



A Statement about Learning

We value life-long learning for personal growth and empowerment. Everyone is welcome in the community and supported to develop positive relationships based on trust, respect, integrity, empathy, and humour.

Academic excellence, curiosity, and critical thinking are supported in a fun yet challenging learning environment. There is support, education and modelling of physical, mental and emotional health and well-being through wholesome nutrition, engaging sports, outdoor activities and on-the-land experiences.

School Growth Plan 2023/2024

School: ATLIN SCHOOL

Principal: Edel Paracuelles

Revision Date: June 20, 2025



Our Mission

In School District 87 Stikine, we support our students’ success by providing opportunities for them to excel as learners in an environment that celebrates Indigenous heritage, creates a sense of belonging, and supports their capacity to be leaders in their communities.

Our Values

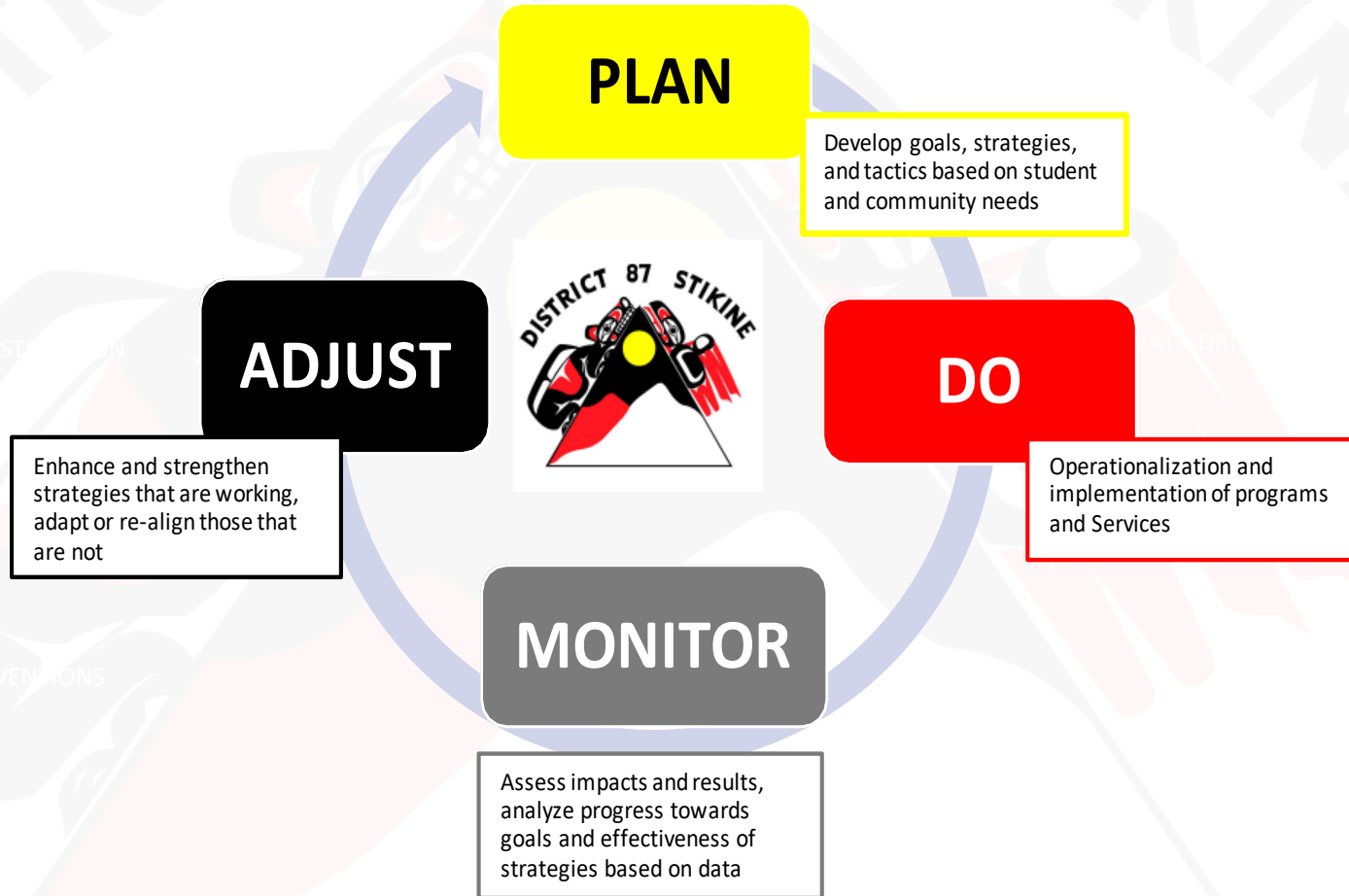
The core values that guide the work of the school district are important in both Indigenous and non-indigenous cultures. Reflecting the wisdom of the elders and our commitments to each other, in School District 87 (Stikine), we value:

