwań dáh nân k'ànúta shǐ.

School Vision in ENGLISH:

In our French Immersion learning community, we work towards our full potential as engaged life-long learners and caring global citizens.

**SCHOOL MISSION**

School Mission EN FRANÇAIS:

Nous supportons l'apprentissage à vie en:

- ayant de hautes attentes pour le rendement académique ·
- offrant un environnement stimulant qui encourage les défis et les expériences créatrices
- encourageant l'indépendance, la persévérance, la prise de risques et la conscience de soi

Nous prenons soin de nous-mêmes, de notre communauté et de notre monde en:

- étant prudent et respectueux
- nous acceptant et célébrant nous-mêmes et les autres

- coopérant comme leaders et membres d'équipe

School Mission in SOUTHERN Tutchone:

Dän kenäwdän dàádh?t ghākùúnjì ts'àn

- Shāwkwāthän kenäwdän kwāshāw ghā kūnyā ni.
- Shāwkwāthän kùk'e, kenäwdän, äyèt kekūdan.
- Ked?nkha ghakūch'j, ye dākūle shāwthän ghā kùúnji d?w.

Dan jā'w nannje yu, dákhahy, dan?n shy uk'ānuta, dazhän lū:

- Dādāghay dāk'ānta, kuyenats'int' r kak'ē shā ule.
- Dāye shāw kwa'ā ye shāw ūles hj.
- Kwāye ndasats'ūSoputdla dan nākwākhēl k'e.

School Mission in ENGLISH:

We support life-learning by:

- Having high expectations for academic achievement
- Providing challenging, stimulating environments and creative experiences
- Encouraging independence, perseverance, risk taking and self-awareness

We care for ourselves, our community and our world by:

- Being safe and respectful
- Accepting and celebrating ourselves and others
- Cooperating as leaders and team members

School profile/  
demographic

SCHOOL PROFILE

École Whitehorse Elementary School (ÉWES) is located in downtown Whitehorse, Yukon, and first opened its doors in 1952 as an English language secondary school. The French Immersion program started at ÉWES in January, 1981. From 1984 until 1990, the Programme cadre en français, French First language instruction, was provided at École Whitehorse Elementary. The school at this time supported three different programs: English, French Immersion and French as a First Language. From 1990 to the spring of 2006, Whitehorse Elementary was a dual track school with French Immersion and English streams. In September of 2004, the late French immersion program was initiated in grade six, with a late immersion grade seven class added the following school year. In the spring of 2006, the English stream was moved to Selkirk School. Since September 2006, ÉWES has been a single track French Immersion School with both early and late immersion programs.

SCHOOL DEMOGRAPHICS

Our current enrollment is 477 students from Kindergarten to Grade 7, including 35 Grades 6 and 7 students in the late French Immersion Program. Approximately 12% of the school population self-identifies as Indigenous. There are 8% of EWES students speak a language other than English or French in their homes. Approximately 96% of our students are bussed

to and from our school. Students come from all areas of Whitehorse.

We have 53 staff members, including classroom teachers, specialist teachers (Physical Education, Music, Southern Tutchone Language, Technology and Library), Learning Assistance, French Literacy, Counsellors, Educational Assistants, Front Office Staff, and School administration. An active school council also supports the school, comprised this year of Laura Lang, Thane Phillips, Sarah Gallina, Johanna Havelaar, Alisha McLean and Ron Davis. We have a seat reserved for a Ta'an Kwach'an Council Member, which is currently vacant.

The popularity of the French immersion program at École Whitehorse Elementary School continues to support a consistent enrollment even with the opening of a French immersion stream at Ecole Selkrik Elementary School. Since 2021, we have had 4 kindergarten classrooms. The enrollment rate of students in the French Immersion program at our school is stable with a strong retention rate.

We have much to be proud of at École Whitehorse Elementary School. Our school provides a warm, welcoming and safe atmosphere with a caring and collaborative staff. At ÉWES, there have been many programs offered outside the classroom that help to build a sense of shared community. As we exit the Covid pandemic, many of our programming choices have started up again. Staff and parents volunteer to provide extra-curricular activities, including: team sports (volleyball, basketball, wrestling, arctic sports), recreational sports (floor hockey, running club), arts clubs, tutoring, and monthly school theme days and for the first time in three years, Polar Games (including the popular dance, hosted by EWES) will be held for all grade 6s territory wide.

