****

**Jack Hulland Elementary School**

***Where Talents Soar***

School Growth Plan

2016-2017

**Last Updated : May 2016**

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

**Context:**

**Jack Hulland Elementary is a community School that aims to foster a safe and positive educational environment where each student strives to meet their full potential.**

Jack Hulland Elementary School opened on October 21, 1968, which will make this our 48th anniversary serving students and families in this community. We draw our students mainly from the Porter Creek and Crestview communities, but we also have students from outside our official catchment area. We are a K-7 school with well over 300 students. Recent years have shown a steady increase in our attendance numbers; a trend we anticipate continuing with the increased housing development currently occurring within the catchment area. Our positive school culture and strong sense of community known as “The Jack Hulland Way” continues to provide a positive environment for students, staff, parents, and community members. Our school has dedicated professional staff members who work to encourage students to be motivated, enthusiastic, and cooperative. Our active parent group supports school activities in many ways. Community involvement includes resource personnel for curricular support, character education activities, and experiential education in an inclusive environment. Jack Hulland Elementary is proud of the strong partnership between school, students, parents, and community.

**School Profile:**

Total Number of students 335

Students of First Nation Ancestry 123 (37 % of total)

Total Number of Staff 50.8 FTE

Number of Teachers 28.8 FTE

Support Staff 22.0 FTE

**Priorities:**

For the past several years, the focus of our School Growth Plan has been writing with the recognition by staff members that numeracy skills must also have a priority along with First Nations programming and our ongoing Character Education Program. There has been a great deal of work done to further all these areas and to involve students and parents in the process. The assessment for learning practices that have been implemented in the school have yielded the greatest results. Therefore the focus of our School Growth Plan will now centre on Assessment for Learning practices within our core subjects and school priorities.

**Response to School Review Recommendations:**

School Norms and Culture

Jack Hulland is implementing the Positive Behaviour Intervention and Supports initiative with the support of Student Support Services at the Yukon Department of Education. This will fit in very well with our Character Education Program and allow us to further refine our school behaviour policies and procedures. Initial areas of focus will be ensuring consistent approaches school wide, data collection, as well as communication and sharing of data.

Two self-regulation circuits have been set up in the school. Monitoring systems have now been put in place to determine the effectiveness for the students. Teachers also regularly use self-regulation tools within the classrooms. Students are encouraged to trial a variety of tools and determine when they are needed and most effective. All students participate in class meeting lessons on the zones of regulation.

Our First Nation Language and Culture program continues to grow. All primary classes participate in language sessions and the intermediate grades participate in conversation classes where they learn introductions, protocol, and respective First Nation practices. All classes benefit from the team teaching of curricular First Nation activities within their classrooms. The focus on Assessment for Learning will assist to further the development of our First Nation programming in the curricular areas.

School and Community

There was an inquiry about the Learning Together program and the possibility of running the program at Jack Hulland Elementary. School Council put in a request for consideration. The school was informed that the funding for further expanding the Learning Together programs is currently on hold.

The consistency of having our First Nation Language and Culture position filled permanently has allowed for further growth with our programing and connecting with resource personnel. We are pleased with the increasing number of First Nation parents that are involved in school programming and activities.

With the grouping of the Porter Creek family of schools our Superintendent, Penny Prysnuk, has been able to strengthen the connection to the high school. Jack Hulland Elementary has a very good relationship with Porter Creek Secondary. There is a strong transition process in place and the high school is very responsive to our requests for visits, guest speakers, and meetings to support our students. The support is greatly appreciated.

School Organization

Several of the teachers have requested scheduled time with their grade level partners for core subject areas to allow for flexible groupings of students. Teachers are then able to work together to group students in a variety of ways for instruction.

Through the literacy work, staff have noted a number of our students lagging in language development. This is having a strong impact on their reading and writing skills; therefore further supports with our support staff have been put in place for the students in need. The Early Literacy Intervention project also addresses these concerns for our students.

