



# Jack Hulland Elementary School

*Where Talents Soar*

School Growth Plan

2017-2018

**Last Updated : August 2017**

## 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 49<sup>th</sup> 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          | 356   |                         |
| Students of First Nation Ancestry | 109   | ( <u>31</u> % of total) |
| Total Number of Staff             | 50.85 | FTE                     |
| Number of Teachers                | 30.10 | FTE                     |
| Support Staff                     | 20.75 | FTE                     |

## **Priorities:**

This past year, the focus of our School Growth Plan has been on Assessment for Learning practices. The continual reflection of our practices and analysis of the data collected allows us to continually refine our work to ensure student progress remains the focus. Assessment for Learning is incorporated in all areas of the school including Academics, First Nations programming, as well as our Character Education Program. With the curriculum redesign implementation, Assessment for Learning will continue to be a critical component of our school priorities at Jack Hulland Elementary.

## **Response to School Review Recommendations:**

### School Norms and Culture

Jack Hulland has implemented the Positive Behaviour Intervention and Supports initiative with the support of Student Support Services at the Yukon Department of Education. This fit in very well with our Character Education Program and allowed us to further refine our school behaviour policies and procedures. Staff have noted the positive effects of a consistent team approach with students. Data was shared at each staff meeting to discuss areas of concern and determine next steps. A focus for the coming year will be further supporting the classroom learning environment.

Monitoring of the self-regulation spaces indicate that the circuit system is more effective in the primary wing. The intermediate classrooms may be better supported with more self-regulation tools within the classrooms. Students will be encouraged to trial the tools and develop self-advocacy strategies in determining appropriate tools for a variety of school settings with their teachers.

Our First Nation Language and Culture program continues to expand. Along with primary classes participating in language sessions and the intermediate grades participating in conversation classes where they learn introductions, protocol, and respective First Nation practices, classes also benefit from the team teaching of curricular First Nation activities within their classrooms. Students are engaged and excited about learning the language and culture as well as participating in the activities. The focus on Assessment for Learning will assist to further the development of our First Nation programming in the curricular areas.

## School and Community

The consistency of having our First Nation Language and Culture position filled permanently has allowed for further growth with our programming and connecting with resource personnel. We appreciate the support from the Department of Education to include resource personnel and activities within our school. We are very 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 Prysnuik, 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

Coordinating subject areas for grade levels within our scheduling has allowed for flexible groupings of students. Teachers have been able to group students in a variety of ways for instruction. This has proven to be a very effective way to support student learning. The staff has requested the scheduling coordination continue for the upcoming school year.

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 has also addressed these concerns for our students. We appreciate the opportunity to participate in the ELI project.

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 continue to be part of the work for the upcoming year.

## 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. This will continue to be the focus for the upcoming year.

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. There have been some difficulties in gathering all the data from the portal. Work is currently ongoing with the department to resolve the difficulties

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. With the curriculum redesign, continued work will be done in the area of communication with parents and School Council to share evidence of student progress, data results and School Growth Plan progress.

## **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 three years, work on the recommendations from the School Review has continued. At the 2017 Spring School Growth Planning meeting, there was a discussion about the efforts to further engage parents in the School Growth Planning process. The committee

recognizes that this will be an ongoing area of need. A call for community membership will be placed on the school website as well as staff members personally inviting community members that may be interested.

The 2016-2017 committee consisted of the following members:

Cheri Bryenton – School Council Member and Parent

Sherri Lafreniere – First Nation Language Teacher

Justin Quigley – Intermediate Teacher

Nita Daniels – Primary Teacher

Krystal McKenna – Primary Teacher

Gary Morgan – Vice Principal

Lorrie Peterson – Principal

The 2016 -2017 School Growth Plan was initially reviewed with staff members on August 29, 2016 to allow for planning for the upcoming school year. Long Range plans were to include an explanation of how Assessment for Learning would be incorporated. The monthly Primary and Intermediate meetings provided time for teachers to collaborate and share their Assessment practices. Each staff member was asked to choose an Assessment for Learning focus and outline a subject area to focus on, the staff members' role, and the students' role. Staff were then asked to share and submit a reflection on their goal three times throughout the year. Teachers were also provided with grade level collaboration time throughout the school year to analyze data and plan next steps with their students. At the end of the year staff members were asked for further input about what support they required to further their Assessment for Learning practices.

School Council was updated at the monthly meetings about the work being completed on the goals and assessment practices. The school website provides information on our School Growth plan for the whole community. The School Growth Committee met in the Spring and discussed the progress made over the past year. Committee members aggregated the data and compared results. Discussion centered on how to move staff and students forward with their Assessment for Learning. The committee agreed that establishing some school wide expectations and providing the necessary time to work collaboratively should be a priority for the coming year. The embedded professional development days for the implementation of the curriculum redesign would support this work.

## **PART 2: Focus**

### **Progress and Evidence:**

#### **Looking Back at 2016-2017:**

With the shift in focus to Assessment for Learning, teachers began the year by highlighting their Assessment for Learning strategies in their long range plans. Primary and Intermediate PLC meetings focused on the role of the teacher and the students with regular reflection times built in to review how well the strategies were working and plan next steps. The School Growth Plan committee felt that the work in this area needs to continue and staff require the time and support to dig deeper into our Assessment for Learning practices.

Teachers continued to use the Writing Continuums and had samples available for parents during the open house and parent teacher interviews. Grade level partners have agreed on the essential items to have in the checklists and a few have developed more student and parent friendly checklists to use each term. The committee felt that we need to continue our work in the area of parent communication.