Other areas to celebrate in recent years include:

- Communicating Student Learning revision to align reporting with the curriculum redesign
- Ongoing support for technology - a traveling class set of iPads & two class set of laptop computers, Edison projectors/Apple TVs in most classes, one Mac lab
- Innovative use of ancillary and learning assistance staff to support literacy in the early years
- Early literacy screening and interventions in grade 1 and 2
- Self-regulation materials in the classrooms, e.g., neutral fabric, fidget tools, tennis balls and ear protectors to reduce noise, SPARK bikes in 9 classrooms
- Collaboration with school council resulted in a new logo
- A renewed effort to integrate First Nations curricula within the classrooms
- Maintaining a focus on high expectations on academics
- Continuing excellent communication with our parents through newsletters, emails, meetings, three-way conferences, portfolio night and classroom-based presentations
- An active, dynamic and enthusiastic staff that supports all learners

Cultural inclusion standards  
(Yukon First Nations ways of knowing and doing)

Cultural awareness

1) Administration has FN 101 and 95% of permanent classroom staff have successfully completed FN 101. We have approached Yukon College about the FN101 course for the remaining staff. Once courses are available again after the pandemic, courses will be provided in collaboration with the Department of Education and Yukon University.

2) New staff participated in an orientation. In the past, we have work closely with our local First Nations through Mme Smith. It was held at Helen's Fish camp. Staff were bused out and spent the day on the land. Guest speakers included Donna Johns talking about Clans, Joe Migwans and Norman Adamson told stories and Russel Burns shares some of his knowledge about traditional tools. Staff rotated through in groups.

3) Yukon Education has hosted an annual two-day conference for the school councils; training could be facilitated during this time. This year, the council will have two seats guaranteed to First Nations representatives from Ta'an Kwach'an Council and Kwanlin Dun First Nation. The appointment has been filled by Ta'an Kwachan Council.

4. We were fortunate to include YFNED youth advocates into our primary classrooms. These young volunteers supported a few of our Indigenous learners in grade 1 within the classroom. Their support was welcomed; they were enthusiastic, sensitive, reflective and keen. YFNED has supported the school with food and programming as well.

Access to knowledge

4) Schools will utilize local subject matter experts as directed by the local YFN. In the case where this information is not available the Department and FNEC would be expected to create/maintain this list. Ms. Joe was invited into one of our classes to support Indigenous ways of knowing and doing on a regular basis.

5) Schools will have a Yukon indigenous land based activity – minimum of one each season. Grade Activity/Projected Date(s) Cultural/Curricular \* Connection(s) Kindergarten -Nature walk within the Whitehorse area Traditional plants – identifications and stories ; Grade 1 -Kwanlin Dun Cultural Centre – anytime First Nations Elder protocol with stories Grade 2 - Berry Picking in the Whitehorse area – fall Traditional uses and teachings about berries ; Grade 3- Field-trip to Wolf Creek in May. Students rotate through 3 stations - full day. First Nations Technology. Grade 4 Spring Camp – fishing and traditional medicines. Traditional FN practices and teachings about fish and medicines. Grade 5 Long Ago People's Place (Champagne) – Spring. bus + entrance costs, elders Traditional FN shelters, traditional tools, plants & medicines; Grade 6 Da Kų Cultural Centre (Haines Junction). Overnight camping trip - May/June. all classes booked to go – June Southern Tutchone

people and culture. Traditional plants and medicines.

YFNED animates hand-games bi monthly at EWES. Dene Games Traditional Games once a year. First Nations Music workshop music and dance throughout the year

6) Regular Elder participation in every school. Elders participated in FN programming through the language classes and participated in the storytelling.

7) Each Yukon school will work with the First Nation to identify ways of celebrating the local clan system within their school culture (events, ceremony, visual representation). \* Clans are represented in Button Blankets at the entrance to the school; acknowledgment of the traditional territories is made at every assembly, PD day and Staff Meeting. We have a Canadian Flag designed with a coastal First Nation representation upon entering the school as well. We replaced our old school LOGO, which has a wolf represented on it; we designed a logo that respects both clans and those of the clans in Teslin. We are now the Whitehorse Elementary Rapids. We a honoured Orange Shirt Day again this year, by planting a garden of hearts.

Relationships

8) We are currently working with YFNED to engage elders in our programming. We will be exploring ways to ensure our school gets programming.

