



Kluane Lake School

DRAFT

School Growth Plan
2016-2017

June 17th, 2016]

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

Context:

Kluane Lake School has K-4 to Grade 8 with nine students expected and enrolled as of June 2016. One part time student in Kindergarten 4, two students in grade 1, two students in grade 2, one student in grade four, one student in grade five and two students in grade 8. The school can experience significant fluctuations in enrollment from year to year. The school is located in Destruction Bay, with natural borders located between Kluane Lake and the Alaskan Highway. It is a three classroom school with additional facilities for gym, library, and a stage for performing arts. The students are bussed from and to Copper Joe Subdivision, Burwash Landing. Burwash Landing is 18 kilometers, one-way, from the school.

At present, approximately 87% of the students are citizens of Kluane First Nation. Southern Tutchone is the traditional language spoken by the Elders as well as many members of the Kluane First Nation. Southern Tutchone language and culture is taught at the school each afternoon by one part-time Southern Tutchone language teacher. Expectations are that our students will develop an understanding of their community and culture while gaining the skills needed to be successful in the larger world.

The school has a teacher/principal who is in her eleventh year at Kluane Lake School will teach the Primary grades. In addition there will be a full time experienced teacher hired for intermediate/high school. The Southern Tutchone language teacher is part-time and an Education Assistant has been hired as full-time to support the needs of the students. (Will talk to Penny.)

Priorities:

The priority of the School Council has been that all students have an understanding of their language, culture and heritage, become good citizens, and have the capacity to integrate into the larger educational system at any point in their education. It will be important to do this by addressing the individual needs of students in a relevant manner.

Response to School Review Recommendations:

Processes and Connections:

- School Growth Plan is on monthly KLS School Council which includes Kluane First Nation Guaranteed Representation
- Discussion at staff meetings
- School Growth Planning Team:
 - Chair- Robert van Lieshout -Taylor Hunter (S.C.) -Jennifer Asselstine (S.C.) -Tralee MacDonald (S.C.) -Diane Benjamin KFN (Ed. Support) -Charles Pugh (KFN Wellness and Education Director) -Intermediate Teacher -Southern Tutchone Teacher - Rose-Marie Blair (Principal/teacher)

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PART 2: Focus

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

Looking Back at 2015-2016:

Due to the small numbers in our school we will not publish data. Due to the small size statistical data is not reliable. We do monitor student achievement individually. Over the past three years we have worked on writing development and this year we will work on balanced literacy across the grades.

We did not meet our goal by June 2016 of 80% of our students meeting their grade level expectations in literacy and numeracy. 71% met their grade level for the last school year.

1. This year we will continue to focus on student Individual Learning Plans as well as strategies for differentiating instructional strategies.
2. We will work on self-assessment and assessment for learning.

Looking Forward Goals and objectives identified represent the highest priorities for improvement at the school. It is strongly recommended to limit the focus to one or two specific goals.

*Evidence may be discussed and displayed here, or discussed here and displayed as an appendix

Rationale for goals and objectives:

This year our goal will focus on balanced literacy. Balanced literacy will include: Read aloud/Modelled reading (D.E.A.R.), Shared reading, Guided reading/analysis, Independent reading, Word Study/vocabulary, Shared/modelled writing, Guided writing and Independent writing/conferencing.

After reflecting on our student's progress last year, it was felt that we will take a more detailed approach to literacy. This will be beneficial for both students and staff.

Goal # 1:

By June 2017, 70% of our students will meet or exceed grade level expectations in reading and writing.

Objective(s) to support the goal:

1. Strengthen the focus on continuous improvement in order to support each learner in doing their personal best.
2. Help each student to set personal goals, assess their own progress, and celebrate successes.
3. Focus on differentiating instructional strategies to develop a student learning plan for each learner.

Target(s):

1. 70% of students will be reading at grade level.
2. 70% of students will be writing at grade level.
3. Student's reading and writing abilities will be improved across their subject areas.

Goal #2:

By June 2017, Kluane First Nations traditional values and cultural will be integrated into daily programming for students.

Objectives:

1. Students will be able to use the Southern Tutchone language.
2. Students will learn more about Kluane First Nation and their ancestors.
3. Students will increase their participation in Kluane First Nation cultural activities.

Targets:

1. Students will be able to sing many songs in Southern Tutchone including the National Anthem.
2. Students will be able to understand and explain their personal genealogy.
3. Students will increase their participation in Southern Tutchone language experiences and activities using an intensive language approach.

PART 3: ACT

Goal 1: By June 2017, 70% of our students will meet or exceed grade level expectations in reading and writing.

Objectives:

1. Strengthen the focus on continuous improvement in order to support each learner in doing their personal best.
2. Help each student to set personal goals, assess their own progress, and celebrate successes.
3. Focus on differentiating instructional strategies to develop a student learning plan for each learner.

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
1. Identify individual student baseline in reading and writing.	Writing samples and reading samples.	Teachers
2. Staff training in balanced literacy with primary consultant.	completed	Principal
3. Teachers will use assessment for learning strategies using Sandra Herbt's approach.	Number of strategies used.	Teachers
4. Students will monitor their individual Learning Plans and monitor their progress.	Samples of student self-assessment.	School Staff

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

Goal 2: By June 2017, Kluane First Nations traditional values and cultural will be integrated into daily programming for students.

Objectives:

1. Students will be able to use the Southern Tutchone language.
2. Students will learn more about Kluane First Nation and their ancestors.
3. Students will increase their participation in Kluane First Nation cultural activities.

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
1. Daily singing of O Canada in Southern Tutchone.	Tracking on the checklist	School staff
2. Students will participate in conversations in Southern Tutchone.	Demonstration and observation	Southern Tutchone teacher and school staff
3. Students will participate in cultural events such as trapping, raising chum salmon in the school, camping, berry picking, understanding potlatches, spring and winter camps etc.	Monitor with a checklist.	Principal and school staff.

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

PART 4: Monitoring and Adjusting the Plan

Dates for monitoring progress:

Discuss with KLS School Council at each designated monthly school council meeting. Share with KFN's Education Support Worker in June 2016. Review with school staff once a month at a staff meeting. Track progress on School Goal bulletin board.

Communications Plan:

- Monthly school council meetings
- Staff meetings
- Communication with parents, Kluane First Nation and Area Superintendent

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