



Eliza Van Bibber School

**School Growth Plan
2016-2017**

Last Updated : November 28, 2016

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

Context:

Eliza Van Bibber School is a rural school with a population of 55 students that offers a Learning Together Program to Grade 12. All of the students in Eliza Van Bibber School are of identified First Nation. We have had a full day kindergarten program since the fall of 2014, which is partially funded by the Learning Together Program.

Since the fall of 2014 we have had a consistent teaching staff changed in Eliza Van Bibber School. This consistency has allowed us to focus on a positive academic and social responsibility in the school. We have created and sustained progressive Individual Education Plans, positive Behaviour Plans, specific Student Learning Plans, as well as comprehensive Safety Plans for our students. This focus allowed us to create a positive and supportive learning environment for our students and school as a whole.

The School's Vision and Values:

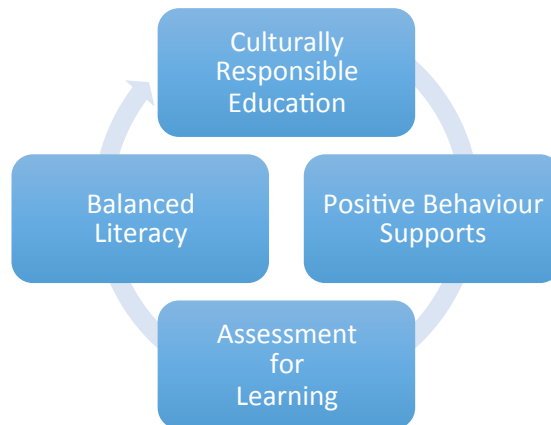
We have been collectively maintaining the new vision of Eliza Van Bibber School (EVB) with our stakeholders in Pelly Crossing: parents, community Elders, the Chief and Council, Selkirk First Nation Administration, community members, and all school staff. The consistent members were Tara Roberts, Rachel TomTom, Tricia Frey, Mary Bedford, and Fiona West. This vision includes programming that will enhance success by investing in our students to be able to independently assess and take charge of their learning. We have also maintained a system of supports and programing which help keep our students engaged in their education and develops relationship skills through positive interaction.

Accomplishments We Are Proud Of:

We are proud of the relationships that have formed within our school and community during the past couple of years. These relationships include our student population, parents, school council, Chief and Council, Elders and our community members. This was evident when we had 81% of participation of our student lead conferences this year, as well as every parent/guardian being present for our IEP meetings. The administration has also been meeting with the Chief and Council once a month. This past year we were also able to hire a physical/outdoor education position that worked closely with Selkirk First Nation to mobilize our cultural programming.

The school community was able to meet the goals that set out in our previous two school growth plans. This was due to the dedication of the school staff but also due to the effort and commitment that our student population put into their personal improvement. This year we were able to collectively improve our school wide writing results, as well as improve the attendance within our elementary school.

Priorities:



There are four major priorities that we have at Eliza Van Bibber School: Culturally Responsible Education; Positive Behaviour Supports (PBS); Assessment for Learning (AFL); and Balanced Literacy (BL). The four priorities are ongoing and are fundamental in the development of our students at Eliza Van Bibber School.

Culturally Responsive Education: In 2015 the Government of Selkirk First Nation (SFN) and the Government of Yukon signed a memorandum of understanding (MOU) for the education of the Selkirk First Nation's Students. The school has been working with First Nations Partnerships and Programs (FNPP) and SFN to create a work plan in order to support the MOU, and in turn support the students at Eliza Van Bibber School. This work plan includes culture camps, SFN content within the curriculum, elder programs, experiential and outdoor education opportunities, and language inclusion into all classrooms and all students every day.

Positive Behaviour Supports (PBS): We developed a new behaviour matrix and referral system in 2013 for the school, which lowered our incidents in the school. However, in 2016 we joined the first wave of schools to implement the PBS model. We have been working on redesigning the behaviour matrix to be more specific and we have worked the Northern Tutchone Principals into the instructional framework of the PBS. We are excited to further develop our student support system's first tier of intervention.

Assessment for Learning (AFL): AFL is a focus of the entire Yukon. We have been utilizing many of seven areas of AFL but we are going to be looking at focusing our teaching practices and assessment practices to better flow throughout the learning continuum of our students. This focus will allow our students to better transfer from grade to grade throughout the years and continuously build their skills.

