



SCHOOL GROWTH PROCESS HANDBOOK

2014-2015

Contents

Page 3	Introduction
Page 4	Overview of the Three Components of the School Growth Process

Page 7 SECTION ONE: School Growth Planning

Page 8	Department Procedures for School Growth Planning
Page 10	School Procedures for School Growth Planning
Page 12	School Growth Planning Guidelines
Page 19	Elements Checklist for School Growth Plans

Page 21 SECTION TWO: School Reviews

Page 22	Department Procedures for School Reviews
Page 25	School Procedures for School Reviews
Page 26	School Review Guidelines
Page 34	Leaders in Education Innovation Fund (Innovation Grants)
Page 35	Leaders in Education Innovation Fund Guidelines

Appendices

Page 36	Appendix A: Conditions for Learning
Page 37	Appendix B: School Growth Planning Template
Page 42	Appendix C: School Review Report Template
Page 46	Appendix D : Innovation Grant Proposal Template

Introduction

The purpose of the school growth process is to improve the success of each Yukon learner. The school growth process is based on the Education Act and the school growth planning policy found at http://www.education.gov.yk.ca/pdf/school_growth_planning_policy.pdf.

The school growth process is a public commitment to action.

The school growth process is integral to Yukon Education's Strategic Plan with the goals focused on success for each learner. Yukon Education's strategic goals for 2013-2014 are:

Goal 1 – Everyone who enters school in Yukon will have the opportunity to successfully complete their education with dignity and purpose, well prepared to enter the next phase in their lives

Goal 2 – Make Yukon's education system more responsive in order to support every learner

The school growth process is also integral to the Public Schools Branch Plan. The goals and objectives are:

Goal: All students in Yukon will have the literacy skills needed to successfully complete their education

Objectives:

1. Increase student engagement
2. Strengthen student resiliency
3. Improve essential literacy skills
4. Improve equity of opportunities and outcomes for rural and First Nations learners
5. Enhance organizational effectiveness and efficiency.

How the School Growth Process Works

The school growth process is based on principles of inquiry, the use of evidence to guide decisions and actions. The process focuses on collaboration and respect for the social and cultural diversity of Yukon.

The school growth process has three components:

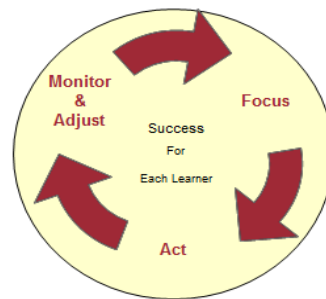
- Annual school growth planning based on evidence,
- Using an inquiry approach to the ongoing use of evidence to assess progress and the effectiveness of strategies in place
- School reviews conducted with each school and its community every three years.

Building strong, open, student focused relationships is a high priority in the school growth process. The expectation is that staff, school councils, parents, the First Nations community, Elders, and students will work together to review student performance data make plans, determine appropriate actions, and monitor progress to achieve improved results for all Yukon learners.

Three Components of School Growth Process

School Growth Plans

The school growth process is not a static document but rather an ongoing cycle. School growth planning is a cycle of focusing on evidence to determine areas of priority, determining actions to address the priorities and then monitoring strategies for effectiveness through ongoing review and adjusting actions leading to improved results.



School growth is based on schools and their communities asking themselves:

- **Focus**
Looking at a variety of evidence, what do we, as staff, school council, parents, First Nation and community understand about our students, their successes and challenges?
From what we understand, what is most important in our work to improve the success for our students?
- **Act**
What will we do more of, less of, or do differently to improve outcomes for your students?
How will we work together as a school community to do this work?
How will we make sure that school council, parents, First Nations and community are engaged in the process with us?
- **Monitor and Adjust**
What evidence will we use to know whether what we are doing works and that we have made a difference for our students?
How will we respond if there are no changes in student outcomes?
How will we communicate with everyone about our successes and challenges?

Using Inquiry and Evidence

The priority in Yukon is that all students who enter our system will successfully complete their education with dignity and purpose, well prepared to enter the next phase of their lives. Recent reports including *New Horizons* and the *Report of the Auditor General* made it a priority for the Department to review the system to find new ways to address the needs of each of our learners. Research has made it clear that the use of evidence and assessment data has to be foundational to the work to improve outcomes for all of our students (Fullan, 2005; Kelly & Lezzotte 2003; Lambert, 2003; Marzano, 2003, Schmoker, 2006).

The purpose of evidence and assessment, whether it is the assessment of student academic performance, or the assessment of the conditions for learning, attendance, behaviour or cultural indicators, is to provide information that can be acted upon to improve student outcomes. Assessment practices emphasize the need to integrate a variety of data and information to create a picture of learners, their strengths and challenges as well as the environments in which they learn.

The picture created guides decisions, actions in schools and Department as well as capacity building strategies across the system. This then leads to assessing the effectiveness of strategies to ensure that the goal of success for each learner is met.

Classroom evidence, or data, provides information about what is happening with student learning and success. Classroom data can look at individual students or groups of students (cohorts). It can be used to help inform instruction; provide feedback to students, teachers, and parents; inform reporting; and track progress and achievement trends.

A focus for Yukon Education is for students to be involved in assessing themselves and identifying areas for growth and improvement. Research suggests that student self-assessment is essential in engaging students in learning and improving outcomes (Hattie, 2009).

