

# Selkirk Elementary



## School Growth Plan 2016/2017



*2016 2017 School Growth Plan*



## **PART 1: Context, Priorities, Response to Reviews, Processes, Connections**

### **Context:**

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 computer lab and learning commons, Promethean and interactive white boards in all classrooms, a dental care office and a number of small meeting rooms to provide counselling and a variety of support programs for students. An Early Learning Project for parents with their preschool children serves over 70 families, and a weekly evening Family Night Recreational Program for students and families begun in 2010 continues to evolve and grow. Selkirk became a dual track school in 2016 offering French Immersion K and Grade 1 in August 2016, with successive grades to be added annually to grade 7. Intensive French is offered for grade 5/6 students and a Pre-Intensive Core French program is offered to students in grades 4-7. A Southern Tutchone First Nations Language program is offered to all students K-7.

Most of the 220 K-7 students who attend Selkirk live within a 2 km radius of the school. 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 approaching 50%. A school teaching and administrative staff of 21.3 FTE has been scheduled for the 2016/2017 academic year along with paraprofessional support staff (Educational Assistants, Remedial Tutors), two .5 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 is available within both English and French programs

Selkirk possesses many strengths within its culturally diverse community, and has made many gains in all areas to provide a well-balanced program for its students. Experiential programming, physical education including physical literacy, swimming and outdoor pursuits, in-school violin, guitar and choral music, dramatic presenting skills, choreographed dance as well as opportunities for family and community involvement are among the school's growing strengths. A continuing focus on virtues education, universal values and the recognition of positive student attributes within daily routines provides the basis to regularly celebrate student performance and citizenship within classrooms, in daily announcements, the school newsletter and through the school's shining star assemblies. Student strengths are also evident in steadily improving participation, overall achievement, and in their growing ability to incorporate instructional technology in their work. Staff strengths include a solid commitment to the ongoing building of relationships and capacity between and among students, staff and parents within our school community and to the ongoing improvement of teaching, learning and student achievement. Taken together, it has been a source of pride for us all to witness the steady growth and positive learning environment that characterizes our work at Selkirk.

## **Priorities:**

At Selkirk, an ongoing priority includes providing each learner with a safe, caring, positive and culturally inclusive learning environment. At Selkirk, we recognize the value of reflective practice, where teachers are aware of learner needs, and can explore and motivate with differentiated approaches to make learning a shared venture with their students. Accordingly, we continue to focus on assessment for learning and the development of meaningful inter-relationships and capacity within our school community, to foster student independence, learning and achievement.

We also recognize that priorities within Yukon Education continue to improve and change. Curriculum redesign based on a Yukon version of BC curriculum remains a work in progress. Importantly, curriculum redesign supports teachers and students as learning partners, where student interests and problem solving are fundamental drivers. Importantly, teachers are encouraged to take on a greater role as facilitators and providers of timely feedback and challenges to students' thinking, while conducting formative assessment to monitor the impact of their teaching on learning and achievement.

Selkirk's School Growth Planning Committee, PLC's, school staff and School Council continue to consider progress made against the goals of our 2015 2016 SGP. While we have been pleased with many obvious positive observations and gains the school has made this year, our collection and analysis of achievement data was not available until after year end. Accordingly adjustments have been made to our 2016 2017 SGP draft during the 2016/2017 academic year to reflect achievement evidence and to make modifications as needed to the final 2016 2017 SGP.

## **Response to Reviews:**

Recommendations from the March 2015 School Review were carefully reviewed in the spring and fall of 2015, and have been incorporated within the goals of the finalized 2015 2016 and 2016 2017 School Growth Plans.

## **Processes and Connections:**

Students, staff, parents, School Council, and YE personnel were engaged in assessing 2015 2016 SGP goals toward setting goals for 2016 2017. This began with our 2016 May SGP Pro-D at which both annual goals and School Review recommendations provided the basis for a 2016 2017 SGP draft. Results were reviewed with all staff August 31<sup>st</sup> and included department support and directives for our joint SGPPT/PLC chairs/Pro-D committee. The joint committee met Sept 9<sup>th</sup> to with recommendations for whole staff participation in PLC meetings, to include Assessment for Learning, Spirals of Inquiry, Mindset and data based learning projects. Student data from our PBIS derived student behavior program was also reviewed. School profile evidence from assessments including attendance, EYE, Boehm, Report Card marks, Reading/Writing/Numeracy for K-3 and K-7) as well as overall, disaggregated and

longitudinal results for FSA's, DART and SWW's for the 2015 2016 academic year was not available until November 2016, with subsequent analysis delayed until January 2017.