A consistent policy around food has been established and the Positive Behaviour Intervention and Supports initiative will assist the school to continue working on common policies throughout the school and classrooms. Communication to students, parents, and School Council will be part of the work for the upcoming year.

Work with the new curriculum continues through the direction of the department. The focus on Assessment for Learning practices will further develop the competency based approach to literacy development.

We have begun to collect data regarding the long term effects of the supported learning classrooms. The High School has been very supportive and initial data results indicate a higher than average graduation rate for students that have benefited from the supported learning environments. We would be very interested in further discussions on how best to meet student needs in the school settings.

School Processes and Progress

The ongoing work for student improvement has led to the development of one School Growth Plan goal of improving Assessment for Learning practices. Within this goal the areas of reading, writing, math, social responsibility, and First Nation programming can be addressed.

Cohort data is collected and reviewed by staff members to determine next steps for instruction. This also allows us to identify individual needs and be responsive with supports. Data is analyzed in a variety of ways from individual, classroom, cohort, to school wide. Time to review and plan based on the data is provided through collaboration time, primary and intermediate meetings (PLCs), staff meetings, as well as professional development days.

School Council has requested further data sharing and this has been incorporated into the monthly reports. Assessment work by teachers is also recorded in the monthly reports. Further sharing of the math and writing checklists with parents is planned for the Open House, Parent Teacher Interviews, and through individual student Report Cards.

**Processes and Connections:**

The fall of 2013 marked the second review cycle for Jack Hulland Elementary. A School Review team visited our school and spoke to students, staff, and parents to gather information and provide feedback. Members of the Review team at the time included:

Judy Arnold, Director of Learning Support Services

Mike Woods, Superintendent, Department of Education

Katrina Brogden, Principal, Takhini Elementary School

Selena Pye, First Nations Partnerships and Planning, Department of Education

Carol Coote, AYSCBC

For the past two years, work on the recommendations from the School Review has continued. At the 2015 Spring School Growth Planning meeting, there was a discussion about ways to further engage parents in the School Growth Planning process. Staff members were then asked to identify parents that could be contacted directly to personally invite participation. Additional parents were contacted directly and one additional parent joined the committee and another is interested in joining for the upcoming school year. A call for community membership goes out through school newsletters and will also be placed on the school website.

The 2015-2016 committee consisted of the following members:

Don Fitzsimmons – School Council Member and Parent

Vanessa White – Parent

Sherri Lafreniere – First Nation Language Teacher

David Michayluk – Intermediate Teacher and Student Council Rep

Nita Daniels – Primary Teacher

Krystal McKenna – Primary Teacher and Culture Club Rep

Gary Morgan – Vice Principal

Lorrie Peterson – Principal

The 2015 -2016 School Growth Plan was initially reviewed with staff members on June 15, 2015 to allow for planning for the upcoming school year. Discussion centred on the writing goal and Assessment for Learning practices. Specific dates were set for activities, events, and meetings. The new school year began with another whole staff discussion about the School Growth Plan and the activities planned for the upcoming year. The monthly Primary and Intermediate meetings provided time for teachers to work on the main goals. School Council was updated at the monthly meetings about the work being completed on the goals and assessment practices. Parents are provided information through school newsletters and individual classroom information. The school website provides information on our School Growth plan for the whole community. Teachers were provided with grade level collaboration time throughout the school year to analyze data and plan next steps with their students. The School Growth Committee met mid-year and discussed at length how to further engage all parents and students. This was further discussed at the Professional Development day on January 29th with all staff members. The focus of the Professional Development day was the School Growth Plan and Assessment for Learning. Staff members were asked for further input about the work competed this year through email as well as contributing to assessment statements posted on chart paper in the staff room.