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|-------------------|-----------------|----------------|
| CARING | COMMITMENT | COMMUNICATION |
| CULTURE | RESPECT | OUR ELDERS |
| EQUITY | FAIRNESS | HONESTY |
| LIFELONG LEARNING | PROFESSIONALISM | RESPONSIBILITY |
| INDEPENDENCE | SUSTAINABILITY | |

Our Vision

School District 87 Stikine is inclusive and student focused. We honor diversity and maintain a supportive, safe, and success focused environment for all students.

CONTINUOUS IMPROVEMENT CYCLE



LITERACY

Objectives

COMPETENCY GOAL (Overall Literacy Goal)

We are dedicated to supporting students to become confident, articulate, critical communicators willing to engage in dialogue and take on meaningful roles in their communities.

Targeted Literacy Objectives

1. Increase the number of students meeting or exceeding expectations in reading & writing skills.
2. Provide more opportunities for student self-expression to develop confidence.
3. Provide targeted PD on Literacy strategies for K-12.

District Data & Evidence

1. FSA 4 (Reading / Writing)
2. FSA 7 (Reading / Writing)
3. Literacy 10 and 12
4. Fountas & Pinnell/Jerry John's
5. School Wide Write
6. Heggerty (K-3)

School Action/Strategies

Grades K-9

1. Organize schoolwide Buddy Reading, reading competitions, debates, and Writer's Festival events.
2. Expand opportunities for students to participate in drama, public speaking, storytelling, newsletters, projects, Elder's Tea and cross-curricular writing such as pen pals and school magazine.
3. Strengthen library programming with accessible, curated book collections, and leverage technology (Google Lens, Clicker) to support diverse learners.
3. Provide data-driven, targeted interventions to enhance foundational literacy skills and comprehension strategies
4. Adrienne Gear related books, organized by comprehension strategies for teachers
5. Implement collaborative planning time between teachers, support staff, and include project-based learning that integrates literacy across subjects.

Grades 10-12

1. Expand oral and written language opportunities (debate contests, public speaking, drama, storytelling, peer mentoring, creative writing competitions).
2. Support advanced comprehension strategies and multi-paragraph writing instruction.
3. Enable real-world writing (newsletter, opinion pieces, Heritage Fair entries).
4. Provide technology tools (digital literacy workshops, online research) appropriately.
5. Facilitate collaborative planning for project-based literacy across subjects, offer PD on explicit teaching methods.
6. Organize student-led news magazine, large-scale presentations, and Writer's Festival participation.



School Data & Evidence

1. Literacy 10 and 12 Provincial Assessment
2. Course completion rates
3. Student self-assessment
4. Classroom/Teacher Assessments
5. Increased library circulation, reading incentive participation, documented collaborative events and contests

COMPETENCY GOAL (Overall Numeracy Goal)

Students will demonstrate grade-level competence and facility in foundational numeracy concepts and skills, with the ability to problem-solve and engage in real-world applications and strategies.

Targeted Numeracy Objectives

1. Increase the number of students meeting or exceeding grade level expectations
2. Develop problem-solving strategies for real-world applications in all grades
3. Hands-on practical math program integrating on-the-land activities and project-based learning.