Our SGPPT includes PLC chairpersons, FN staff/elders and members of our Pro-D committee: Kim Thompson, Shawna Anderson, Monique Levesque, Cathi Dunham, Laura Orviss, Linda Harvey, Susan Smith, Jeff Cressman and Peter Gubbe, Throughout the year, regular monthly meetings have been scheduled for the SGPPT, PLC's, the whole staff, and the School Parent Council to align ongoing work and keep all informed.

## **PART 2: Focus**

### **Progress and Evidence**

#### **Looking Back**

We have observed through discussion that our SGP goals to build inter-relationships and capacity within our school community have positively influenced student participation and the school's environment for learning this year. This is in keeping with our most recent School Review noting that the atmosphere at SES is positive, cheerful, multicultural and bright, with evidence of stronger ties with our community, high levels of student volunteerism and solid efforts to provide high quality programming. Supporting evidence is found in Appendix I: Selkirk Data Summaries, with highlights noted below:

#### **1. School Profile Results**

- Student attendance was positively impacted in response to funded initiatives supporting music, dance and family programs. Learning outcome gains for students in the attendance initiative were positive. Extracurricular team sports as well as a school-wide ski program are also well attended by students, but not long enough per student to indicate attendance or learning patterns.
- Report cards for K-3 reading, writing and numeracy show solid growth between 2014/2015 and 2015 2016.
- Report card results for grades 4-7 were not compared as criteria used for data were different each year.
- EYE and Boehm results showed few patterns. However, SES results were similar to rural findings, with lower than average results than those for all new Yukon students entering Kindergarten.
- Student Relationship Survey. Overall, a pre/post analysis of student response data disaggregated by grade, gender and FN/non FN, to explore student/student and student/staff inter-relationships was very positive, with the greatest gains made in equalizing perceptions over the year among First Nations and non-First Nations students.

#### **2. FSA results**

skills and abilities results for new students entering Kindergarten. received Nov 2016 support positive results vis-à-vis attendance initiatives, extracurricular and Family Night program opportunities. EYE, Boehm, Report Card marks, Reading/Writing/Numeracy for K-3 and K-7 including FSA's, DART and SWW's when compared to 2014 2015 results. a

- A variety of initiatives undertaken to support Part 3: Act
- The SGP goal to develop a learning commons was not achieved; ongoing contributing issues continue to include competing priorities and staffing, rendering this an unrealistic goal to pursue.

**Looking Forward** from a mid-year student survey

**SGP Goal for 2016 2017:** How will the continued strengthening of inter-relationships and capacity within the school community improve the school learning environment and student achievement?

**Rationale for selecting goals, objectives and targets**

Building strong student centered inter-relationships and capacity within the school community is integral to improving the school’s learning environment and student achievement. All facets of student progress within both English and French Immersion 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. AFL applies not only to improving academics but also to 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 redesigned curriculum for Yukon schools assist students become independent learners, responsible for their growth and improvement?
- How can further exploration of flexible timetabling and staffing support the development of core competencies?
- How will student learning and achievement be further supported by a continuing emphasis on AFL and high quality programming opportunities for students and families?

**Targets**

- All staff will combine reflective practice and assessment matrix analysis with AFL steps 1-7 to identify and address teaching and learning targets within their classrooms.
- AFL steps 1-7 will be further explored and developed within PLC’s and supported by coordinated professional development and resourcing for all staff.
- The quality of student/student relationships and the inclusion of First Nations history and culture within curricula and program activities will be further addressed
- Program opportunities for students and families that have been successful in strengthening inter-relationships and capacity within the school community will be continued.

