

Selkirk Elementary



School Growth Plan 2019/20 Revised



2019 2020 School Growth Plan

School Profile

Selkirk Elementary School is located in Riverdale, Whitehorse. The school was first built in 1959, with an addition constructed in 1974. The building and grounds are well maintained and in excellent condition. School facilities are well used by the community on evenings, weekends and holidays. An all-weather play area includes climbing equipment, swings and big toys, as well as paved play areas, a fenced outdoor basketball court, a wooded play area, two soccer pitches and baseball diamonds. Outdoor climbing equipment for the Primary playground was replaced in August 2015. Indoor facilities include a large gym with stage and well equipped adjoining music room/theatre, an up to date learning commons, interactive white boards in all classrooms, a dental care office and a number of small meeting rooms available to provide counselling and student support programs. A weekly evening Family Night Recreational Program for students and families that was begun in 2010 continues to evolve and grow. Selkirk became a dual track school in 2016 offering French Immersion K and Grade 1, with successive grades added annually. Grade 4 French Immersion was added in August 2019. Intensive French continues for grade 5 students along with a Pre-Intensive Core French program for students in grades 4-7. A Southern Tutchone First Nations Language program is offered to all students K-7.

School Demographic

While the multicultural complexion of the school's student population is growing as immigration to Yukon increases, the largest representation is from FN communities, with the number of students of FN ancestry approximately 30%. Most of the 317 K-7 students who attend Selkirk live within a 2 km radius of the school. A school teaching and administrative staff of 26.5 FTE has been scheduled for the 2019/2020 academic year along with paraprofessional support staff (Educational Assistants, Remedial Tutors), Reading Recovery teachers, ELL support, a full time Administrative Assistant, a Family Night coordinator and a part time Library clerk. Learning Assistance, Counselling and paraprofessional assistance are available within both English and French programs.

School Vision and Mission

We believe that the best teaching and learning experiences we can provide for our students is based on the strength of the relationships we build between and among all members of our school community. This year our school goals will emphasize current research that relates brain functions and self-regulating behaviors that best support a positive mindset and student learning. We will be extending our work as a trauma sensitive school by including a soft start in the morning and a number of regulation breaks built into the academic day. We will be assessing our efforts over the year to determine impacts on student participation, regulation, positive mindset and learning, that we hope will provide data to support the 2019 auditors general report.

Positive relationships to support learning are provided on many fronts. Together with all Yukon schools, Selkirk will work to harmonize teacher evaluation with teaching and assessment strategies that support curriculum redesign and YFN cultural inclusion. These efforts employ the Growth Mindset and Spirals of Inquiry to develop teaching pedagogy, assessment and reporting via collaborative teamwork and distributed leadership to share expertise and best practices. To support, our school timetables are coordinated to create smaller instructional groups for language arts and math by combining enrolling, resource team and support staff together for in-class rather than pullout support.

As noted above, a continuing focus on developing meaningful inter-relationships between and among students, staff and parents remains at the heart of our work on all fronts. These include physical and outdoor education, music and the arts, family involvement, community service, an expanding French language program as well as curriculum for all grades that integrates First Nations cultures and ways of knowing and doing

School Growth Plan Goals: How will the development of self regulation skills within an inclusive, trauma sensitive school strengthen inter-relationships within the school community and improve the school learning environment and student growth?

Rationale for selecting goals, objectives and targets

Building strong student centered inter-relationships within an inclusive school community is integral to improving the school's learning environment and student growth. All facets of student progress within both English, FSL and FN programs are supported by the assessment for learning process in which the gathering of evidence and student performance data are used within a cycle of reflective practice to inform instruction and improve the teaching and learning process. To support, developing student self regulation skills within a trauma sensitive school can improve academics and all aspects of the school's learning environment, culture and programs supporting student growth and development.

Objectives

- How will experiential, project/inquiry and blended learning opportunities within the YE curriculum assist students become independent learners, responsible for their growth and improvement?
- How can further exploration of flexible timetabling, spirals of inquiry, positive mindset, interactive notes (eg show what you know) support the development of core competencies?
- How will student learning and achievement be further supported by developing student self regulation skills within an inclusive trauma sensitive school?

Targets

- All staff will combine reflective practice and formative assessment analysis with a positive mindset and spirals of inquiry to identify and address teaching and learning targets within their classrooms.
- We will coordinate professional development and resources for all staff to develop an inclusive, trauma sensitive school.
- The quality of student/student relationships and the inclusion of First Nations ways of knowing and doing will be further addressed within curricula and program activities.
- Program opportunities for students and families that have been successful in strengthening inter-relationships and capacity within the school community will be continued.