Some classroom assessments can be collated for school, and territory use. The teacher may use the information at the classroom level to identify student strengths and weaknesses, and to inform ongoing instruction or the next steps in the learning process. The school may collate the information to see how they are doing as a school and identify school-wide areas for focus and improvement.

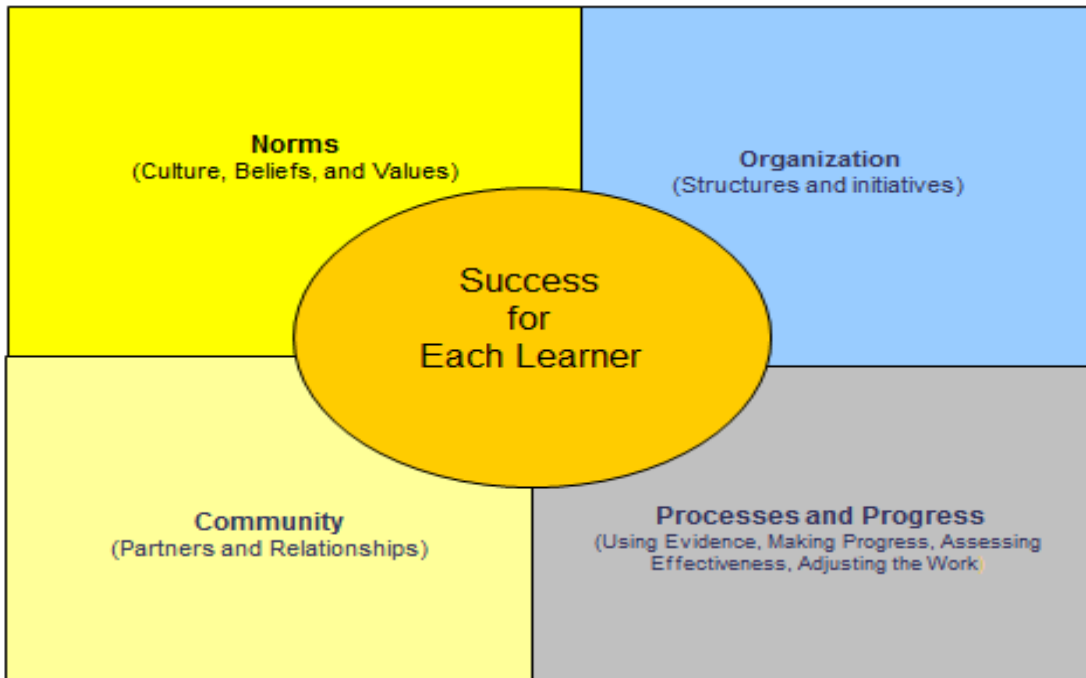
Yukon Education may also collect the same information from all schools in order to assess progress and provide the supports required across Yukon or at specific schools.

The Assessment Matrix

Yukon Education has established an assessment matrix outlining the assessments that we currently expect our system to use to inform actions and directions at the classroom, school and territorial levels. (See Appendix 1 for the Department assessment matrix).

The School Review Process

The conditions for learning (See Appendix B) must be in place for all students to learn and realize their individual potential. School reviews focus on improving student outcomes and are guided by questions and conversation in four research – based areas that support improved student learning. The four areas are, Norms and Culture, Community, Organization, and Processes and Progress as illustrated in the graphic below.



School reviews provide formal written observations and recommendations to the school, Yukon Education and the public regarding efforts at the school to improve student outcomes. Schools respond to the recommendations from the school review team through the school growth process and school growth plans in the years following the reviews. Yukon Education staff use the recommendations to provide specific supports to assist the school in the work to improve student the success.

SECTION 1

School Growth Planning

Department Procedures for School Growth Planning

Action	Checked	Comments
January: Review and revise as needed: <ul style="list-style-type: none"> • School Growth Planning Guide • School Growth Template • Innovation grant Format and template • Elements Checklist • Share revisions with Senior Leadership Team 		
February: <ul style="list-style-type: none"> • Share revisions with school administration • Post guides, templates and format on Education website 		
January to March: <ul style="list-style-type: none"> • Update data sets for schools • Work with superintendents, consultants and school staff to focus assessing current strategies and connecting evidence to actions 		
April: <ul style="list-style-type: none"> • Support schools to complete draft of school growth plan for the following year • Encourage staff to use the elements checklist to self-assess their growth plan 		
May: <ul style="list-style-type: none"> • Continue to work with schools to complete the draft growth plan • Receive Draft school growth plans and Innovation Grant requests by May 30 		
June: <ul style="list-style-type: none"> • Work with School Growth Planning Advisory Committee to review school growth plans and Innovation Grant Requests • Complete and in depth review of all growth plans • Begin in depth discussions with area superintendents about each growth 		

<p>plan, the checklist and preferred strategies for sharing findings and suggestions for growth</p>		
<p>July/August</p> <ul style="list-style-type: none"> • Begin the development of individual school profiles 		
<p>September:</p> <ul style="list-style-type: none"> • Complete review of growth plans with area superintendents • Complete discussions with schools on the draft growth plans • Assist as required revisions to the growth plan 		
<ul style="list-style-type: none"> • September/October Share completed profiles from the previous year with Education staff and each school • Connect with schools to ensure that any revised growth plans are approved by school council and posted on school websites. 		
<p>November December</p> <ul style="list-style-type: none"> • Work with superintendents, consultants and school staff to focus assessing current strategies and connecting evidence to actions 		

