

School Growth Plan Template

Yukon Education

School: Christ the King Elementary School

Year: 2023-24

Goals

- Use clear and simple language with identified outcomes
- Examples – All students will be reading at grade level by end of grade three or Improve student connectedness through building a positive school culture

Goal #1 – All students will experience effective learning environments through the following methods:

- an increased sense of belonging and decreased levels of anxiety
- a professional learning focus on numeracy pedagogy
- a focus on collective equity by participating in culturally fortifying experiences at school each day



Focus/Evidence

- Focus on data to determine areas of priority
 - Identify evidence that supports the need for growth and the stated goal
- 1) The Our School Survey data indicates areas of concern in student sense of belonging and anxiety. Students have suggested ways to improve these areas and staff want to listen and follow-through on these ideas.
 - 2) Yukon Education is also recommending a new math resource, called Mathology. This resource is a change from the math instruction that many staff are currently using and is calling into question our efficacy around math pedagogy. Many teachers are focusing their teacher learning plans on getting to know this new resource, but we wish to place that learning into a context of solid pedagogy.
 - 3) Culturally fortifying experiences are needed to enable our diverse population to achieve their goals and aspirations.

Act

- Action or strategies which will improve outcomes for our students
 - Identify roles and responsibilities
- 1) Improve sense of belonging and reduce levels of anxiety:
 - a. Have more ways for students to connect with staff and peers:
 - i. Fun theme days each month
 - ii. Club activities built into the school day once per month, where students may choose clubs that interest them and therefore meet others with similar interests – to be developed by staff in August.
 - iii. More whole-school assemblies (both liturgical and school-spirit)



- 2) Devoted time for learning about numeracy pedagogy
 - a. Collab time for grade-level teachers to share numeracy instructional practice. These staff will meet 6 times over the year and be guided by a book study on Mathematizing Student Thinking, by David Costello. Staff will connect the strategies in this book to the Mathology resource.
 - b. There will also be cross-grade collab time once/month after school for intermediate and primary teachers to share their practice, with the goal of improvement. The discussion will be based on the following questions: How is my numeracy teaching going? What am I learning? What's next for my instructional practice?
- 3) Through weekly prompts and monthly staff meeting times, staff will reflect on instructional practices which aim to remove barriers to growth, generate open communication, create relational trust, enact high levels of engagement, and provide equitable opportunities and resources for each learner's success.

Monitor/Adjust

- Evidence or data that measures growth in achieving the identified goal
 - Ongoing school level monitoring of actions and evidence of progress
- 1) The Our School Survey will be performed again in April – we will be able to see if our efforts have made a difference in the students' responses. We will look specifically at students' sense of belonging and levels of anxiety.
 - 2) We will ask teachers how they feel about their efficacy in numeracy instruction, as well as their comfort level with the new resource, Mathology. Administrators will sit in on the collab meetings to hear the professional conversations and learn alongside our teachers. Teacher learning plans will also be updated with this professional growth.
 - 3) At monthly staff meetings, teachers will discuss specific instructional practices designed to create culturally fortifying experiences. This attention will generate greater teacher efficacy for collective equity actions.