District Data & Evidence

1. FSA 4 (Numeracy)
2. FSA 7 (Numeracy)
3. Numeracy 10
4. SNAP Assessment

School Action/Strategies

Grades K-9

1. Offer hands-on math experiences such as mapping, orienteering, animal habitat studies, greenhouse projects, and carpentry.
2. Organize grouped math activities by ability; provide targeted support via Student Assistants.
3. Conduct math drills, math incentives, games/quiz contests (such as Math Fest).
4. Incorporate Indigenous content (Tlingit language, traditional methods), cross-curricular math activities (science/art).
5. Regular formative assessment and problem-solving tasks to build foundational skills.
6. Enhance tactile and experiential math learning through play and manipulatives.
7. Early numeracy screening and individualized learning plans for students needing additional support.

Grades 10-12

1. Incorporate Indigenous content (Tlingit language, traditional methods), cross-curricular math activities (science/art).
2. Provide real-world numeracy applications: ecological/population studies, construction projects, finance and entrepreneurship activities.
3. Offer diagnostic/proficiency assessments, targeted interventions for foundational skills.
4. Organize and participate in math competitions (e.g., U of Waterloo).
5. Cross-curricular math integration (greenhouse finance, mechanics, small engine repair).
6. Integrate advanced content: exploring AI applications and benefits/issues, and advanced math topics through collaborative projects.
7. Utilize teacher mentorship, peer support, and specialized math instruction for targeted intervention and enrichment.



School Data & Evidence

1. Numeracy 10 Provincial Assessment
2. Course completion rates
3. Student self-assessment
4. Classroom/Teacher Assessments

STUDENT HEALTH AND WELL-BEING

Objectives

COMPETENCY GOAL (Overall Student Wellbeing Goal)

We are a diverse, inclusive community of learners nurturing a thriving, respectful, supportive learning environment where First People's Principles of Learning are integrated and foundational to the holistic well-being of all students and staff.

Targeted Student Well-being Objectives

1. Provide more opportunities for teamwork and collaboration
2. Explicitly tie core competencies to all planning/activities
3. Develop several project-based, on-the-land activities for students: cultural, greenhouse, music, land skills, and sustainability

District Data & Evidence

1. Student Learning Profile
2. Student Self-Assessments
3. Student Learning Survey

School Action/Strategies

Grades K-9

1. Dedicate planning periods for whole school projects that foster teamwork, problem-solving, and creativity, such as drama, school-wide Musters, gardening, and multi-class collaborative arts and sports.
2. Expand opportunities for on-the-land experiences (Yanshuka camp, berry picking, outdoor art, nature walks) to support local knowledge, well-being, and connection to Tlingit ways of being.
3. Explicitly model and teach mental and physical health routines, including SEL curriculum and Open Parachute, in tandem with physical activities, nutrition projects, and peer support.
4. Increase school-wide activities with Whitehorse and District schools for sports, music, cultural fairs, and sharing circles (building community, resilience, and belonging).
5. Provide sharing circles, bullying prevention programs, and use Yanshuka as a space for relational learning, strengthening reciprocal relationships and cultural wellbeing.
6. Integrate Tlingit language and cultural knowledge into SEL and health routines whenever possible, such as gratitude circles and Elder-led sessions.

Grades 10-12

1. Plan whole school projects in collaboration with elementary classes to build teamwork, creativity, problem-solving, and critical thinking through mentoring roles, group presentations, and service activities.
2. Offer expanded on-the-land and Outdoor Education programming, including sustainable land practices, leadership opportunities at Yanshuka, and skill development for wellness, stewardship, and Indigenous land knowledge.
3. Deliver explicit instruction in critical thinking, media literacy, and mental/physical wellness, including digital citizenship, peer mentoring, and individualized healthy living plans.
4. Use sharing circles for discussion of wellness topics, model healthy relationships, and ensure opportunities for student agency in personal well-being initiatives.
5. Collaborate with Whitehorse and District schools for regional events (sports, wellness workshops, cultural exchanges).
6. Integrate Tlingit language and cultural knowledge into SEL and health routines whenever possible, such as gratitude circles and Elder-led sessions.



School Data & Evidence

1. Student self-assessment
2. Classroom/Teacher Assessments
3. Attendance and extracurricular involvement
4. Documentation of collaborative projects
5. Participation rates in outdoor/culture camp activities
6. Evidence of bullying intervention outcomes

SCHOOL SUSTAINABILITY

Objectives

COMPETENCY GOAL (Overall School Sustainability Goal) – School Operations

Develop a genuinely inclusive, supportive environment for learning and teaching, providing the necessary training, resources, and spaces that provide a stimulating environment for everyone to learn and work in, and welcoming to the wider community.