9) Establish and support an effective working relationship with ESWs/ CELCs. \* We do not have a CELC or ESW assigned to our school.

10) Each school will host a minimum of one community cultural event per year. \* We currently hold a storytelling week annually at EWES. (TBD)

11) Use traditional mediation, restorative or conflict resolution process. \* The restorative approach to conflict resolution is used in front office by administration and counsellors; this is also in our parent handbook.

12) Have an identified space for ESWs/CELCs. \* We do not have an ESW or CELC; we have a comfortable seating area in the library that we have used for our story tellers. We have a local gentleman who comes and reads every week with our grade 1 students. He is not officially an Elder but we respect and treat him with the same respect. (On hold)

13) Designated Elders spaces at all schools including parking and seating.  
\* We do not have an ESW or CELC

- Languages
- 14) Visual representation of the local language throughout the school and on school grounds. \* All common space and offices have been identified with Southern Tutchone identifiers on every door.
- 15) Extracurricular language opportunities like language clubs. \* As a French Second Language school; French is a priority language for our school. We have a cultural club (intermediate and primary) which meets once a week during lunch hours: they work on beading, first nations crafts and drumming. Southern Tutchone language is also practiced during the Culture club. (TBD)
- 16) Encouragement of staff learning and using First Nation languages in the classrooms. \* All k-3 students have 60 minutes of Southern Tutchone language classes per week. Staff meetings start with a time dedicated to FN language teachers introducing and practicing greetings/salutations and O Canada to staff.
- 17) Support students to learn and sing O Canada or any school song, in the local language. \* All students learned O Canada in Southern Tutchone last year; staff will learn it this year. It is played during announcements on a rotating schedule; English, French, Southern Tutchone and all three languages - repeat.

## 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?

Supporting Learning and School Growth: An Inquiry Model

Focus areas: Structured Literacy and Numeracy for our French Language Acquisition for Second Language Learner with priorities targeting French oral language acquisition.

Scanning: (What is going on for our learners?)

Learner Profile:

2022 OurSchool survey, a survey completed by EWES grade 4-7 students suggest that EWES students have positive relationships, with 90% attesting to positive relationships above the Canadian norm of 83%. In the Skills Challenge measure, that reflects students' sense of being challenged in language arts, math and sciences coupled with confidence, 49% of EWES students were placed in the optimal quadrant of high challenge and high confidence (Cdn

norms were 40%) with 29% of EWES confident but not challenged (35% Cdn norm) and 14% in the not confident and too challenging quadrant (18% Cdn norm). Our students continue to identify as having higher than Canadian norms in levels of anxiety at 32% with moderate to high anxiety (Cdn norm 23%).

June Final Summative Report card result for 2021-2022 for French Language Arts show that in grades 4-7, most students are Proficient or Extending with 72% of students successfully demonstrating competencies in French Language arts; there is a notable change in success in the grade 2 and 3 cohorts. Our hypothesis is that these students were more affected by the COVID restrictions and subsequent absences during critical times in their learning. Grades 1 and 2 have only 40% and 50% of the students successfully demonstrating full understanding of the French Language arts curriculum. The data also shows lower success rates in the grade 6 cohort; however, results include the Late French Immersion cohort and therefore make the data more difficult to interpret. All grades maintained a low % of students at 'emerging' (< 6% emerging).

2021-2022 Final Summative Report Card results for English Language Arts: show that in grades 3-7, most students are Proficient or Extending with 83% of students successfully demonstrating competencies in English Language arts; there is a notable change in success in the grade 2. Our hypothesis is that these students were more affected by the COVID restrictions and subsequent absences during critical times in their learning. Grades 2 have only 65% of the students successfully demonstrating full understanding of the English Language arts curriculum. The data also shows lower success rates in the grade 6 cohort with only 76% successfully demonstrating full understanding of the grade 6 ELA competencies. All grades maintained a low % of students at 'emerging' with all grades at 0% with the exception of grade 2 at 5% emerging. We have a strong history of practicing RTI - Response to the Intervention. Students are screened in kindergarten and grade 1 for phonological awareness skills and alphabets (both very strong predictors of future reading problems) and grades 1-2 receive Tier 2 intervention in English while grades 3-5 received Tier 3 interventions in English. There is strong evidence to suggest literacy skills transfer between alphabetic languages and the interventions in English support the learners in French.