Balanced Literacy: We are entering the third year of our writing goal. Through continuous conversation we have decided that we would like to formalize our school programming starting in the 2016-2017 school year. We will be incorporating the same balanced literacy, reading assessments, and writing tools language and resources throughout the entire school. This commonality will assist our students as well as future staff turnover.

School Wide Resources and Programs			
Program	Resources	How Often	Rationale
Balanced Literacy	Daily 5 and Cafe	Daily	Program Fluency
Reading Assessment	PM Benchmark Standards	Minimal 3x a year	Monitoring Reading growth and program fluency
Reading and Writing Lesson Development Resources	Reading and Writing Power (normal and non-fiction resources)	Daily	Program Fluency and Professional Learning Community Focused
Self-Reguation	Zones of Regulation and Mind Up	Daily	Program Fluency to lower behavioural incident rates
Literacy Skills Transitions	Literacy Portfolios (Reading and Writing samples)	Yearly (end of year)	To assist with year to year transitions
Northern Tutchone	Dooli Books	Daily	Used to teach culture in every grade

School Wide Resource Program

Response to School Review Recommendations:

We had our School Review done this past fall and the school community and the community at large was happy with the results. The results were brought to the staff, school council, Chief and Council and Selkirk First Nation and we came up with a variety of strategies to improve the school. The major theme that came out of the school review was to create pathways to maintain the improvements that we have made in the school over the past couple of years.

Norms and Culture: We are going to be continuing to build positive relationships with all of our students through our student support programming, student council, extracurricular programming, cultural programming, and Positive Behaviour Supports (PBS).

School and Community: We are going to continue to build positive relationships with the community of Pelly Crossing through honest conversations and ongoing student and family support. We will also continue to introduce new on-the-land activities in which we will utilize parent and community skills. We are also moving forward with a three year plan that connects to cultural programming outlined in the memorandum of understanding between Selkirk First Nation and the Department of Education.

School Organization: We have started and will continue to refine the practices of getting more Northern Tutchone language and resources into our classrooms. We have developed Northern Tutchone supports blocks into all of our homeroom classes. We will be working on the team-teaching skills that are needed to utilize this support.

School Processes and Progress: This year we have focused on shared leadership and have been working on the communication skills that are necessary when there are a many people planning events. We have also worked on informing students of graduation requirements and standards of performance. We are also constantly reviewing our data communication models and methods.

Processes and Connections:

Since we had decided that we were going to stay with a 3 year SGP on non-writing this was a monitoring year, and the last year of that three-year plan. We monitored the SGP by tracking our attendance by month, semester, and year and multi-year. We have also continued to track monthly non-fiction writing with comparison program that we have created within the school. Our data has been shared with our school staff, student body, school council, Chief and Council, Selkirk First Nation, and Elder's Council.

Within the school we post the monthly writing results in the classrooms and the teacher leads a discussion and sets next steps for the class. We also post the school-wide results of writing and attendance in the hallway outside of the office.

We also started a data team this year that would go through the classrooms to monitor and track the action items in the previous SGP. This information would be placed onto a tracking sheet to monitor our growth throughout the months and we could see when we met our targeted goals. We are going to revisit this procedure this fall as we did not maintain this throughout the entire year and it was productive and insightful when it was ongoing.

The SGP was developed though many discussions and interactions with different stakeholders. These stakeholders consisted of teachers, EA's, CELC, parents, School Council, Chief and Council, Student Council, Selkirk First Nation, and Elders. The SGP was communicated to all stakeholders regularly; monthly basis with the school staff and students, bi-monthly to the Chief and Council, monthly to the School council, and quarterly to the community within the news letters.

PART 2: Focus

Last year we identified two areas of concern that would hopefully assist us on improving school-wide writing. These areas were:

1. Attendance
2. Lack of program consistency between grades

Please note the due to our small enrolment we are unable to disclose individual grade data within the SGP. The enrolment restriction also disables us to include most standardized test scores in the data. This is why we use a whole school approach to our growth planning.

We were hoping that if we were able to address these areas of concern we would be able to meet our following goals:

Area	Goal	Measure of Success
1. Non-Fiction Writing	5% increase in fully meeting or exceeding expectations in all areas of the School Wide Writes	Compare June School Wide Writing Results of 2015 to 2016.
2. Attendance	Drop the average number of days missed by 10% throughout the school.	Compare the school attendance in June from 2014-2015 to 2015-2016.