**PART 2: Focus**

**Progress and Evidence:**

**Looking Back at 2015-2016:**

The use of the Curriculum Based Measures (CBM) was very useful in assisting staff members to further analyze writing and help students to set individual writing goals. It was a very time consuming practice and would not be feasible to continue on a long term. It did allow teachers to deepen their discussion about how to teach writing and determine specifically what they were looking for at each grade level.

This lead to a discussion about the use of the Essential Writing Continuums. It was determined that the continuums were being used more by the teachers as a summative evaluative tool rather than a formative tool with students and parents. Work then began to further refine the continuums to develop a more effective use. Collaborative time was provided to teachers and Learning Assistant teachers to change the continuums into more parent and student friendly checklists. Time was also provided at the Primary and Intermediate PLC meetings to select exemplars, revise and review the checklists.

At the mid-year School Growth Plan meeting, much discussion centred on how to more effectively share and involve parents with the school goals. It was agreed that both the grade level writing and math checklists should be shared during the fall open house, parent teacher interview, and also included in the individual student report cards.

A focus for the teachers became student involvement in assessment practices. This was accomplished through the use of rubrics, requiring students to show evidence of their writing skills, providing descriptive feedback and assisting students to set individual goals based on the writing checklist.

The data collected to date indicates that we have not yet met our writing goal of 70% of our student population reaching 65% or higher on School Wide Writes and the Foundational Skills Assessment (See Appendix A). We do notice that the primary student scores are generally higher than our intermediate student scores and there was a significant increase in the percentage of students fully meeting expectations on the Foundational Skills Assessment. Staff questioned if the focus on proficient Assessment for Learning strategies at the primary level had a significant impact on the results and what will be the long term effects of early instruction and use of the strategies.

Students who are not yet meeting expectations have been identified and are provided with a variety of resources. These resources may include; additional adult support, scribes, readers, the use of technology, fidget tools, sensory tools, small group or individual skill development, additional practice times, classroom support as well as support from Student Support Services specialists within Yukon Education. Additional guided writing groups target needed interventions for students not meeting and minimally meeting expectations. There continues to be a strong focus in the primary grades to increase basic writing skills including sight words as well as fluency of writing output. Our school has a very strong School Based Team and any student concerns can be brought forward in a timely manner. Each classroom has a Learning Assistant teacher assigned to support the classroom teacher as well as the students.

Our school was very fortunate this year to be included in the Early Literacy Intervention Pilot. Additional adult support was provided to each Kindergarten class and Professional Development in the areas of Language Development, Self-Regulation, and Social Emotional Learning was given to both teachers and the Educational Assistants. The Educational Assistants will move onto Grade One with the students to continue support in these areas. The Learning Assistance and primary teachers have noticed that Language is a significant area of need for several of our students. This year additional support was provided to students through small group work on language development.

Self-Regulation continues to be an ongoing area of support provided to students. All classrooms have access to individual fidget tools as needed and several students participate in Sensory Circuits on a daily basis. Support staff are working to collect data to determine the effectiveness of the circuits.

Our Character Education program continues to have a strong influence on our school culture. This year the focus was “Conscience” and the school wide activities, classroom activities, and CHED assemblies continue to show positive effects throughout our school. This year we also participated in the Yukon Education Positive Behaviour Intervention and Supports (PBIS) initiative. We are very pleased with how well PBIS aligns with our Character Education program and we feel our school already has several of the steps implemented. Following the PBIS staff survey two goals were identified as areas of need; data collection and booster activities to promote social responsibility.

We continue to be very pleased with the development and growth of our First Nation Language and Culture program. All students benefit from the involvement of our First Nation Language Teacher as well as from the parents and special guests that provided support to the curricular areas. With the ongoing and consistent development, First Nations Language and Culture have a prominent role in our school.

**Looking Forward**

**Rationale for goals and objectives:**

As the staff continued to work with the writing continuum, it began to develop into a more practical checklist that could effectively be used with students. As students become more engaged in their own assessment practices, they are better able to identify areas they need to focus on for improvement. Assessment for learning practices directly involve the students and provide a clear understanding of next steps for further improvement.