The 2021-22 Functional Skills Assessment, which assesses literacy and numeracy skills in Grade 4 & 7 students suggest that 93% of our grade 4 students are On-track or Extending and that 94% of our grade 7 students are On-track or Extending in literacy. In numeracy, 78% of our grade 4 students are On-track or Extending and 84% of our Grade 7s are On-track or Extending.

Summative Report Card data for June 2022 suggests that our Grade 5 cohorts is struggling with 74% of the learners successfully demonstrating a full comprehension of the math outcomes while the other classes from grade 2 -7 have a minimum of 80% of the learners achieving Proficiency or Extending in math.

After reviewing the data and taking into consideration the feedback from staff, this year we will be focusing our efforts on reading, in both languages and in numeracy, with a focus on fundamental skills of addition, subtraction, multiplication and division.

1. The Simple View formula makes clear that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong.

Educators must teach students to decode expertly as early as possible. When students can decode expertly, their

reading comprehension capabilities equal their language comprehension abilities. Schools must provide students with strong content knowledge in many domains at all grade levels in order for them to develop adequate language comprehension abilities.

2. Intervention for struggling readers is effective only when it addresses the student's specific weakness, which may be decoding, language comprehension, or both.

Intervention instruction focused on developing content knowledge or comprehension strategies will benefit struggling readers only they have a weakness in language comprehension.

Struggling readers of all ages can have decoding weaknesses; explicit instruction in decoding will be necessary to improve their reading comprehension.

3. Decoding and language comprehension skills are separable for both assessment and teaching, although both are required to achieve reading comprehension.

Scores from reading comprehension (RC) assessments are not enough data to identify students' whether a student's specific area of weakness is D or LC (or both) with certainty.

Assessment for students of all ages must supply enough information to specifically identify decoding skills and language comprehension abilities.

4. The Simple View of Reading is a mathematical formula with three variables. If we have two variables, the third can be estimated using the formula.

5. The Simple View of Reading is supported by scientific research.

As part of our school growth process, we are committed to leading an inquiry to determine how our school can improve French language acquisition (which will impact the students' capacity to increase their reading comprehension). These improvements use the OECD 7 principles. The shift in practice will ensure to put the learners at the centre (1). Students will be the driving force but everyone will be considered a learner with a specific focus on teachers as the transformers of practice and culture within the school. The focus on oral language, literacy and numeracy learning lends itself nicely to (2) emphasizing the social nature of learning where teachers and students collaborate and network learning. Classes will be restructured to ensure progress monitoring of literacy and numeracy skills is an important part of the lesson and not an incidental add-on. Understanding that emotions are central to learning (3) is the most important principle of learning in this spiral as the students must be attuned to their own emotions and motivations as well as others to understand how their engagement affects performance. Students need to be motivated to want to speak French, apply these skills to literacy and numeracy and understand that this is part of their new identity as a bilingual learner. Honouring their new identity creates a motivation to maintain learning and self-identify as bilingual and not as an anglophone who is speaking some French (negative identity, Tang). The focus on language acquisition is uniquely attuned to the fourth principle, Recognizing individual differences, with the understanding that the dynamics of the students, strengths, interests, experiences and learning gaps, are acknowledged and understood towards a designed focus on professional development and improved practice within the classroom. The increased focus on math and literacy (specifically, learning the phoneme-grapheme correspondences and rules to improve spelling in French) will stretch all of the second language learners and with



differentiated instruction and assessment, students will be challenged and stretched to improve their performances. With a shift in expectations and practice towards an augmentation in French speaking, which will in turn improve both reading and writing, considerations will be made in using assessment in learning (5). Ongoing progress monitoring will also empower the learner. (6) We will work collaboratively with our colleagues in other school as we continue to find resources and professional development to support numeracy and literacy in French and English.

As part of our scan, we have begun asking key questions from the Spiral of Inquiry in the context of our changes to creating a culture of French bilingualism in the school.

Questions were asked to staff:

What are your students learning about numeracy and literacy? Why is it important?

How is it going with your students' numeracy and reading ?

What are your next steps in moving your students' learning forward with French Language skills towards increased reading comprehension and improved writing as well as improved math literacy?

**2) Focus:** In a few sentences, explain why you have selected this area. What changes are you hoping to obtain for your teachers?