Looking Back at 2015-2016:

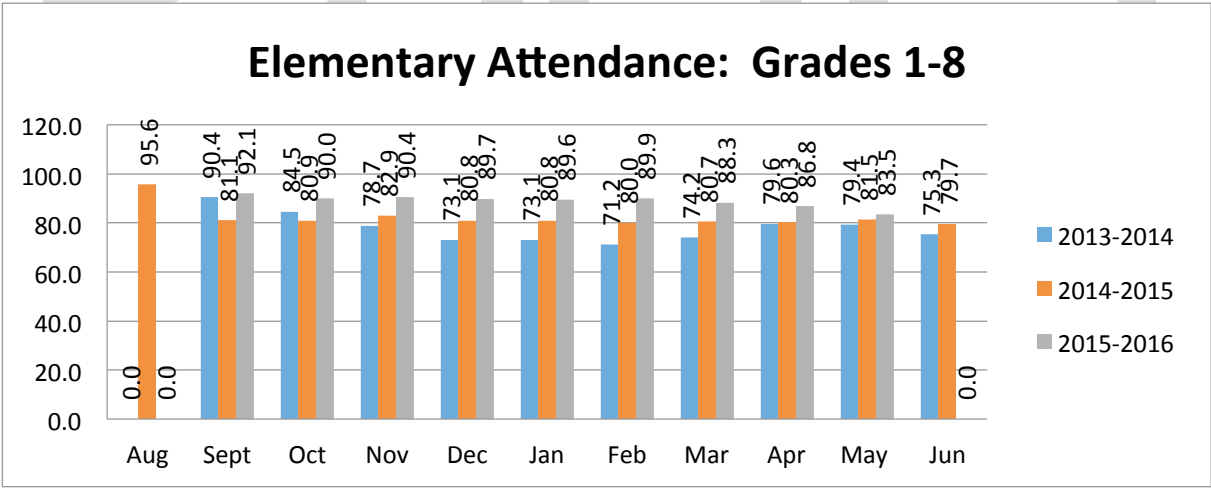
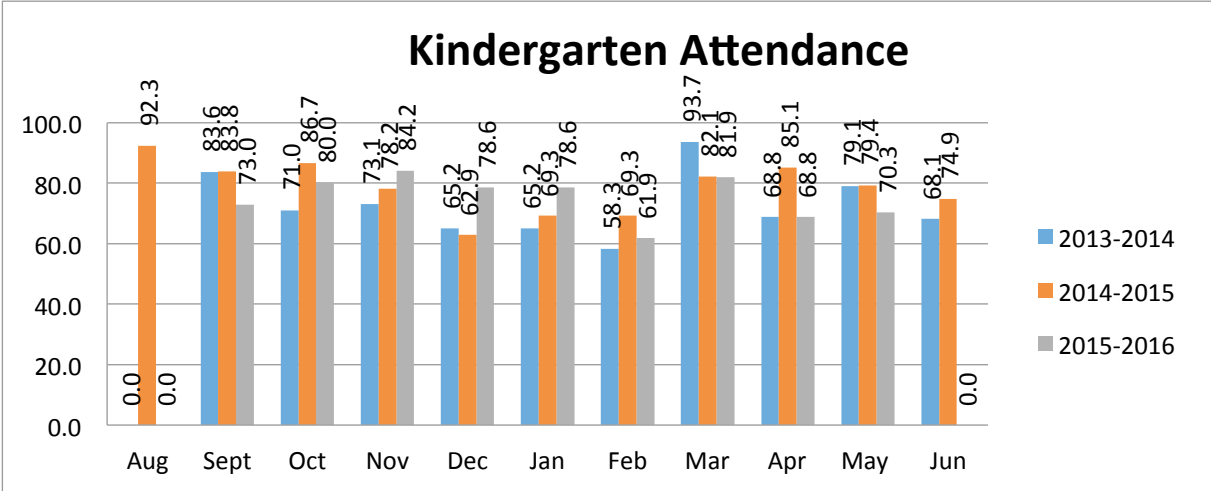
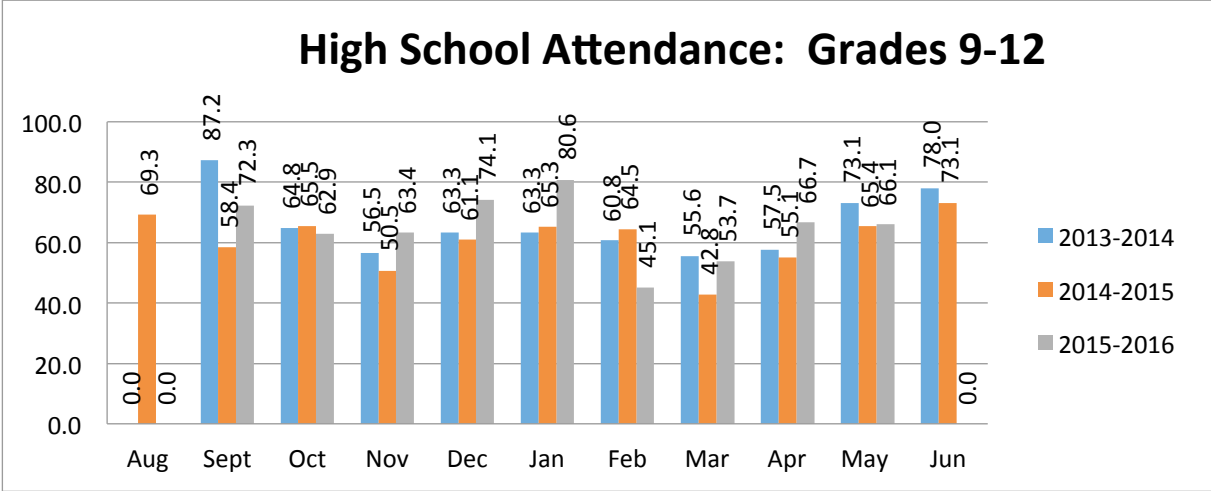
1. Attendance