Through the School Growth Planning meeting it also became clear that parents need a better understanding of current assessment practices in parent friendly language. Communication and reaching a common understanding will be a focus for the upcoming year. Improving Assessment for Learning practices will increase parent and student engagement and improve student outcomes in all areas of our School Growth Plan.

Students are considered to be meeting expectations at 50%. Staff feel strongly that we need to set high expectations for our students and therefore would like to strive to have the majority of students fully meeting (65%+) or exceeding expectations in all areas.

**Goal(s):**

Jack Hulland Elementary will increase the use of Assessment for Learning practices throughout the curricular areas.

**Objective(s) to support the goal:**

Inquiry: Will an increased use of Assessment for Learning practices lead to improved student outcomes in the core areas?

**Target(s):**

By 2017, 70% of all Jack Hulland Elementary students will fully meet or exceed expectations (>65%) as measured by the School Wide Write, Foundation Skills Assessment, PBIS data and Report Card Marks.

**PART 3: ACT**

**Goal:** Jack Hulland Elementary will increase the use of Assessment for Learning practices throughout the curricular areas.

**Objective:** Students will demonstrate improved outcomes in the core areas.

|  |  |  |
| --- | --- | --- |
| **Actions: Strategies/Interventions** | **Evidence to Track Progress** | **Person(s) Responsible** |
| A focus on Assessment for Learning practices in all classrooms. | Long Range Plans identify AFL strategies used. Professional Development Sessions | Teachers Administration Yukon Department of Education |
| Sharing of checklists and skill development levels with parents and students. | Inclusion at Open House, Parent Teacher Interviews, and Report Cards | Teachers Parents Students |
| Basic Skill Development | Daily Practice  Guided Instruction Groups | Teachers  Support Staff |
| Individualized Support to meet the needs of students not yet, minimally, and fully meeting or exceeding expectations. | Self- Regulation Tools Technology Use Learning Assistance | School Based Team Teachers Support Staff  Parents |
| Co-constructed criteria with student involvement | Rubric development with exemplars Brainstorming | Teacher Students |
| Descriptive Feedback with chances for improvement | Math and Writing Checklists Technology Use Rubrics Interviews Teacher Comments | Teachers  Students  Parents |
| Specific Goals with Evidence of Progress to Increase Student Engagement. | Student Led Conferences Checklists Highlighted Evidence Progress Charts Technology Use | Parents Teachers Students |
| Reflection on Student Progress and Refinement of Teaching to Respond to Needs | Data Collection, Input, and Analysis  Data Portals | Administration Yukon Department of Education |
| Guided Writing Groups and Basic Skills Reinforcement for students not yet or minimally meeting expectations. | Classroom scheduling and Skills progression | Teachers Support Staff  Administration |
| Parent Sessions and Information Sharing | School Events: Open House Science Fair Heritage Fair Culture Week Math Night | Teachers  Parents  Students |

**PART 4: Monitoring and Adjusting the Plan**

**Dates for monitoring progress:**

The School Growth Plan is a working document which will be revisited throughout the school year. Student progress data will be reviewed and revisions to the plan for the upcoming 2016-2017 school year will be discussed at the final Professional Development day in June. Implementation planning for the actions and interventions will be completed at the first Planning Day prior to the commencement of school in the fall. The School Growth committee will meet twice during the school year to monitor and refine the plan. These dates will be identified in the school calendar. Primary and Intermediate Meetings (PLCs) will be held monthly to further develop Assessment for Learning strategies. Staff meetings as well as School Council meetings will provide an opportunity to review progress on the School Growth Plan.

Data collection will be ongoing throughout the year. Three School Wide Writes will be conducted with staff members collaborating to score results and plan for instruction. In addition the DART reading assessment and Foundation Skills Assessments will be completed and results reviewed following each assessment. A new social responsibility data collection system will be implemented with the support of Student Support Services at the Yukon Department of Education. Regular review of the available data will allow staff members to adjust and monitor plans as necessary.