**PART 3: ACT** assessment for learning and

<b>Objectives</b>	<b>Actions/Strategies</b>	<b>Persons Responsible</b>	<b>Evidence</b>	<b>Monitor &amp; Adjust</b>
Students and staff will further develop and apply AFL criteria (1-7) to improve core competencies/skills within the redesigned YE curriculum.	Classroom teachers and PLC’s combine reflective practice and assessment matrix analysis to develop instructional plans within ongoing teaching and learning cycles. PLC’s, Admin and whole staff regularly review Pre and Post results and plans to direct teaching, ProD,	Classroom Teachers LATs EAs Admin YE personnel	Pre and post AFL results are collected for discussion and analysis to direct teaching/learning priorities and decisions. Students use criteria for self-assessment and goal setting	Monthly PLC/staff and student/staff meetings are scheduled to discuss results and make ongoing adjustments promoting student independence and achievement in the teaching/learning cycle.

<p>Expand First Nations history and culture within curricula and program activities.</p>	<p>In both English and FI programs, co-plan and co-teach at least one unit of study with all classes integrating FN culture/history within core curricula. Relate the Southern Tutchone FN Language program to all FN communities and languages represented in the school. Promote student and family participation in the school: eg singing, dancing, drumming, handgames, regalia making, feasts, seasonal camping, storytelling, etc.</p>	<p>FN language instructor with classroom teachers Admin YE FN staff and others as noted in plans for cultural inclusion. (Elders, parents, community members)</p>	<p>against posted continuums of core competency skills.</p> <p>Pre/post student relationship survey results for FN students. Assess student understanding of culture and language. Assess student and family participation and enthusiasm in FN program opportunities</p>	<p>Seek FN, student, whole staff and family input re evaluation and redesign of programs to support ongoing student progress, parent and family involvement</p>
<p><b>Objectives</b></p> <p>Continue to build relationships and capacity among students and the school community.</p>	<p><b>Actions/Strategies</b></p> <p>Promote and teach to the adoption of school-wide pre-determined language that target kind behaviors and that promote pro-social and restorative practices for conflict resolution. Revisit and provide direct teaching to promote SES values and PBIS derived expectations for student conduct and performance.</p>	<p><b>Persons Responsible</b></p> <p>All staff</p>	<p><b>Evidence</b></p> <p>Pre/post student inter-relationship and behavior survey results. Staff discussion.</p>	<p><b>Monitor &amp; Adjust</b></p> <p>Continue AFL to review program successes and areas to improve.</p>
<p>Continue to build relationships and capacity via high quality programs for students and families.</p>	<p>In both English and French Immersion programs, continue to provide school-wide programs re experiential, sports, music, outdoor activities/education, blended learning, music, violin, dance, visual arts, performance skills.</p>	<p>SGPPT/ProD/PLC committee for Blended Math, YE Pro-D staff, school staff, Family Night Coordinator Admin</p>	<p>Assess student relationship and behavior surveys as well as academic achievement results</p>	<p>Continue AFL to review program successes and areas to improve.</p>



<p>Add IT hardware to facilitate project and inquiry learning.</p>	<p>Continue to expand opportunities for child/family involvement within the Family Night program parent/child programs.</p> <p>Purchase laptops and mobile units to expand access to computers to three areas of the school.</p>	<p>Admin, IT teacher, School Staff, YE</p>	<p>Assess student achievement results indicating the apparent impact of improved IT capacity and flexible time blocks supporting project and inquiry learning</p>	<p>Continue AFL to review program successes and areas to improve.</p>
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**PART 4: Monitor and Adjust**

As indicated above, our collection and pre/post analysis of achievement data will not be complete until year end. Also as above, combined evidence and data will be used in the fall to adjust draft SGP goals and to identify specific areas for AFL project work within a finalized SGP for 2016 2017. Appendices illustrating survey and data results will be attached and/or included in the AMS portal for SES at that time.

**Communications Plan:**

A joint SGPPT/PLC Chair/ProD steering committee will be struck again in the fall. We will revisit the draft SGP for 2016 2017 as noted above, and will follow similar timelines over the year for the ongoing review and assessment of progress against Goals.