School Procedures for School Growth Planning

School Level	Checked	Comments
<p>September:</p> <ul style="list-style-type: none"> • Call-out for involvement and establish a School Growth Planning team • Review suggestions from the Department related to draft school growth plan with superintendent and Department staff • Complete any required revisions • Share revised plan with School Council and include Update school council and parents in the newsletter. 		
<p>September/October:</p> <ul style="list-style-type: none"> • Review current data profiles to ensure evidence is guiding the actions in the plan • School Council approves finalized plan • Complete any required assessment as outlined in the Assessment Matrix • Update school council and parents in the newsletter. 		
<p>November/December:</p> <ul style="list-style-type: none"> • Work with staff, superintendent and consultants to support the strategies identified in the growth plan • Complete any required assessment as outlined in the Assessment Matrix • Continue to focus on the use of evidence to guide actions • Update school council and parents in the newsletter. 		
<p>January/ February:</p> <ul style="list-style-type: none"> • Complete any required assessment as outlined in the Assessment Matrix • Update school council and parents in the newsletter 		

<p>February:</p> <ul style="list-style-type: none"> • Review growth plan strategies and adjust as required • For secondary schools, review first semester student performance and attendance data • Complete any required assessment as outlined in the Assessment Matrix • Compare new guidelines templates and checklists with school growth planning team • Update school council and parents in the newsletter. 		
<p>March/ April:</p> <ul style="list-style-type: none"> • Review data and strategies for effectiveness • Complete any required assessment as outlined in the Assessment Matrix • Gather input for upcoming plan from staff, student school council, First nations and community • Update school council and parents in the newsletter. 		
<p>May:</p> <p>Complete draft growth plan and Innovation Grant request</p> <p>Share draft with school council</p> <p>Gain approval for the Innovation Grant request</p> <p>Submit draft to Yukon Education</p>		
<p>June 😊</p>		



School Growth Planning Guide

2014-2015

Introduction

School Growth Plans, as part of the School Growth Process, reflect an ongoing focus on student success. The process involves asking questions about how students are doing, reviewing actions in place, and making changes or adjustments until the desired results are achieved. School Growth Plans function as road maps to improvement for schools and are monitored and adjusted throughout the year.

For some schools, the 2014-2015 School Growth Plan will be a continuation or refinement of the 2013-2014 plan. For other schools, a three-year cycle will be completed and a new plan developed based on evidence from student assessment and/or recommendations from the last school review.

The Department of Education expects that all school growth plans will be completed using the School Growth Plan template which follows the format below.

PART 1: Context, Priorities, Response to Reviews, Processes, and Connections

Context:

The plan should include a brief overview of the school and its community in 1-3 paragraphs. When describing your schools context consider the following:

- The history of the school, mentioning any recent changes to its configuration
- The school's vision for student success and the values of the school with a focus on cultural inclusion
- The things the school is proud of, including successes that the school has experienced in relation to students or community engagement
- Demographic trends, community shifts, staffing/administration changes, or other relevant information

Priorities:

What are the priorities of the school?

School priorities are the ongoing work of the school to ensure that the conditions for learning are in place for each student. Conditions for learning include a safe, caring, respectful and culturally inclusive environment that supports each student in achieving his or her personal best. Priorities may also include

(but are not limited to) First Nations cultural commitments, the maintenance of previous goals, or the work of the school to engage the community.

Response to School Review Recommendations:

How has the school responded to the recommendations from the School Review?

This is a concise summary of how the school has acted or intends to act on the recommendations from the most recent school review. For schools with a number of recommendations that may take more than one year to address, recommendations may be prioritized. If the response to the review is reflected in other sections of the planning document, this should be indicated here.

Processes and Connections:

- What processes were used to monitor and adjust the 2013-2014 School Growth Plan? How has this informed the development of the 2014-2015 School Growth Plan?
- Who was involved?

Briefly outline the steps taken and the people involved including the names of the 2014-2015 School Growth Planning Team (SGPT). Also include a brief summary of how staff, students, parents, the community, and School Council are engaged with and updated on the process.

PART 2: FOCUS

Progress and Evidence

Looking Back

Before writing or updating the School Growth Plan there should be an opportunity for the School Growth Planning Team to review and reflect on a range of evidence including progress made. Looking at the evidence should help to create an understanding of the students, those not meeting expectations, minimally meeting expectations, or meeting and exceeding expectations.

Some guiding questions:

- **What do you know about the students at the school?**
- **How will the work you did during the 2013-2014 school year help guide your planning for the 2014-2015 year?**

Note:

- Tracking the performance of grade groups or cohorts and sub-groups, i.e. boys or girls over time provides good information about progress and challenges.

- With greater access to data through the school’s data portal, many schools have begun to track the progress of individual students, which they aggregate to create a picture of the school as a whole.

Some guiding questions:

- **What progress did the school make in achieving the targets set last year?**
- **Did you implement the actions or strategies in last year’s plan?**
- **If you did, are they working? Or is it too early to tell?**

If you met your target(s) from the previous year, you need to use evidence to consider whether you need to set a more challenging target(s), whether to implement strategies to maintain the achieved target, or move on to another area of focus.