Targeted School Sustainability Objectives

1. Staff housing is maintained and available
2. Professional staff development for on-going instructional development
3. Ensuring resources and facilities are up to date, useful, in good working order
4. School Facebook site up and running for community communication

District Data & Evidence

1. Staff Community
2. Staff Orientation
3. Peer Mentoring

School Action/Strategies

1. Regular scheduled IT/Maintenance.
2. Computers and internet, program licenses, and general technology needs to be ready for start of school, in good working order.
3. More interactions with Whitehorse schools – sports, Science Fair, Heritage Fair

School Staff

1. On-going professional development: instructional strategies, assessment, integrated planning, comprehension strategies in math and literacy. Invite presenters to come into communities or present online with the support of the Board.
2. In-service for all new programs from the board office.
3. Staff motivation – recognition for long-serving staff
4. Staff Team Building trips



School Data & Evidence

1. Staff Feedback
2. Check-ins
3. Staff Reflections
4. Teacher Growth Plans
5. Teacher Long Range Plans

ADDENDUM 1

Objectives

PLANNING CONSIDERATIONS FOR NEXT YEAR:

Staff and experiences over the past few years have brought up some creative and challenging ideas for growth and change.

Targeted School Sustainability Objectives

1. Some additional planning time
2. Online courses need a dependable Wi-Fi connection, computers in good working order, licenses all loaded
3. School FB page controlled by the school

District Data & Evidence

1. Staff Community
2. Staff Orientation
3. Peer Mentoring

School Action/Strategies

1. Planning time needs to be organized for integrated, project-based plans especially around the greenhouse and the music/art room space
2. Ease of printing from students' devices
3. Add some time to prep to allow planning time with SAs in each classroom
4. Strengthen mental/emotional health capacity- peer support training for HS
5. Update certifications for staff and students in First Aid, Food Safe, Mental Health and Resilience course (St. John's)
6. Tying some math content to student entrepreneurship activities – school lunch, bakery, weekly pizza day.
7. Continue with mechanics, small engines, chainsaw maintenance, other practical skills with community instructors; Career trends and explorations

School Staff

1. On-going professional development: instructional strategies, assessment, integrated planning, comprehension strategies in math and literacy.
2. Consider alternative teaching assignments: Science specialist, Math specialist, Socials, Arts, Music specialists to undertake instruction K-12
3. More activities on the land, bringing Elders into the school
4. Clarify PD responsibilities and staff resources and skills in school for NID days.



School Data & Evidence

1. Teacher Feedback
2. Check-ins
3. Teacher Reflections
4. Teacher Growth Plans
5. Teacher Long Range Plans
6. Staff collaboration: planning, instruction, social activities
7. Data re PD, leaves, medical,

ADDENDUM 2

Objectives

PLANNING CONSIDERATIONS FOR NEXT YEAR:

Staff and experiences over the past few years have brought up some creative and challenging ideas for growth and change.

Targeted School Sustainability Objectives

School Action/Strategies

1. On the Land Project Ideas: Building a cabin, canoe, smoke house, fishing , camping, geocaching, mapping, orienteering, trapping, snaring
2. Math challenges and competitions: regional and national
3. Finance and entrepreneurship
4. Greenhouse – based projects ideas: growing food, food security, environmental and economic sustainability, teamwork – collaboration projects K-12
5. Planning around the competencies
6. Interviewing Elders – making an Elder’s Wall in the School, life stories
7. Penpals, writing a school newsletter
8. Musters – sharing reading, writing, speaking: class and whole school



School Data & Evidence

1. Teacher Feedback
2. Check-ins
3. Teacher Reflections
4. Teacher Growth Plans
5. Teacher Long Range Plans
6. Staff collaboration: planning, instruction, social activities
7. Data re PD, leaves, medical,

District Data & Evidence

1. Staff Community
2. Staff Orientation
3. Peer Mentoring

School Staff

1. Provide skills resources
2. Part time Library and Literacy Coach – book studies, library research lessons, parent involvement,