

JV Clark School Growth Plan 2024/25



Mission Statement

JV Clark School aims to foster collaboration between the community and school to create a safe, nurturing environment while empowering students to become confident, responsible, and productive lifelong learners, excelling socially, academically, and culturally in local and global settings. For this endeavour, educators at JV Clark are committed to strive to improve their knowledge, expertise and skills. In the spirit of truth and reconciliation it is a priority to inculcate First Nations ways of doing and learning in school practice while also providing a wealth of experiential learning in the: classroom, outdoors, woodshop, kitchen and through sports and field trips.

First Nation ways of doing and learning

JV Clark is built on the traditional territories of the Na Cho Nyak Dun First Nation. JV Clark has a Northern Tutchone language teacher such that all students receive language instruction 3 to 5 times per week. Our school has fostered relationships with Yukon First Nations elders and knowledge keepers to guide us on our journey of reconciling ways of knowing and doing into our school community and guided by the four core values of the Na-Cho Nyak Dun.



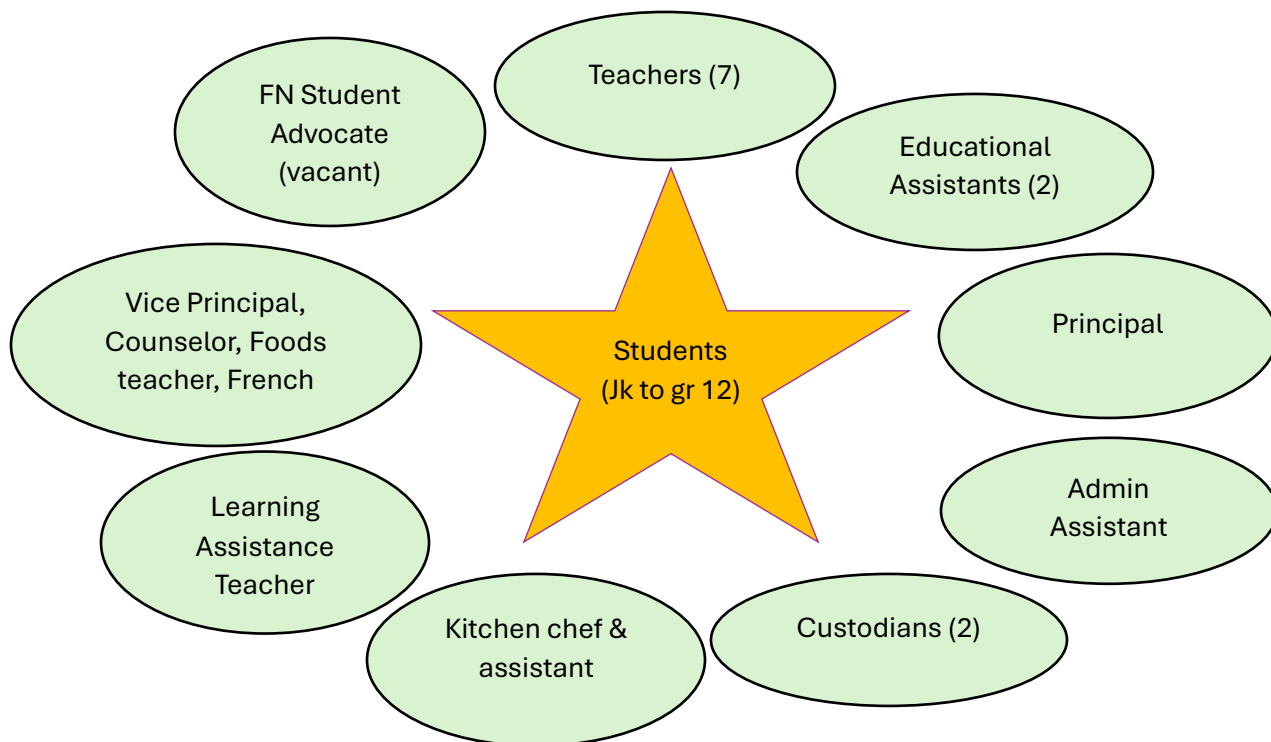
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School profile and demographics

JV Clark School is located on the north end of the Village of Mayo. The school is surrounded on three sides by boreal forests. Our school has just had an outdoor classroom built which allows for staff and students to engage in outdoor learning.