If you did not meet your target(s,) the SGPT needs to reflect on why this may be the case. Consider reviewing the evidence, the indicators chosen, and the strategies employed to discover the reason(s) and reflect on these in the plan.

What action(s) ALREADY in place have been effective in improving the success for those not meeting, minimally meeting or meeting or exceeding expectations?

After reviewing and reflecting upon the evidence, the School Growth Planning assesses the effectiveness of current actions and considers the need for changes or ongoing support.

Looking Forward

The reasons for the selection of the goals or objectives should come from the SGPT’s review of the evidence.

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.

A goal is a succinct, evidence-based statement of focus related **ONLY** to outcomes for students. Schools should have a limited number of goals; one goal with supporting objectives is a good place to start.

Rationale for selecting goals, objectives, and targets

- The evidence¹ used to confirm progress and identify goals and objectives may be displayed in this section of the document or attached as an appendix.

¹ No evidence should be presented that identifies individual students.

Some guiding questions:

- **Is there any other information that you need? How might this information be obtained?**

With respect to goals:

- **What is your “big picture” end in mind for students?**

Objectives:

Objectives narrow the focus of a goal and are related to specific groups of students and specific measurable outcomes.

- Schools are encouraged to state their goal or objectives as a question. This leads to an action research approach to the School Growth Plan. The target may be embedded in the question.

Targets: What are your expected results?

This is an evidence-based student related outcome. The following are examples:

- By 2015, 90% of all of our grade 3 boys will meet or exceed reading expectations as measured by the BC performance standards.
- At Snowdrift Secondary School, course completion rates will improve ___% as measured by fewer students dropping out and more students meeting and exceeding course expectations.

PART 3: ACT

Actions: Strategies/Interventions

Actions that improve outcomes for all students and interventions for specific groups or individuals are in place or being explored. Actions focused on social responsibility, engagement or cultural inclusion may be strategies employed to enhance student success in each goal.

Some guiding questions:

- **What do you need to continue doing or do differently to make sure you accomplish your goal(s) and the supporting objectives?**
- **Do your strategies, actions or interventions address the needs of those not yet meeting, minimally meeting and meeting or exceeding expectations?**

Personnel are organized strategically, school structures modified, and resources identified to support the work. Staff development and Department supports are identified. Strategies to engage parents and the community in the improvement efforts are in place.

Some guiding questions

- **How are you organizing the school to support the goals and objectives?**
- **Who will take responsibility for ensuring you accomplish the work?**
- **Are the person(s) responsible for specific actions or interventions identified in the School Growth Plan**

Evidence (individual, classroom, school, Department) can be used to inform progress made in relation to the objectives. Classroom and school-based assessments, and especially the performance standards where available, are the best tools to assess areas of weakness and measure incremental gains.

Some guiding questions

- **How will you track your progress?**
- **What forms of evidence will we use?**

Department assessments measure progress at specific points in the education process. Using both kinds of assessment creates a more reliable picture of student progress.

PART 4: MONITOR AND ADJUST

Monitoring Progress:

Student progress, resulting from the actions and interventions implemented in the plan, must be tracked during the year. New evidence is reviewed and analyzed at specific points in the year.

Some guiding questions:

- **How and when will the plan be monitored for progress?**
- **Is a monitoring process in place with specific dates for the School Growth Planning Team, staff, and School Council to review the effectiveness of the plan?**
- **Are emerging or changing needs identified?**

Communications:

Reporting and communications related to each aspect of the planning process is ongoing. Communication plans should include staff, students, School Council, parents, community, local First Nation(s) and the Department.

Some guiding questions

- **How will you communicate about our work? Who will communicate? To whom? How often? Through which communication channels?**

Adjusting the Plan:

School Growth Plans are intended to be living documents that function as road maps to improvement. Sometimes, the actions outlined in the Growth Plan are not successful in achieving the intended results. An examination of why this is so may reveal a need to give the action more time or make changes in order to reach the desired goals.

Some guiding questions:

- **What will you do if results do not improve?**
- **What factor(s) resulted in the goal(s) not being reached?**
- **What needs to be adjusted in order for the goal(s) to be reached?**
- **Who can help us reach the desired goal(s)**

Adjustments to actions are made as required to more effectively meet the needs of all learners. A brief description of the adjustments or changes that were made is included in the planning document.

Elements Checklist for School Growth Plans

The checklist below is meant to provide a way for schools and Yukon Education to review the plan in order to make sure that all school growth plans contain the elements outlined in the School Growth Planning Guide.

PART 1: Context, Priorities and Connections

Not Evident	Needs Work	Evident	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The context, beliefs, and values are briefly stated.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan briefly describes the strengths and successes at the school as well as the ongoing priorities in relation to student outcomes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan discusses the school's response to the recommendations from the school review.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The School Growth Planning Team (SGPT) represents the diversity of the community. The Team has membership from staff, students, School Council, parents, First Nations and an Elder.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The members of the SGPT are listed in the plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The processes used to develop the plan are described.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is evidence that the SGPT engaged the community in the development of the plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is evidence that the School Council was regularly updated about the Plan.