Part of Mission (purpose statement) clearly articulates that EWES supports life-learning by:

- Having high expectations for academic achievement
- Providing challenging, stimulating environments and creative experiences
- Encouraging independence, perseverance, risk taking and self-awareness

Data suggests that EWES maintains high academic expectations, we strive to improve in both literacy and numeracy. The percentage of students in each cohort that is Proficient and Extending has not changed over the years. We would like to see that number increase.

As a result of the significant changes in the delivery of literacy instruction, with a great move towards the Science of Reading, EWES will continue to focus on the 5 pillars of reading as outlined by the meta-analysis of reading research by the National Reading Panel - phonological awareness (specifically phonemic awareness, with alphabets are the highest predictors of future reading), phonics (words study with a explicit instruction of the phoneme-grapheme correlations), fluency (taught through oral reading with responsive feedback during guided reading), vocabulary and comprehension. The decodable texts, that follow a scope and sequence, are becoming more available in both English and French. A focus the on using decodable texts will be used in the primary classrooms. The intermediate teachers are learning about becoming reading teachers, and this will be a focus for our PD for them this year.

Vocabulary and Comprehension are two of the components that support our rrational for providing Tier 2 and & 3 interventions in English: Given the Simple View of Reading, where decoding x language comprehension = reading comprehension, the support in English allows students to use their existing and expanding English language comprehension as they learn to decode (which includes phonemic awareness, phonics and fluency) to successfully acquire reading skills towards reading comprehension and as they progress through the school years of French Immersion kindergarten, grades 1 and 2, students gain much needed French language/listening comprehension,

which they can apply to their newly acquired decoding skills (transferable from English and acquired through direct instruction in the grade 2-3 classroom)) to achieve reading success in their second language.

In numeracy, we will be using Jump Math from grade 3-6 in French to supplement the existing program with the hope that repeat and practice with basic skills as provided through JUMP Math will support our high absenteeism students and students who struggle with the French vocabulary over math algorithms.

Numeracy: we explored some resources available from the NWT to diagnose and remediate math gaps. This resources was found to be lacking. We will continue to monitor and explore our math outcomes using FSA and classroom assessments.

**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 is that if teachers are better prepared to teach literacy, their practice improves, then we will see higher outcomes with our students. As we move towards a strong understanding of explicit, sequential, systematic instruction, all of our students will be exposed to the same material and outcomes will improve. Using Eclipsion from Manitoba in all grade 2-3 classrooms, teacher will now have a scope and sequence for teaching phoneme-graphemes towards an increased vocabulary, better spelling and even better articulation when speaking. We will continue to encourage teachers to promote oral language acquisition to ensure vocabulary is increased thereby improving language comprehension; an important component towards reading comprehension.

Using Jump math, we will pilot one year with this resource; teachers will be asked to review how much of the material was consumed, if it was used, benefits and detriments will be assessed. Even if the resource is not fully used, our hunch is that teachers will recognize the need to practice math facts at increased intervals throughout the year.

**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?

Resources: Jump Math Student Workbooks in grade 3-6 in French were provided to all students in grades 3-6 and teachers in each grade were provided with a teacher manual to supplement the existing math program. A end of year math diagnostic assessment was shared with every class from grade 2-7 to be administered at the end of the year. We will use these in to determine if our efforts this year have been successful and to provide the next year's teacher with a student profile in math.

Professional Development Days:

August 18 - primary teachers attended a presentation on the Science of Reading, with practical applications for their classrooms in both English and French. The session included implications on reading and spelling and over of instruction and the important points in systematic and sequential reading instruction.

September 29th - Intermediate teachers attended a French literacy inservice provided by Academie Garmin to address reading instruction in the higher grades in French. They looked at decoding and the phoneme-grapheme codes in French with implications on spelling and comprehension.

January 16 - Shauna Nero presented strategies to support oral language development which is strongly correlated with language comprehension, a fundamental requirement towards reading comprehension.

April, Johanne Austin, French language consultant from NS came into the school over a period of a week to model teaching and give feedback to teachers on creating an environment to promote oral language development in French. May 1, DIBELS training in reading evaluation that measures oral reading and comprehension and identifies students at risk to be monitored.

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

Using report card data from December and June, school wide write (English and French) as well as FSA and Our SchoolSurvey in addition to the year end math diagnostic in each grade, we will review data to determine our trajectory. Val Long, our teacher mentor, will go into classes to support teachers in their practice and on-going informal class visitations will be used to determine where supports should be increased. Literacy and numeracy are standing items on the school staff meetings and brought up at growth plan meetings.