This year we were calling home on a regular basis to inquire about absent students. This was taken on by the CELC in the school. We have a lot of room for improvement within our practices. We are hoping to create a new family support program in the fall. This will involve finding a way to supply a pickup service for our students.

However, this year the Chief and Council also committed to assisting the with school attendance and have been supporting an attendance innovative. We are working with them to discover more practices that will work in our community. We will explore attendance initiatives for continuous support for personal student improvement as well as school wide initiatives. Teachers will also continue to create initiatives within their classrooms.

Our goal in 2015-2016 was to lower the amount of missed days by 10% per student. This goal was achieved. The implementation of the high school hands on electives may have contributed to the improvement in the high school; whereas, the attendance rate was higher in the first semester than the second. The music and film programs were offered in the fall and not the winter and we

suffered from a substantial decline in attendance in the winter semester. We will be offered more electives this year as well.



Average Days Missed By Student						
	2013-2014	2014-2015	2015-2016 (May 31st)	Goal (10%)	Actual Improvement	Improvement Percentage (%)
Kindergarten	48.7	38.6	44.5	3.8	-5.9	-15.3
Grades 1-8	44.9	32.1	20.0	3.2	12.1	37.7
Grades 9-12	68.1	70.2	63.0	7.0	7.2	10.3
School Wide	48.5	44.0	33.0	4.4	11.0	25.0