PART 2: FOCUS Evidence and Progress

Not evident	Needs Work	Evident	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is evidence that the SGPT reviewed student progress made from the last plan and whether targets were met or not met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is evidence that The SGPT reflected on the effectiveness of the actions and interventions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Team explored the reasons behind the results in relation to those not yet meeting, minimally meeting, and fully meeting or exceeding expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A variety of evidence from the school and the Department was reviewed to develop the plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is evidence that the SGPT disaggregated evidence to look at the achievement of specific groups

PART 2 (continued): FOCUS Goals, Objectives, Evidence and Targets

Not evident	Needs Work	Evident	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The goals and objectives connect directly to the evidence analyzed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each goal focuses on improved outcomes for all students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Objectives for the goal(s) sharpen the focus of the goal to specific grades, groups, individuals or aspects of learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The evidence used to measure progress is identified
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each target is measurable and related to improved student outcomes

PART 3: ACT**Actions Strategies/Interventions**

Not evident	Needs Work	Evident	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan identifies strategies, actions, or interventions that address the needs of students not yet meeting, minimally meeting, and fully meeting or exceeding expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan connects staffing and resource allocation to the goals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan connects to staff development at the school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan includes ways to involve parents, students and the community in the work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan includes ways the Department may or will support the work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan indicates the evidence to be used to track progress and who will be responsible.

PART 4: Monitor and Adjust**Monitoring Progress and Adjusting Actions**

Not evident	Needs Work	Evident	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan identifies when the SGPT will meet to review progress and adjust actions and interventions as needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan identifies how the staff will be involved in monitoring progress and adjusting actions as new information about the school is gathered.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The plan identifies how progress will be shared with the School Council and community.

SECTION TWO

School Reviews

Department Procedures for School Reviews

Tasks	Checked	Comments
June: <ul style="list-style-type: none"> • School Review Guide reviewed, revised as needed, and shared with Senior Leadership • Reviews for the following year identified shared with Senior Leadership and school administration 		
September: <ul style="list-style-type: none"> • Dates for reviews established and calendar of all reviews shared with area superintendent and Senior Leadership Team 		
Prior to Each Review: <ul style="list-style-type: none"> • Team members determined and shared with the superintendent and principal for approval • Agreements about food and snacks made with the school 		
During the Review: <ul style="list-style-type: none"> • Update area superintendent on progress and potential challenges 		
Following the Review: <ul style="list-style-type: none"> • Discuss findings with the area superintendent and as required Senior Leadership • Finalized draft report through consensus with the team • Share draft review report with area superintendent prior to sharing with the principal discuss timing of sharing with principal, staff and school council • Share draft with principal and determine dates for sharing with staff and school council • Finalize the review report, provide copies to area superintendent, principal, and Senior Leadership • Post review report on the school website 		
Review Team Tasks	Checked	Comments
Trip schedule developed and shared with team members superintendent and school		

Visitation schedule - meetings with staff, students, SC, First Nation		
Previous school review report and current growth plan shared with team members (folders created for each team member)		
Data sets- a school profile which may include: <ul style="list-style-type: none"> • enrolment summary (FN/NFN, male/female) • attendance summary (FN/NFN, male/female) • students on IEP by grade, • YAT test results, • Report Card Marks • DART and School Wide Writes • BC provincial exams (if applicable), • graduation / Completion rate (if applicable) • EDI, EYE, Boehm (if applicable) • Survey data and contextual information 		
Organizational Tasks: <ul style="list-style-type: none"> • Accommodations booked as required • Fleet vehicle arrangements made as required Substitute coding shared with host school • Travel authorizations signed • Name tags for team members completed • Stationery needs looked after (paper, pens etc.) • Review schedule completed by the school and Meeting schedule shared 		
Food Arrangements: <ul style="list-style-type: none"> • Snacks for staff determined • Lunches for Team and staff determined 		
Host School Preparations for Reviews		
Timing of the review shared with staff, school council parents, First Nation and community		
Schedule for visit completed including classroom visits and meetings with: <ul style="list-style-type: none"> • School growth planning team • Staff members • Students • School Council and parents • First Nation * Students arranged for guided tour of the school		

Substitutes booked		
Meeting room/working space arranged for Review Team		
Presentation on progress made from the last completed		
Review team made aware of any special events/considerations during the visit		
Staff meeting arranged at end of visitation for initial Review Team comments/observations		

School Procedures for School Reviews

Tasks		
Timing of the review shared with staff, school council parents, First Nation and community		
Schedule for visit completed including classroom visits and meetings with: <ul style="list-style-type: none"> • School growth planning team • Staff members • Students • School Council and parents • First Nation * Students arranged for guided tour of the school		
Substitutes booked		
Arrangements for food made in collaboration with Yukon Education		
Meeting room/working space arranged for Review Team		
Presentation on progress made from the last completed		
Review team made aware of any special events/considerations during the visit		
Staff meeting arranged at end of visitation for initial Review Team comments/observations		
Invoices sent to the Yukon Education for any additional cost from the review		
Draft report received, discussed with Team Chair and reviewed for accuracy and wording		
Draft shared by principal and Team Chair with staff and school council (Area superintendent may be in attendance)		
Final report received and posted on the website		



School Review Guide

2014-2015



Introduction

School reviews are a critical element of the Department's School Growth Process, supporting a system focused on improving the life chances of each Yukon learner. Generally, School Reviews are conducted at each school every three years.