Communication between and among all stakeholders will incorporate the following:

- Newsletters
- Staff meetings
- YE/Selkirk ProD
- PLC logs
- Community media
- School Website
- Student planners
- Student Progress reports
- School Council Meetings
- SGPPT/ProD/PLC Joint Committee

## Appendix I. Selkirk Data Summaries

### I School Profile

- **Attendance 2015 2016**

School-wide average absences are slightly lower than Yukon average over four years, with little annual change at SES

- Suzuki music attendance initiative (innovative grant) with practices 4x/week:

SES student participation increased from 12 to 21, including 6 FN students. Of these, 20 students significantly improved their attendance over the 2015 2016 year! Academic achievement improved slightly as report card grades.

3 adults and 14 students joined from other schools including 8 elementary and 6 high school students

Participation included a Fall Recital, performances at Kwanlin Dun, Rotary Music Festival, Super Store, Celebration of Music, SES Festive Follies and the SES Spring Showcase

- Extracurricular Suzuki music teaching time: Minutes Per Week

In School Suzuki Violin

30 minutes/week each for 17 students

Family Night Violin

Beginners Experienced

45 45

String Orchestra

45

Group Suzuki Violin

Beginners Experienced

30 60

Guitar Club (25 members)

60

- Extracurricular After School Dance: Minutes Per Week

Grades Minutes/week

K -3 60

4 to 7 60

-Extracurricular Guitar : Minutes Per Week

Grades	Minutes/week
Mixed 25 Members	60b

-Extracurricular Family Night Attendance Tuesdays 5:30-7:00pm:

Attendance has increased steadily, with average attendance of parents/caregivers and students now 65+ from approximately 30 three years ago.

- **K: EYE** (Kindergarten Early Years Evaluation) awareness of self/environment, social skills and approaches to learning, cognitive skills, language and communication, physical fine and gross motor development:  
2015 to 2016: All areas show a stronger 2016 cohort than 2015
- **K: Boehm** (assesses 50 basic concepts re language comprehension to identify at risk learning factors including speech and language. Results include students from the Child Development Center)  
2015 to 2016: 2016 cohort includes significantly more at risk factors than 2015. 36% indicate interventions needed. 18% are from CDC. Results are comparable to rural results, lower than urban or overall Yukon results

• **Final Report Card Marks**

K-3 Math : % Meeting or exceeding:

	K	1	2	3
2015:	78	76	67	47
2016:	89	83	70	81

K-3 Reading: % Meeting or exceeding:

	K	1	2	3
2015	78	77	60	42
2016	86	83	70	81

K-3 Writing % Meeting or Exceeding:

	K	1	2	3
2015	67	76	58	42
2016	77	56	48	50

**II** **FSA 2015:** % Meeting or Exceeding: SES and (Yukon)

		Reading	Writing	Numeracy
Gr 4	All	59 (71)	41 (61)	45 (69)
	Male	46 (66)	31 (51)	31 (64)
	Female	71 (76)	50 (73)	57 (74)
	FN	50 (59)	33 (50)	33 (56)
Gr 7	All	49 (69)	56 (65)	41 (67)
	Male	33 (62)	46 (55)	46 (61)
	Female	71 (74)	71 (75)	35 (62)
	FN	38 (51)	50 (49)	19 (44)

**III FSA 2016: % Meeting or Exceeding: SES and (Yukon)**

		Reading	Writing	Numeracy
Gr 4	All	67 (75)	50 (74)	78 (75)
	Male	58	42	67
	Female	83	67	100
Gr 7	FN	80 (60)	80 (57)	80 (57)
	All	52 (75)	64 (65)	42 (69)
	Male	62	46	46
	Female	44	78	39
	FN	22 (47)	33 (41)	33 (45)

**IV Selkirk Relationship Survey Analysis October 2015 and May 2016**

**KEY:** % = “Always” and “Most of the time” reponses

Purple = Discrepancy from the aggregate Mean (>10%)

BLUE = Discrepancy within the pair (>10%)

Orange = Discrepancy between test administration October to May (- or + 10%)

- **Student/Teacher**

<b>1</b>	<b>I feel that the teachers respect me as an individual</b>						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	85	86	83	90	81	78	89
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	81	75	87	76	87	75	83
TREND	-	-	+	-	+	-	-