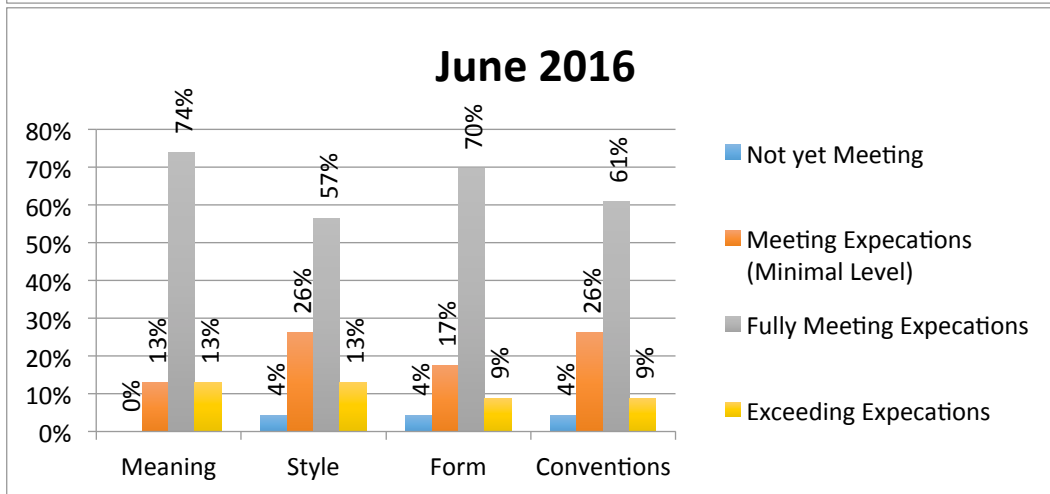
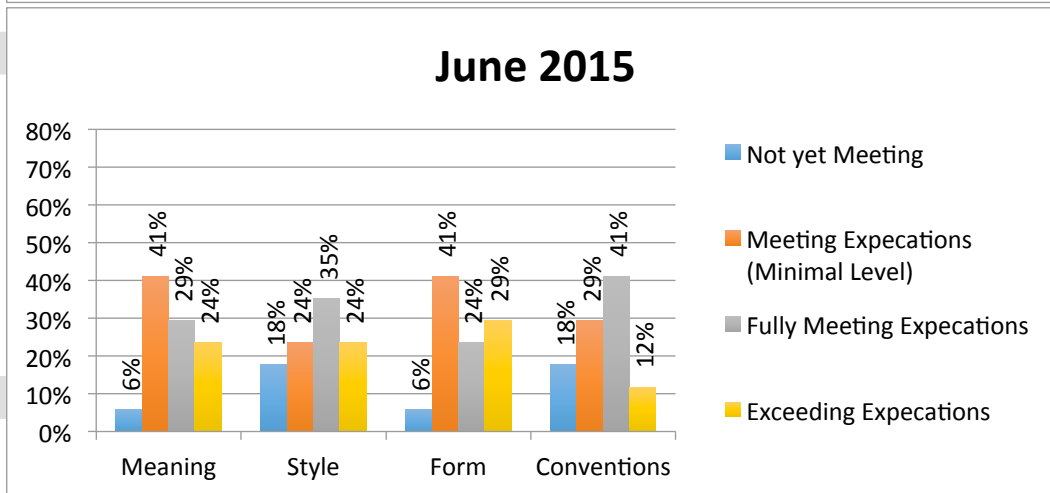
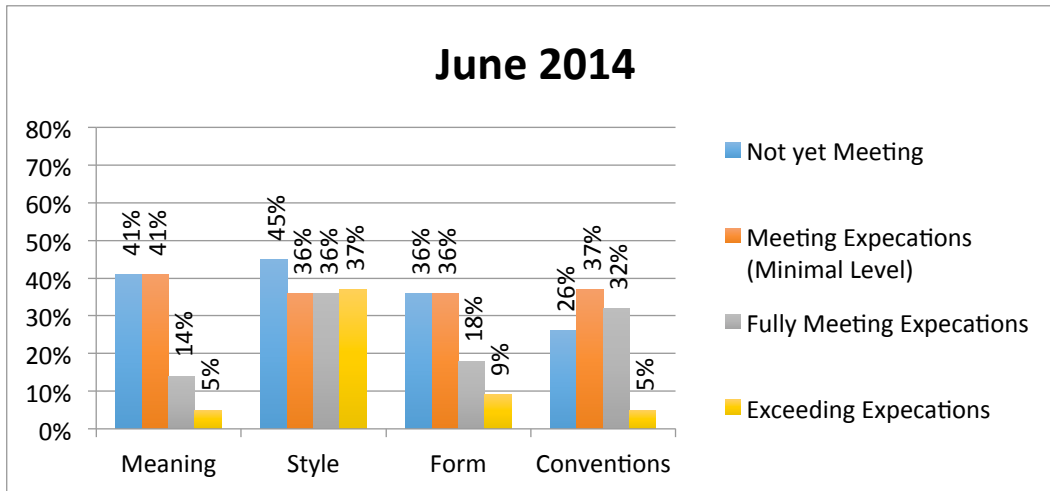
2. Lack of Consistency

The school was able to incorporate all of the classroom interventions that we set out in the 2015-2016 School Growth Plan that focused on school writing. The results of these interventions continue to be staggering. The following charts display the school's results in grades 2-8 in June 2014, June 2015 and May 2016.