School reviews are founded on the principles of collaboration, inquiry-based conversation, and the use of evidence to inform decisions and actions in order to improve outcomes for all Yukon students.

A school review provides observations and recommendations to the school, Yukon Education and the public regarding efforts at the school to improve student outcomes. Schools respond to the recommendations from the school review team through the school growth process and school growth plans in the years following the reviews.

The School Review Process

School reviews are chaired by the Director of Student Achievement or a superintendent and Review Teams include Department of Education and school staff and community members, parents, and or School Council members. Each team participates in a training session before each Review. The training focuses on a detailed analysis of the school growth plan and relevant school and Department evidence and information.

The School Review Team visits a school for 2 to 4 days. The Team has a detailed discussion with the School Growth Planning Team/Committee regarding student achievement. The Team also visits selected classrooms and meets with the School Council and partner groups including teachers, parents, students, Elders and members of the First Nation community, to discuss the efforts at the school to improve student achievement.

Please Note:

In the second cycle of the review process, the school principal and the School Growth Planning Team or Committee will take 45 minutes to an hour to share their response to the following two questions:

What has the school done in response to the recommendations from the last review?

How has the work done in response to the recommendations improved outcomes for the students at your school?

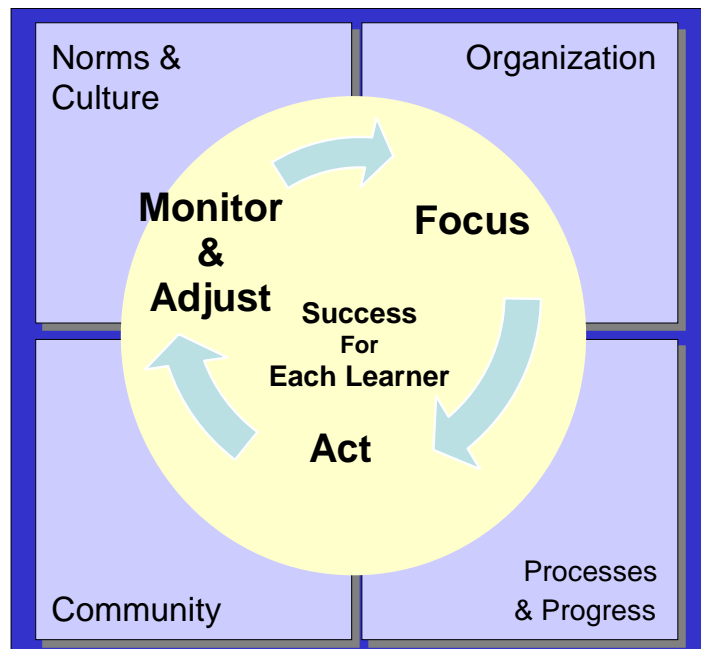
After the presentation the review team will focus on inquiry –based discussion.

Foundation Principles

Schools that improve student outcomes actively consider and respond to the following questions in relation to their work in each of the four areas:

- What do we know about each of our learners and what is most important to improve their success? - Focus
- How is what we know changing what we are doing in our classrooms, at the school and with our community? – Act
- How and when will we monitor our progress and adjust our actions to get improved results? – Monitor and Adjust

School reviews focus on improving student outcomes guided by conversations in four research – based areas that support student learning. The four areas are Norms and Culture, Community, Organization, and Processes and Progress



(Adapted from Cooper, Fusarelli, and Randall, 2004)

All conversations during reviews begin with two basic questions:

1. From your perspective, in the interest of improving outcomes for all students, what are the strengths of the school?

2. From your perspective, in the interest of improving outcomes for all students where does the school need to grow?

Reporting School Review Findings

At the end of the Review process, the Review Team and the School Growth Planning Team come together for an inquiry-based discussion of findings. A draft report is provided to the principal, school staff and school council for review. The final report containing observations and specific recommendations is presented to the school and posted on the school website. The school responds annually to the recommendations in the report through the school growth plan. Yukon Education staff follows-up to support improved success for the students at the school.

Preparing the School for Cycle Two Reviews

School Self-Reflection

Schools should be preparing for their reviews by assessing the progress made in relation to addressing the observations and recommendations in each area of inquiry from the last review.

Before school reviews, staff, school council, parents and students may use the School Review Guide to engage in a reflective process about the school.

In preparing for the school review, the principal will:

- Discuss logistics with the Director of Student Achievement
- Notify the staff and school council of the upcoming review and the dates
- Arrange for substitute teachers
- Organize a schedule for the team with time to meet with staff and students as well as visit classrooms
- Arrange a time to meet with the school growth planning team
- Arrange time for the review team to meet with school council and or a time to meet with parents generally
- Facilitate a meeting with the Yukon First Nation
- **Prepare the opening presentation for the review team**

Please note that the costs of the review including required substitute teachers and any food are covered by Yukon Education.

Norms and Culture

Schools that effectively focus on improving outcomes for each learner are socially, academically and culturally inclusive with high expectations for each learner. The atmosphere and environment at the school is positive, the conditions for learning are in place and the commitment to improving the achievement of all is evident.