JV Clark school caters to learners from aged 4 kindergarten through grade 12. Currently, there are 60 students attending with all grades. The student demographic sees 76% of the school population belonging to the First Nation of Na Cho Nyak Dun, 1% other Indigeneity, 4% black, and 19% Caucasian.

JV Clark School composition



The school is composed of the following classrooms: JK/kindergarten, grade 1/2/3, grade 4/5/6, grade 7/8 and a high school contingent comprised of grades 9 through 12. JV Clark boasts a full-time fluent Northern Tutchone teacher where all grades from junior kindergarten through high school receive language instruction throughout the week. There is also a dedicated math and science teacher who teaches grades 4 through high school while also teaching ADST and high school art. Our high school humanities teacher also serves as our PE teacher where all grades, generally, have PE three times per week. In addition, our grade 7/8 core teacher provides experienced woodshop instruction to all grades from kindergarten through high school.

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Questions for families who visit on our student-led conference

What do you want the school to focus on? Immediate. Long term.

How do we keep class group sizes intact through to graduation?

Comments left by anonymous families during the October 2023 School Growth Community Forum

Accountability

Sell-motivated, curious learners

Sense of purpose:

- Why am I required to learn this?
- Increased attention to careers?
- Improved attendance?

Arrive rested and prepared to engage (tough w/ energy drinks, mobile devices, gaming and being a teen)

Mission: What is "larger community"

The "community" Silver Trail maybe?

Avoiding the soft bigotry of low expectations

One hand on keyboard, one hand on the trapline!
I can't remember who said this, but it speaks to blending 'modern' and 'on the land' learning

Indigenous/First Nations learning and history

More fun community events that bring people into the school, highlighting a positive, safe place. Exposing our students to more opportunities and interests that lead to jobs eg trades, tech, hair, art, music, environment, all sciences, supporting/fostering existing interests expressed by students, individually or collectively.

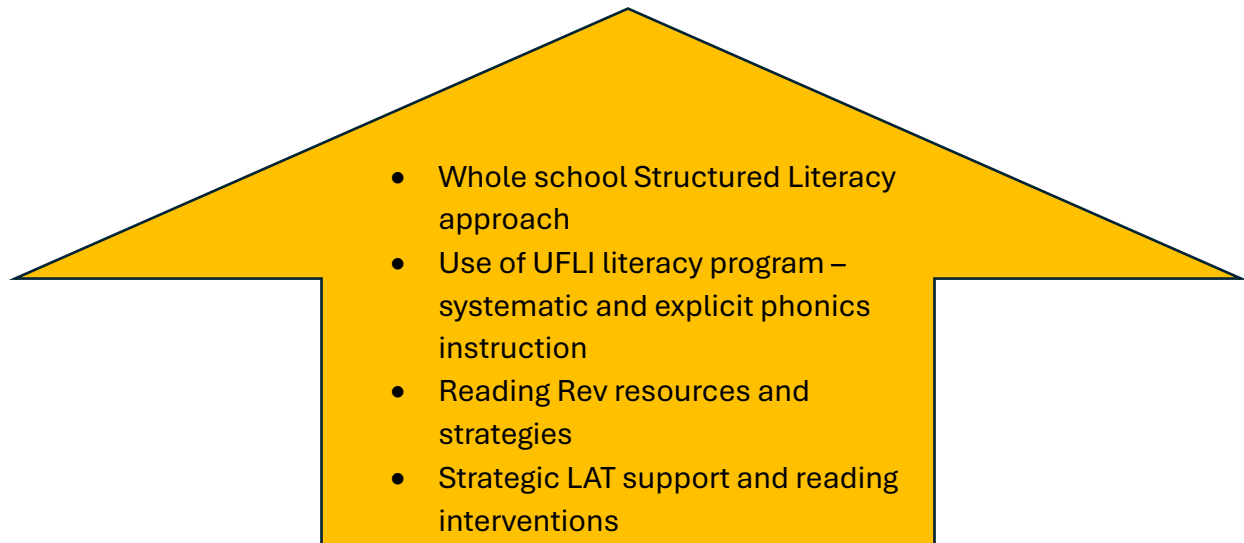
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Student achievement

1. Reading targets 2024/25

Using the Fountas and Pinnell Baseline Assessment, reading levels were secured for students (not on IEPs) from grades 2 through 8 in fall of 2024. From these reading levels which are measured with letter values, teachers made predictions for each student to increase their reading levels from the autumn to the spring. The predicted level increases for each student – which are unique to each student – will be added as a whole group to create a cumulative reading target. **As such for 24 students who were assessed in fall 2024 the cumulative reading target increase is 59 levels from autumn 2024 to spring 2025.**

How will JV Clark school achieve these reading targets?