<b>5</b>	<b>My teacher explains things so that I can understand</b>						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	83	79	87	87	79	77	86
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN

May	76	74	79	75	77	80	75
TREND	-	-	-	-	-	+	-

<b>11</b>	<b>There is an adult at the school I can talk to if I am felling upset</b>						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	71	59	82	71	71	66	73
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	73	75	71	76	68	66	77
TREND	+	+	-	+	-	=	+

<b>12</b>	<b>My teachers try to help me when I ask for help</b>						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	90	86	92	91	86	81	92
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	84	78	91	82	90	84	83
TREND	-	-	-	-	+	+	-

<b>15</b>	<b>If I get in trouble at school, I am told what I did wrong</b>						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	67	56	79	70	65	62	70
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	74	70	79	73	77	68	77
TREND	+	+	=	+	+	+	+

<b>My teachers care about my feelings</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	80	74	87	88	70	71	85
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	81	76	84	83	77	82	80
TREND	+	+	-	-	+	+	-

<b>18 My teachers want to know if something is bothering me</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	72	72	72	73	70	59	80
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	70	75	64	69	72	68	71
TREND	-	+	-	-	+	+	-

<b>19 I respect my teachers</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	87	85	88	90	83	72	94
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	90	84	97	91	89	91	90
TREND	+	-	+	+	+	+	-

<b>20 My teachers respect me</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	89	85	93	89	91	84	92

Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	91	88	94	89	93	91	91
TREND	+	+	+	=	+	+	-

<b>21 My teachers like to hear about things I do outside of school</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	48	43	52	57	35	41	52
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	53	45	62	50	57	43	57
TREND	+	+	+	-	+	+	+

<b>22 My teachers give me helpful feedback on my work</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	74	74	70	77	70	62	79
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	75	66	84	70	83	68	78
TREND	+	-	+	-	+	+	-

<b>23 My teachers try to help me become a better person</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	77	81	74	80	72	74	80
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	82	82	79	83	79	77	83
TREND	+	+	+	+	+	+	+

<b>24 If I am angry about something at school, I can talk to an adult about it.</b>							
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Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	69	76	70	77	68	55	76
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	61	62	60	70	45	57	63
TREND	-	-	-	-	-	+	-

25	My teachers help me want to learn new things.						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	86	87	84	88	84	74	92
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nati	Non FN
May	94	95	92	96	91	92	93
TREND	+	+	+	+	+	+	+

• **Other Student/Teacher**

7	The other students say good things about their teachers.						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	55	60	53	68	41	50	59
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	64	62	67	73	51	70	61
TREND	+	+	+	+	+	+	+

8	When students get in trouble with a teacher they usually deserve it.						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	57	51	63	65	47	57	57
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nati	Non FN
May	63	67	57	61	66	59	64
TREND	+	+	-	-	+	+	+

13	My teacher tries to help other students when they ask for help						
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Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	90	88	92	93	85	81	94
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nati	Non FN
May	91	87	97	88	93	89	93
TREND	+	-	+	-	+	+	-

17	My teacher cares about other students' feelings.						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	88	88	88	94	80	88	89
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	85	83	87	83	87	86	84
TREND	-	-	-	-	+	-	-

- **Student/Student**

4	Other kids seem to get along with each other						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	56	51	58	64	41	50	57
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	52	54	49	49	57	45	55
TREND	-	+	-	-	+	-	-

6	Students respect other students' feelings						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	51	53	50	61	37	45	53
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nati	Non FN
May	48	54	41	55	38	52	46
TREND	-	+	-	-	+	+	-

<b>26</b>	<b>I look forward to playing with my friends at recess</b>						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nati	Non FN
October	82	79	84	77	88	74	85
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nati	Non FN
May	85	82	87	83	89	87	83
TREND	+	+	+	+	+	+	+

<b>27</b>	<b>Other kids help me when I ask them to.</b>						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nati	Non FN
October	49	52	45	50	46	40	52
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	58	51	67	51	70	50	62
TREND	+	-	+	+	+	+	+

<b>28</b>	<b>Most of the kids are kind to one another</b>						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	52	54	50	61	35	49	52
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	56	55	57	61	49	52	58
TREND	+	+	+	=	+	+	+