Behavioural Indicators

The school:

- Has a welcoming atmosphere and a positive inclusive environment that helps each learner do his/her personal best,
- Has a clear vision of itself as a learning community with a focus on research based practice to improve student outcomes,
- Is culturally and contextually inclusive. Honours and includes Yukon First Nations and Yukon history across curricular areas and is responsive to the differing perspectives and increasing diversity of the school population,
- Ensures that the conditions for learning are in place in each classroom and across the school,
- Has an approach to teaching and learning that reflects a commitment to student progress that includes:
 - High expectations and continuous growth for each learner,
 - A strong focus on academic and intellectual progress as well as social, emotional, and physical development
- Models such principles of civility as trust, fairness, social responsibility, respect, and inclusion,
- Addresses issues of bullying, prejudice and discrimination in a timely way to ensure that conditions for learning in place for everyone.

Community

Schools that effectively focus on improving outcomes for each learner have a shared commitment to success for each learner. The staff collaborates with each other and with students, school council, parents, students, Yukon First Nations, and community to support student learning. Ongoing involvement is evident and the school communicates about progress and challenges in multiple ways.

Behavioural Indicators

The School:

- Ensures that the learners can see themselves reflected in the cultural perspectives, curriculum, policies, and practices in the school,
- Engages all staff, teachers, support staff, Yukon First Nations, language teachers and support workers (ESWs, EOCs), and educational assistants in a team approach to the work to improve outcomes for learners,
- Builds and maintains positive working relationships with parents, School Council, the community, Yukon First Nations, and Elders,
- Works together with students, parents, School Council, Yukon First Nations, and community to share responsibility for improving success for each learner,
- Involves students, the school council, parents, the community, and Elders in the school growth process,
- Invites family and community interaction and dialogue to support student success;
 - Recognizes concerns and identifies opportunities to address them through shared problem solving and conflict resolution,
 - Is inclusive of different opinions and perspectives and works to build consensus to support the success of each learner,
- Shares information in a timely manner and welcomes input and dialogue with the community.

Organizing for Learning

Schools that effectively focus on improving outcomes for each learner organize structures, actions, and interventions to ensure success. Work in the school is coherent and aligned to focus on improvement. Actions and interventions include effectively differentiating instruction, staff, resources, time and professional development to get results and are frequently reviewed for effectiveness. The Department supports the school and makes connections across Yukon to build capacity.

Behavioural Indicators

The School:

- Aligns structures, actions and interventions to improve success for each student
- Uses a wide variety of actions/interventions to support students not meeting, minimally meeting and meeting or exceeding expectations,
- Uses a balanced literacy approach and literacy skills are embedded across all curricular areas,
- Integrates language and culturally relevant perspectives into the organization of the school as well as within classroom curricular areas to enrich the learning experience of all of our students,
- Integrates technology across the curriculum to support learning at all levels,
 - Ensure that students use technology responsibly,
- Differentiates instruction in inclusive classroom environments guided by appropriate assessment to support each learner,
- Employs a pyramid of intervention to identify and address the needs of each learner,
- Has a school-based team that meets regularly to consider the progress of vulnerable students, provide recommendations, and support as required.
-
- Uses student learning plans, behaviour plans or Individual Education Plans (EPs) to guide delivery and assessment for identified students,
- Reviews organizational structures, resources, actions and interventions for effectiveness and revises as necessary to improve success for each student.

Processes and Progress

Schools that effectively focus on improving outcomes for each learner, consistently use evidence to guide decisions and actions. Processes are in place to collectively monitor progress and make adjustments in key areas. Improvement, for individual students, groups of students, and the school is evident.

Behavioural Indicators

The School:

- Improves the life chances of each of learner as determined by both formative and summative evidence,
- Ensures that students not meeting expectations and minimally meeting expectations are supported to meet high expectations
- Ensures that students meeting and exceeding expectations are challenged,
- Analyzes a **variety** of evidence including individual, classroom, school, and Department about learners, their learning, the school and community to improve student learning guide the development of the School Growth Plan,
- Ensures that classroom assessment practices are consistent and reporting is consistent with grade level expectations,
- Engages students in self-assessment and setting goals for the next steps in their learning,
- Communicates about results and progress with the school community,
- Has a growth plan with goals and/or objectives that:
 - Include targets that relate to students and improved outcomes,
 - Identify timelines and responsibilities for the accomplishment of the stated actions and interventions,
- Has a School Growth Planning Team or Committee that:
 - Engages staff, students, parents, and the community, Yukon First Nations and Elders in the process,
 - Monitors progress and adjusts actions, interventions, and plans to improve results.

Leaders in Education/Innovation Fund

(Innovation Grants)

2014-2015 Leaders in Education/Innovation Fund

Schools, School Councils, communities and First Nations are invited to submit a proposal for an innovation grant to focus on improving the success of students in their local schools. The purpose of the Leaders in Education/Innovation Fund focuses on supporting innovations in schools to improve student outcomes. Each proposal must connect to the goals and objectives outlined in the school growth plan.

The total fund is \$85, 000, which will be distributed among the schools that submit proposals on or before May 30, 2014 and have their proposals approved by the School Growth Planning Committee in June 2014.

Schools, First Nations, School Councils and the School Board can all submit a proposal for innovative education projects that connect to the School Growth Plan. School and communities may wish to submit more than one proposal.