**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?

We would like to continue to gather information about our learners. We have screeners that are administered in k and grade 1 and we will be comparing those over time with our reading outcomes. The reading evaluation pilot using DIBELS may be expended into the FRENCH version as we watch our Ontario, Quebec and NS school districts and their shifts towards more sequential literacy instruction. In our examination of the cohorts, the proficient and extending percentages remain very stable over a number of years. WE need to dig deeper in the reasons our developing students aren't improving at a satisfactory rate.

**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.

In our most recent Schoolsurvey, students positively identified themselves as Bilingual with 74% of grade 4-7 students identifying themselves as agreeing or strongly agreeing with the statement: I am proud of my bilingualism (being able to speak in both French and English). Teachers share a variety of levels of comfort with the skills required to teach literacy and numeracy and we will continue to support these teachers with professional development, resources, mentoring and professional learning communities. After a long hiatus, EWES will be returning to one staff meeting a month and one working groups meeting a month. These meetings will be targeting reading, math, literacy, language comprehension and instruction using leaders within the school to moderate and facilitate the meetings.

**8) Student achievement/Key indicators for success:**

Baseline

French Oral Language- fluency, word retrieval, articulation, ease of communication  
French Reading & Writing - past years' results, EE, ERCL results, class assessments  
Report Cards, FSA, progress monitoring in the subjects in classrooms, numbers of students in Tier 3

interventions over time.

Target

Increased use of French within classrooms - Literacy and Numeracy improvement  
Increased motivation and engagement

Results

Report Cards French Language Arts Final June 2023 Results:

Grade 2: Emerging: 12% Developing: 32% Proficient: 46% Extending: 11% (57% Pro+Ext)

Grade 3: Emerging: 24% Developing: 28% Proficient: 60% Extending: 6% (66% Pro+Ex)

Grade 4: Emerging: 2% Developing: 17% Proficient: 65% Extending: 17% (83% Pro+Ex)

Grade 5: Emerging: 0% Developing: 29% Proficient: 48% Extending: 24% (72% Prof+Ex)

Grade 6: Emerging: 0% Developing: 17% Proficient: 76% Extending: 7% (83% Pro+Ex)

Grade 6 LFI: Emerging: 0% Developing: 17% Proficient: 42% Extending: 42% (84% Pro+Ex)

Grade 7: Emerging: 2% Developing: 22% Proficient: 64% Extending: 11% (75% Pro+Ex)

Grade 7 LFI: Emerging: 0% Developing: 33% Proficient: 58% Extending: 8% (66% Pro+Ex)

Math June 2023

Grade 2: Emerging: 2% Developing: 18% Proficient: 68% Extending: 12% (80% Pro+Ext)

Grade 3: Emerging: 0% Developing: 14% Proficient: 83% Extending: 4% (87% Pro+Ex)

Grade 4: Emerging: 0% Developing: 15% Proficient: 72% Extending: 13% (85% Pro+Ex)

Grade 5: Emerging: 0% Developing: 14% Proficient: 52% Extending: 33% (86% Prof+Ex)

Grade 6: Emerging: 3% Developing: 11% Proficient: 73% Extending: 14% (86% Pro+Ex)

Grade 7: Emerging: 2% Developing: 10% Proficient: 50% Extending: 38% (88% Pro+Ex)

FSA 2022-2023

Grade 4 Literacy 13% Emerging; 67% On Track, 21% Extending

Numeracy 8% Emerging; 83% On Track; 8% Extending

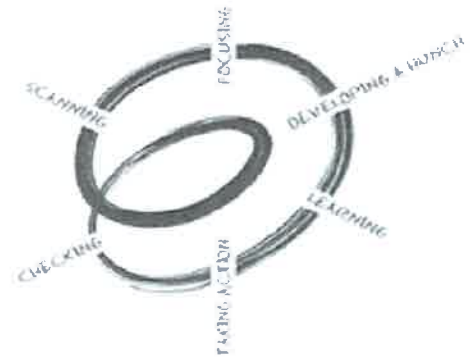
Grade 7 Literacy 2% Emerging; 88% On Track; 7% Extending

Numeracy 28% Emerging; 62% On Track; 7% Extending

# 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 <i>social and emotional learning</i> . 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.