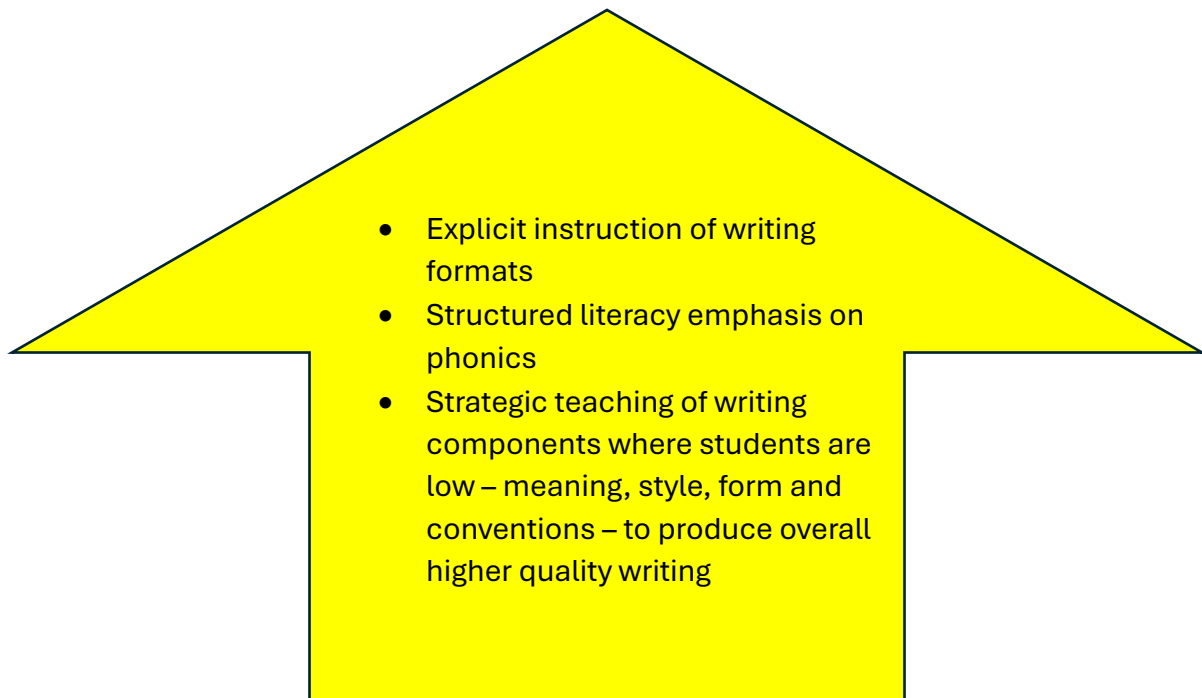
2. Writing targets 2024/25

Twice a year students from grade 2 through 8 complete writing assessments which are commonly referred to as the 'School wide write' - SWW. The SWW encompasses the writing process from editing through to a finished draft which is assessed through comparison to a grade-level rubric. The writing criteria includes the following aspects: meaning, style, form and convention which generates an overall assessment value. This value can be defined at the lowest level of writing (for the grade in question) as emergent through developing, proficient and exceeding expectations. For the purposes of creating holistic school-wide targets a numerical value of 1,2,3 and 4 is assigned to emergent, developing, proficient and exceeding.

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From autumn 2024 to spring 2025, we would expect our students to – at least – increase by one level on the school-wide write. For example, we would expect a grade 2 student with an overall assessment of emerging (a value of 1) to improve to developing (value of 2) by year's end. As such, considering the SWW assessment for the grades 2 through 6 – which included 20 assessed students, the aggregate writing score of 27 (an average of 1.35 for each student) which equates to a holistic writing level closer to emerging than developing. **The school target for this group is to see an aggregate assessment level of 2.4 which equates to halfway between developing and proficient by the end of the 2025 school year.**

How will JV Clark school achieve this writing target?



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3. Attendance improvement

Overall attendance for JV Clark for the 2023/24 academic year was 74%. Improvement in attendance will undoubtedly improve the academic performance of students. **As such, we have set a target to improve attendance to an overall percentage of 80% for the 2024/25 academic year.**