Funding can be used for the following phases of the planning cycle:

- o **Focusing**- engaging the community or assisting parents in supporting learning at home
- o **Acting** – supports, material or personnel, for actions identified within the plan
- o **Monitoring and adjusting** – tools to assess the effectiveness of the plan during the year in order to make revisions to actions and interventions

Funding may also be used for action research, professional development, the purchase of curriculum materials and community resources. In previous years, several schools submitted proposals for promethean boards and some schools may be considering requesting a second board through the fund. However, the School Growth Planning Advisory Committee determined that as an innovation, the fund should only support the purchase of one promethean board per school. Those schools that have received a promethean board through the fund should consider submitting a proposal to support other innovative projects connected to school growth.

Please complete each area of the proposal form. **(See Appendix D)**

All proposals must be submitted to Simon Blakesley (Simon.Blakesley@gov.yk.ca) at the Department of Education by May 30th. Emailed or faxed proposals must be followed by the original proposal signed by three members of the School Growth Planning Team.

Appendices

Appendix A: Conditions for Learning

The ideas behind the conditions for learning are based on many years of research on the brain and learning (Hattie, 2009, Caine & Caine, 1997). We now know that learning is a social activity that is influenced by the environment inside and outside of the school and the academic, social, emotional and cultural capacity of the learner to engage in the process.

In general, we can say that everyone, adults and children, learn well under the following conditions:

1. The environment in the classrooms and the school is positive, safe, caring, socially and culturally respectful, and inclusive.
2. What is being learned is meaningful to the learner and the learner can use what they already know as a basis for gaining new knowledge.
3. What is being learned is appropriate for the developmental level of the learner.
4. What is being learned is challenging, and the learners accept the challenge and are **encouraged and supported in taking risks** in the learning process.
5. The learners see themselves as successful in the learning process with **opportunities to learn in their own way, make choices, and feel in control**.
6. The learners have opportunities for social interaction and helpful feedback during the learning process.

In summary:

Learning is a process of figuring things out, asking questions, making connections, getting ideas and testing them, taking risks, making mistakes, without fear of ridicule or embarrassment, trying again and eventually experiencing the satisfaction of accomplishment.

(Priesnitz, 2009)

Appendix B: School Growth Planning Template



School Name

School Growth Plan

2014-2015

Last Updated : [Enter the Date]

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

Context: (Includes a brief summary of demographics, the vision and values of the school, the cultural focus and things the school is proud of in relation to students or community engagement)

Priorities: (See the school growth planning guide for details)

Response to School Review Recommendations:

(See the school growth planning guide for details)

Processes and Connections:

(See the school growth planning guide for details)

PART 2: Focus

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

Looking Back at 2013-2014:

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:

Goal(s):

(See the school growth planning guide for details – Goals and objective may be stated as research questions)

Objective(s) to support the goal:

Target(s):

(See the school growth planning guide for details – targets are only related to outcomes for students)

PART 3: ACT

Goal:

Objective:

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible

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

PART 4: Monitoring and Adjusting the Plan

Dates for monitoring progress:

Dates and description of any adjustments made to the plan:

Communications Plan: (To be completed during the 2014-2015 school year)

Appendix C: School Review Report Format



School Review Report

School

School Principal:

Vice-Principal:

Date of Review:

School Review Team:

Meetings with the School included:

- The School Growth Planning Team
- Staff
- Meeting with students
- Meeting with School Council representatives
- Classroom visits

School Context

Norms and Culture:

Characteristics:

Continuously improving schools are socially and culturally inclusive with high expectations for each learner. A focus on continuous improvement is evident.

Observations of the Team:

Recommendations for moving forward:

Community

Characteristics: In continuously improving schools build a shared commitment to success for each learner. The school collaborates with parents, students, school council, First Nations and community to support student learning. Ongoing parent/community involvement is embedded in school culture and the school communicates about progress and challenges in multiple ways.

Observations of the Team:

Recommendations for moving forward:

Organization

Characteristics: Continuously improving schools organize structures, actions, and interventions to ensure success for each learner. Work in the school is coherent and aligned to focus on improvement. Actions and interventions include effectively differentiating resources, time and professional development to get results. The Department supports the school and makes connections across the Territory to build capacity.

Observations of the Team:

Recommendations for moving forward:

School Processes and Progress

Characteristics: Continuously improving schools take responsibility for improving outcomes for students. They use evidence to guide decisions and actions and have processes in place to collectively monitor progress and make adjustments in key areas of their work. They demonstrate improvement over time – for individual students, groups of students, and the school.

Observations of the Team:
Recommendations for moving forward:

Conclusions:

Practices to share:

Appendix D: Leaders in Education Innovation Fund Proposal 2014-2015

School Name:
Proposal:
Applicants:
Goal or goals of the project:
Rationale: Students who will benefit:
Connection to the School Growth Plan:
Describe how the proposal is innovative and curriculum related:
Describe the proposed project including the methods, materials, resources, personnel, and start and completion dates: Methods Resources Personnel

<p>Start Date Completion Date</p>
<p>Outline estimated costs:</p>
<p>Measures used to evaluate the success of the project:</p>
<p>School Growth Planning Team sign off by a minimum of three members of the school growth planning team</p> <p>Names:</p> <p><u><i>*Please submit the original signed copy of the proposal to Simon Blakesley (simon.blakesley@gov.yk.ca) at the Department by May 30th</i></u></p>
<p>Response from School Growth Planning Advisory Committee:</p> <p>Approved</p> <p>Not Approved</p> <p>Signed:</p>