Our monthly results were shared with the staff and broken into grades, classes, and as a school as a whole. We also discussed our best practices and had chances to share what we are doing in our classrooms with other staff. Some of the materials that we were using were: two stars and a wish, writing exemplars, writing continuums, goal walls, and rubrics.

Our goal was a 5% increase in fully meeting or exceeding expectations in all areas of the School Wide Writes from June 2015 to June 2016. This goal was achieved!

Grade 2-8 School Wide Writing Comparisons



Year	June 2014		June 2015		June 2016		Percentage of Change from NYFM to FMoE	
	NYFM	FMoE	NYFM	FMoE	NYFM	FMoE	2015 - 2016	2014 - 2016
Meaning	82%	18%	47%	53%	13%	87%	34%	69%
Style	81%	19%	42%	58%	30%	70%	12%	51%
Form	72%	28%	47%	53%	21%	79%	26%	51%
Convent.	63%	37%	47%	53%	30%	70%	17%	33%

Definitions: NYFM – Not Yet Fully Meeting Expectations (includes: not yet meeting and minimally meeting)
 FMoE - Fully Meeting or Exceeding Expectations

Looking Forward

Rationale for goals and objectives:

Although we have met our non-fiction writing goals for the previous two years, we are going to continue on the same path. However, we are now moving to a partial improvement and partial sustainability goal.

We have decided that we would continue to focus on writing for three years and this is our third year. This will enable us to engrain the new strategies into the school culture. We will also continue to primarily focus on instruction and assessment strategies. We will continue to plan a school wide approach to our curriculum delivery. We will also continue to closely monitor our writing statistics.

We will also continue to develop easy ways that we can share our data with our community to continue to develop trust through transparency. We will also continue to develop our working relationship with SFN and the Chief and Council.

We will continue to use an attendance team to focus on improving our attendance but this will not be the primary focus of the teaching staff. The attendance team will also continue to work with the entities in the community to gain support for families. These entities include: the Elder's Council, the Family Heads, the Chief and Council, the SFN Social Programs department as well as the Citizen Development Department at SFN

Our students have displayed considerable growth with their writing skills this year and it would be great to see that continue in this upcoming year. We know that if we were to continue to take a collaborative approach to these skills we will continue to improve our results.

Since the majority of the teaching staff will be returning for their third year, we are going to start an academic sustainability program to brace the school for any future turnover. This is why we are formalizing all of our school language and materials to ease the possible transitions of our students from one teacher to another.

Goal: How can we improve and sustain the non-fiction writing skills throughout the school?

To build academic success in our students, we need to incorporate strategies and supports throughout our programming that will better assist all of our students with reference to a learning continuum:

- Continue to support the students’ academic growth through a school wide writing assessment program and with a common language in all of our programming.
- Continue to support the students’ social emotional growth through a comprehensive school-wide support program and with more hands-on courses in the high school
- Continue to support the students by sustaining our school/community support network

Objectives to support the goal:

1. Will continuing a school wide writing assessment program assist our students with their non-fiction writing skills?
2. Will continuing and improving a student support program and more hands on courses in our school improve our attendance rates; therefore giving the students a better chance to improve with their non-fiction writing skills?
3. Will improving our communication with parents and community improve the school’s reputation and gain more support with school programming and goals, such as our Non-Fiction Writing Goal?

Target(s):

	Goal	Measure of Success
1.	Increase and/or sustain 75% of our students within fully meeting or exceeding expectations in all areas of the School Wide Writes	Compare June School Wide Writing Results of 2016 to 2017.
2.	Drop the average number of days missed by 10% throughout the school.	Compare the school attendance in June from 2015-2016 to 2016-2017.

PART 3: ACT

Goal: How can we improve non-fiction writing schools throughout the school?

Objective: Will continuing to improve our school-wide balanced assessment and instructional program assist our students with their non-fiction writing skills?