**Communications Plan:**

Reporting on our School Growth Plan actions will occur through the Monthly reports provided to School Council and the Department of Education. School newsletters provide an opportunity to share progress with our larger school community. The school website also provides community access to our School Growth Plan and we have been pleased to receive feedback from visitors to the website.

Progress on the goal will be provided to the Department of Education through the input of the DART reading assessment, School Wide Write assessments, FSA assessments, PBIS records as well as Report Card Marks. Data will be shared with staff through the use of the cohort binders to allow for individual student progress to be tracked. This will allow for specific support and interventions. Individual student progress will be shared with parents through checklists, mid-project rubric feedback, during parent teacher interviews and through report cards.

**Appendix A: *Multi Year Data Comparison***

**Math Multi Year Data Comparison**

Report Card Marks C+ (67%) or above

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
| Kindergarten | 78% | 80% | 80% | 81% | 86% |  |
| Grade One | 70% | 68% | 68% | 83% | 78% |  |
| Grade Two | \*91% | 73% | 82% | 77% | 85% |  |
| Grade Three | 74% | \*71% | 74% | 68% | 74% |  |
| Grade Four | 93% | 83% | \*74% | 68% | 81% |  |
| Grade Five | 78% | 56% | 83% | \*85% | 75% |  |
| Grade Six | 87% | 90% | 75% | 73% | \*79% |  |
| Grade Seven | 74% | 64% | 60% | 70% | 75% | \* |
|  |  |  |  |  |  |  |
| **Total** |  | **73%** | **75%** | **76%** | **79%** |  |

YATS/FSA – Percentage at Acceptable Standard or Above

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 10/11 | 11/12 | 12/13 | | 13/14 | | 14/15 | | 15/16 | |
|  |  |  | MM | MT+ | MM | MT+ | MM | MT+ | MM | MT+ |
| Kindergarten |  |  |  |  |  |  |  |  |  |  |
| Grade One |  |  |  |  |  |  |  |  |  |  |
| Grade Two |  |  |  |  |  |  |  |  |  |  |
| Grade Three | \*73% | \*74% |  |  |  |  |  |  |  |  |
| Grade Four |  |  | \*74% | \*36% | 87% | 30% | 74% | 42% | 54% | 24% |
| Grade Five |  |  |  |  | \* | \* |  |  |  |  |
| Grade Six | 80% | 65% |  |  |  |  | \* | \* |  |  |
| Grade Seven |  |  | 86% | 55% | 58% | 23% | 61% | 29% | \*64% | \*31% |

**Reading Multi Year Data Comparison**

Report Card Marks C+ (67%) or Above

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
| Kindergarten | 69% | 71% | 68% | 83% | 69% |  |
| Grade One | 70% | 78% | 74% | 81% | 87% |  |
| Grade Two | \*81% | 74% | 89% | 87% | 86% |  |
| Grade Three | 74% | \*70% | 84% | 73% | 85% |  |
| Grade Four | 97% | 51% | \*64% | 61% | 70% |  |
| Grade Five | 60% | 62% | 79% | \*82% | 58% |  |
| Grade Six | 80% | 56% | 56% | 53% | \*80% |  |
| Grade Seven | 67% | 67% | 64% | 42% | 47% | \* |
|  |  |  |  |  |  |  |
| **Total** |  | **66%** | **72%** | **70%** | **69%** |  |