<b>29</b>	<b>Most of the kids care about other people's feelings</b>						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	53	56	50	65	35	38	61
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	52	51	52	61	38	55	51
TREND	-	-	+	-	+	+	-

- **Teacher/Teacher**

<b>2 The teachers seem to like each other.</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	96	93	100	98	95	91	99
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nati	Non FN
May	91	90	94	89	94	96	90
TREND	-	-	-	-	-	+	-

<b>3 My teachers seem happy.</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	79	73	85	81	76	78	80
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nati	Non FN
May	83	78	89	82	85	84	82
TREND	+	+	+	+	+	+	+

- **General**

<b>9 The school is a comfortable/safe place to be.</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	83	86	81	92	74	76	87
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	76	74	79	82	66	77	76
TREND	-	-	-	-	-	+	-

<b>10 I enjoy coming to school.</b>							
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	75	76	73	78	70	59	82
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	70	63	78	69	70	59	75

TREND	-	-	+	-	=	=	-
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<b>14</b>	<b>There is something fun or interesting to do at recess.</b>						
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
October	80	80	79	82	76	76	81
Cat.	Aggregate	Boys	Girls	Gr. 3-5	Gr. 6-7	First Nations	Non FN
May	81	79	83	81	81	77	82
TREND	+	-	+	-	+	+	+

## V. SES SCHOOL WIDE WRITE 2014/15, 2015/16,

### School Results – Convention 2014 2015

School	03		04		05		06		07	
	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin
<b>Total</b>	<u>15</u>	<u>19</u>	<u>21</u>	<u>22</u>	<u>25</u>	<u>30</u>	<u>40</u>	<u>29</u>	<u>26</u>	<u>34</u>
<b>% At or</b>	<b>13</b>	<b>36</b>	<b>19</b>	<b>59</b>	<b>20</b>	<b>53</b>	<b>17</b>	<b>62</b>	<b>15</b>	<b>50</b>

### School Results – Convention 2015 2016

School	0		04		05		06		0
	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,
<b>Total</b>	<u>3</u>	<u>25</u>	<u>19</u>	<u>18</u>	<u>24</u>	<u>20</u>	<u>22</u>	<u>11</u>	<u>8</u>
<b>% At or</b>	<b>1</b>	<b>36</b>	<b>26</b>	<b>33</b>	<b>33</b>	<b>50</b>	<b>22</b>	<b>36</b>	<b>25</b>

### School Results - Meaning

School	03		04		05		06		07	
	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin
<b>Total</b>	<u>15</u>	<u>19</u>	<u>21</u>	<u>22</u>	<u>25</u>	<u>30</u>	<u>40</u>	<u>29</u>	<u>26</u>	<u>34</u>

<b>% At or</b>	<b>46</b>	<b>63</b>	<b>19</b>	<b>54</b>	<b>20</b>	<b>66</b>	<b>35</b>	<b>72</b>	<b>23</b>	<b>50</b>
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**School Results - Meaning**

School	03		04		05		06		07
	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,
<b>Total</b>	<b><u>31</u></b>	<b><u>26</u></b>	<b><u>19</u></b>	<b><u>19</u></b>	<b><u>25</u></b>	<b><u>21</u></b>	<b><u>23</u></b>	<b><u>12</u></b>	<b><u>8</u></b>
<b>% At or</b>	<b>29</b>	<b>50</b>	<b>21</b>	<b>42</b>	<b>28</b>	<b>71</b>	<b>30</b>	<b>50</b>	<b>37</b>

**School Results - Style**

School	03		04		05		06		07	
	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin
<b>Total</b>	<b><u>15</u></b>	<b><u>19</u></b>	<b><u>21</u></b>	<b><u>22</u></b>	<b><u>25</u></b>	<b><u>30</u></b>	<b><u>40</u></b>	<b><u>29</u></b>	<b><u>26</u></b>	<b><u>34</u></b>
<b>% At or</b>	<b>26</b>	<b>47</b>	<b>14</b>	<b>54</b>	<b>16</b>	<b>56</b>	<b>30</b>	<b>79</b>	<b>15</b>	<b>50</b>