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
Use common language and materials for instruction and assessment throughout the entire school. (<i>The Daily 5 and The Café Book, Reading and Writing Power, PM Benchmark, AFL strategies</i>)	Long Range Plans Daily Lesson Plans	Classroom Teachers
Administer school wide non-fiction writing days to monitor growth.	1. Every Month 2. Post Examples in Rotunda (<i>monthly</i>)	All staff
Post Monthly Writing Results in every classroom and outside the main office. The staff will make adjustments to instructional practices and focus.	Every month	All staff
Continue developing a school wide writing continuum (replacing material with school produced work)	3 times per year	Writing Continuum Group, Administration
Staff will work collaboratively to use AFL practices to direct instruction for learning. Training and support will be given during PD days and staff meetings.	5 times per year	Administration
Running Records (<i>PM Benchmark</i>)	3 times a year (minimum)	Teachers
Create literacy portfolios and maintain	Year End	Teachers and Students
Individual literacy Supports for struggling students	Daily Schedule	LAT

Objective #2: Will creating a student support program, hands-on courses, and a culturally responsible program in our school improve our attendance rates; therefore giving the students a better chance to improve with their non-fiction writing skills?

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
School Based Teams, and social/emotional support.	Bi-Monthly meetings	Learning Assistance Teacher, Administration and Guidance Counsellor
Self-regulation and social emotional programs running in all classrooms with the use of the same language. (Zones of Regulation and Mind-Up)	<ol style="list-style-type: none"> 1. Check-in circles 2. Classroom displays/setup 3. Explicit Lessons (Mind-Up) 	Guidance counsellor, teachers
Culture Camps, experiential education, and school wide culture events	<ol style="list-style-type: none"> 1. Fall Camp 2. Winter Camp 3. 5 School Wide Activities 	Administration, CELC, SFN, and Language teachers, Department of Education, PE/OE teacher, councillor
Extra-curricular school programming	Schedule created	All staff
Positive Behavioural Supports instilled into the school culture (routed in the NT culture) and explicitly taught to all students	<ol style="list-style-type: none"> 1. Behaviour Matrix Updated 2. Explicit Lessons Taught 3. Level one developed 4. Cultural Connections Present 	PBS team, all staff
Staff PD on PBIS	PD day in February	Administration
Dooli Books situated into the curriculum from kindergarten to grade 12	<ol style="list-style-type: none"> 1. Dooli Books are in every class 2. Continuum is created and connected to curriculum 	Administration, teachers, NT teachers, CELC, SFN partners

Objective #3: Will improving our communication with parents and community improve the school’s reputation and gain more support with school programming and goals, such as our Non-Fiction Writing Goal?

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
Presenting EVB updates to the Chief and Council at SFN during their monthly meetings	5 times a year	Administration
Meeting with the Elder’s Council and Family Heads to keep them informed and to address any concerns they may have.	3 times a year	Administration
Actively invite the community to school activity days. (3 staff vs student games, holiday gatherings, and run an evening event)	5 events a year	All Staff
Provide community with information on what is happening and what has happened in the school on a regular basis.	1. Monthly Calendars 2. EVB Quarterly (4 times a year)	Administrative Assistant (whole staff submits articles)
Early Education Interventions for parents	3 sessions	Kindergarten teacher, grade 1-2 teacher, Reading Recovery teacher, administration, CELC.

PART 4: Monitoring and Adjusting the Plan

Dates for monitoring progress:

Bi- monthly staff meetings
School based team meetings bi-monthly
School Council monthly meetings
Chief and Council Meetings
School Growth Team meetings
Monthly Data Team Meetings

Information from the aforementioned meetings will be brought to the school growth plan team. This information will be used to modify the SGP and reset directions when needed. The staff will adjust instructional strategies each month to address the lowest area of achievement on our monthly school wide writing.

The attendance team will meet once a month to address the strategies and programs in the school that were created to increase attendance.

Communications Plan:

Create a Data Team that will coordinate monthly (Sept. 1, 2016)
Principal's report for the School Council Meetings
Available on the EVB Website
Meetings with the SFN Chief and Council
Meetings with the Elders Council and Family Heads
Meetings with the SFN administrative office (Executive advisor and citizen development coordinator)
Newsletters home and posted around the community
School Growth Plans and supporting Data posted in the school
Writing results posted in the classrooms and in the school

The school supplies the stakeholders with qualitative and quantitative information and updates. The data is reflective to the stakeholder's needs as well meeting the restrictions of confidentiality. The school also recognizes and respects the rights of the Selkirk First Nation's Government. This entails that the school principal is to report to the chief and council but not vice-versa unless they choose.