YAT/FSA Scores – Percentage of Acceptable Standard or Above

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 10/11 | 11/12 | 12/13 | | 13/14 | | 14/15 | | 15/16 | |
|  |  |  | MM | MT+ | MM | MT+ | MM | MT+ | MM | MT+ |
| Kindergarten |  |  |  |  |  |  |  |  |  |  |
| Grade One |  |  |  |  |  |  |  |  |  |  |
| Grade Two | \* |  |  |  |  |  |  |  |  |  |
| Grade Three | 72% | \*81% |  |  |  |  |  |  |  |  |
| Grade Four |  |  | \*80% | \*42% | 63% | 20% | 85% | 55% | 60% | 46% |
| Grade Five |  |  |  |  | \* | \* |  |  |  |  |
| Grade Six | 93% | 84% |  |  |  |  | \* | \* |  |  |
| Grade Seven |  |  | 82% | 62% | 77% | 46% | 73% | 32% | \*81% | \*39% |

DART – Spring Results Averaged Percentage Fully Meeting or Exceeding Expectations

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
| Kindergarten |  |  |  |  |  |  |
| Grade One |  |  |  |  |  |  |
| Grade Two | \*32% | 45% | 80% | 67% | 63% | 50% |
| Grade Three | 50% | \*54% |  | 62% | 61% | 65% |
| Grade Four | 62% | 47% | \*77% | 28% | 67% | 68% |
| Grade Five | 54% | 53% | 71% | \*75% | 47% | 55% |
| Grade Six |  |  | 52% | 27% | \*60% | 33% |
| Grade Seven |  |  |  | 51% | 46% | \*72% |
|  |  |  |  |  |  |  |
| **Total** | **50%** | **50%** | **70%** | **52%** | **57%** | **57%** |

**Writing Multi Year Data Comparison**

Report Card Marks C+ (67%) or Above

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
| Kindergarten | 72% | 66% | 64% | 69% | 63% |  |
| Grade One | 44% | 78% | 73% | 88% | 76% |  |
| Grade Two | \*81% | 54% | 71% | 77% | 84% |  |
| Grade Three | 71% | \*66% | 78% | 73% | 70% |  |
| Grade Four | 97% | 51% | \*71% | 61% | 67% |  |
| Grade Five | 67% | 60% | 82% | \*74% | 53% |  |
| Grade Six | 77% | 67% | 63% | 53% | \*72% |  |
| Grade Seven | 61% | 50% | 52% | 61% | 56% | \* |
|  |  |  |  |  |  |  |
| **Total** |  | **61%** | **69%** | **70%** | **68%** |  |

YAT/FSA Results – Percentage at Acceptable Standard or Above

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 10/11 | 11/12 | 12/13 | | 13/14 | | 14/15 | | 15/16 | |
| Kindergarten |  |  | MM | MT+ | MM | MT+ | MM | MT+ | MM | MT+ |
| Grade One |  |  |  |  |  |  |  |  |  |  |
| Grade Two | \* |  |  |  |  |  |  |  |  |  |
| Grade Three | 80% | \*77% |  |  |  |  |  |  |  |  |
| Grade Four |  |  | \*65% | \*12% | 59% | 6% | 76% | 13% | 81% | 30% |
| Grade Five |  |  |  |  | \* | \* |  |  |  |  |
| Grade Six | 79% | 61% |  |  |  |  | \* | \* |  |  |
| Grade Seven |  |  | 81% | 27% | 61% | 0% | 86% | 6% | \*75% | \*19% |

School Wide Writes – Spring Results Averaged Percentage Fully Meeting or Exceeding Expectations

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 |
| Kindergarten |  |  |  | 74% | 77% |  |
| Grade One | 46% |  | 92% | 98% | 95% | 88% |
| Grade Two | \*59% | 46% | 92% | 85% | 75% | 82% |
| Grade Three | 55% | \*51% |  | 67% | 61% | 71% |
| Grade Four | 61% | 68% | \*84% | 35% | 72% | 53% |
| Grade Five | 45% | 41% | 82% | \*68% | 63% | 58% |
| Grade Six | 60% | 41% | 72% | 46% | \*33% | 44% |
| Grade Seven | 59% | 45% | 53% | 30% | 59% | \*50% |
|  |  |  |  |  |  |  |
| **Total** | **55%** | **49%** | **79%** | **63%** | **67%** | **64%** |