**School Results - Style**

District	03		04		05		06		07	
	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,
<b>Total</b>	<b>280</b>	<b>277</b>	<b>248</b>	<b>255</b>	<b>225</b>	<b>218</b>	<b>237</b>	<b>233</b>	<b>218</b>	<b>185</b>
<b>% At or</b>	<b>24</b>	<b>50</b>	<b>33</b>	<b>59</b>	<b>33</b>	<b>49</b>	<b>45</b>	<b>60</b>	<b>35</b>	<b>62</b>

**School Results - Form**

School	03		04		05		06		07	
	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin
<b>Total</b>	<b><u>15</u></b>	<b><u>19</u></b>	<b><u>21</u></b>	<b><u>22</u></b>	<b><u>25</u></b>	<b><u>30</u></b>	<b><u>40</u></b>	<b><u>29</u></b>	<b><u>26</u></b>	<b><u>34</u></b>
<b>% At or</b>	<b>20</b>	<b>36</b>	<b>23</b>	<b>59</b>	<b>24</b>	<b>50</b>	<b>22</b>	<b>68</b>	<b>26</b>	<b>50</b>

**School Results - Form**

School	03		04		05		06		07
	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,
<b>Total</b>	<b><u>31</u></b>	<b><u>26</u></b>	<b><u>19</u></b>	<b><u>19</u></b>	<b><u>25</u></b>	<b><u>21</u></b>	<b><u>23</u></b>	<b><u>12</u></b>	<b><u>8</u></b>

<b>% At or</b>	<b>12</b>	<b>46</b>	<b>36</b>	<b>52</b>	<b>28</b>	<b>38</b>	<b>30</b>	<b>58</b>	<b>50</b>
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School Results - Analysis**

<b>School</b>	03		04		05		06		07	
	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin
<b>Total</b>	<u>18</u>	<u>18</u>	<u>22</u>	<u>24</u>	<u>27</u>	<u>30</u>	<u>27</u>	<u>24</u>	<u>39</u>	<u>36</u>
<b>% At or</b>	22	38	45	58	7	60	18	83	38	75

**School Results - Analysis**

<b>School</b>	03		04		05		06		07
	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,
<b>Total</b>	<u>26</u>	<u>22</u>	<u>18</u>	<u>18</u>	<u>20</u>	<u>21</u>	<u>23</u>	<u>10</u>	<u>8</u>
<b>% At or</b>	0	59	50	77	40	52	17	30	100

**School Results - Comprehension**

<b>School</b>	03		04		05		06		07	
	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin
<b>Total</b>	<u>18</u>	<u>18</u>	<u>22</u>	<u>24</u>	<u>27</u>	<u>30</u>	<u>27</u>	<u>24</u>	<u>39</u>	<u>36</u>
<b>% At or</b>	38	38	40	50	3	50	18	70	43	72

**School Results - Comprehension**

<b>School</b>	03		04		05		06		07
	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,
<b>Total</b>	<u>29</u>	<u>25</u>	<u>19</u>	<u>19</u>	<u>26</u>	<u>21</u>	<u>22</u>	<u>10</u>	<u>9</u>
<b>% At or</b>	24	56	42	63	26	42	27	40	66

**School Results - Strategies**

<b>School</b>	03		04		05		06		07	
	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin	Fall,	Sprin
<b>Total</b>	<u>18</u>	<u>18</u>	<u>22</u>	<u>24</u>	<u>27</u>	<u>30</u>	<u>27</u>	<u>24</u>	<u>39</u>	<u>36</u>

**School Results - Strategies**

School	03		04		05		06		07
	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,	Spring,	Fall,
<b>Total</b>	<u><b>30</b></u>	<u><b>25</b></u>	<u><b>19</b></u>	<u><b>19</b></u>	<u><b>26</b></u>	<u><b>21</b></u>	<u><b>23</b></u>	<u><b>10</b></u>	<u><b>9</b></u>
<b>% At or</b>	<b>43</b>	<b>64</b>	<b>68</b>	<b>73</b>	<b>46</b>	<b>57</b>	<b>30</b>	<b>40</b>	<b>100</b>