Through the primary and intermediate PLC meetings, student involvement was explored as well as looking at triangulation of data. Teachers appreciated the time to share ideas and strategies. Effective ways to involve students in reflective use of rubrics as well as goal setting were shared. With the increase in Assessment for Learning strategies, all students are able to identify where they are and the necessary steps to move forward in their learning. Further expansion of this work will continue to be a focus for the upcoming year.

The School Growth Plan committee analyzed the available data (See Appendix A). Report Card marks are not available for the 2015-2016 school year, but we hope to add the 2016-2017 school year data. Work is being done with the Department of Education to access all available data.

In the area of writing, the available data shows that the current cohort of grade seven students improved on the FSAs from 59% minimally meeting in grade 4 to 73% minimally meeting this year. The School Wide Writes remain at 64% of students fully meeting or exceeding expectations. This is slightly below our goal of 70%.

In the area of reading, we saw a drop in the grade seven cohort results to 43% minimally meeting from 63% minimally meeting from the same cohort in grade four. The overall DART results showed a slight decrease to 53% from 57% last year.

The data collected for our school growth plan is also gathered and stored in cohort binders. This allows each grade level to examine individual student results and plan for individual student progress.

Each Learning Assistance Teacher is assigned specific classrooms to support. This allows teachers to try strategies within the classroom for all students whether they are; not yet, minimally, fully, or exceeding expectations and then look for further supports from their assigned LAT. After trialing strategies together, the teacher, parent and LAT can make a referral to School Based Team to request further support for the student. Support may come in the form of further strategies to trial, additional support provided, or a referral to Student Support Services. For this coming year, we will be asking the LATs to take a more prominent role with the grade level work on Assessment for Learning by coordinating collaborative time, gathering data results, planning next steps, and providing support to the classroom teachers and students.

In the spring of 2017, the Porter Creek family of schools completed the OurSCHOOL survey. Jack Hulland students from Grades 4 to 7 participated in the survey which reports on student outcomes and school climate. Results of the survey indicate that a high percentage of students have positive relationships at school, value school outcomes and are interested and motivated. Areas for improvement include positive behaviour, positive learning climates and outside recess behaviour. These results are supported by our PBIS results.

This year we are also able to add our Positive Behaviour Intervention Support (PBIS) data (See Appendix B). The initial graphing shows an increase in behaviour during the months of January and February. Recess times and the playground area have the highest number of incidents. Also of note is the classroom times which show more interruption of the learning time. Recess and classroom support will be a focus for the PBIS team for the coming year.

This past year our CHED theme was "Self Control" which fits in well with our PBIS work. Students followed the HAWK matrix which was promoted in the classrooms as well as school wide. Committee members and staff noted that the school wide activities of providing positive reinforcement for classes as well as allowing students to give HAWK tickets helped to promote positive behaviour in the school and provided a good variety for the student body. PBIS and our CHED program will continue to work in conjunction with the theme of "Respect" for the upcoming school year.



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. Language classes, conversation classes, as well as team teaching cultural inclusion in subject areas positively impact our school as a whole. 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:**

Through reviewing the quantitative and qualitative data, the School Growth Planning team felt that positive steps have been taken in the area of Assessment for Learning. Teachers and students are more focused on presenting evidence of their learning and goal setting. Determining common practices for all classrooms will support the work of furthering our Assessment for Learning strategies. This will continue to be the goal for the upcoming school year.

With the curriculum redesign being implemented, Assessment for Learning strategies can be further developed as students demonstrate their learning in a variety of ways. The new curriculum fits in very well with our school growth plan. This will also allow us to continue working on our communication with parents. We will be able to increase the opportunities for parents to share in their child's learning and see Assessment practices in action.

Students are considered to be meeting expectations at 50%. Staff continue to 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:**

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

## **Inquiry:**

Will an increased use of Assessment for Learning practices lead to improved student outcomes?

## **Target:**

By June 2018, 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<br>identify AFL strategies used.<br>Curriculum Redesign<br>Collab days | Teachers<br>Administration<br>Yukon<br>Department of Education |
| Sharing of checklists, skill development levels, and progress with parents.   | Inclusion at Open House, Parent Teacher Interviews, Portfolios and Report Cards         | Teachers<br>Parents<br>Students                                |
| Basic Skill Development   | Daily Practice<br>Data Collection<br>Guided Instruction<br>Groups                       | Teachers<br>Support Staff                                      |
| Individualized Support to meet the needs of students not yet, minimally, and fully meeting or exceeding expectations. | Self- Regulation Tools<br>Technology Use<br>Learning Assistance<br>School Based Team    | School Based Team<br>Teachers<br>Support Staff<br>Parents      |

|   |   |  |
|---|---|--|
| Co-constructed criteria with student involvement  | Rubric development with exemplars<br>Brainstorming<br>PLCs  | Teacher<br>Students                                |
| Descriptive Feedback with chances for improvement (Self/Peer/Teacher)   | Checklists<br>Technology Use<br>Rubrics<br>Interviews<br>Teacher Comments                                     | Teachers<br>Students<br>Parents                    |
| Specific Goals with Evidence of Progress to Increase Student Engagement.  | Student Led Conferences<br>Checklists<br>Highlighted Evidence<br>Progress Charts<br>Technology Use            | Parents<br>Teachers<br>Students                    |
| Reflection on Student Progress and Refinement of Teaching to Respond to Needs   | Data Collection, Input, and Analysis<br>Data Portals<br>Collaborative Meetings                                | Administration<br>Yukon<br>Department of Education |
| Guided Groups and Basic Skills Reinforcement for students not yet, minimally, fully meeting and exceeding expectations. | Classroom scheduling and Skills progression   | Teachers<br>Support Staff<br>Administration        |
| Parent Sessions and Information Sharing   | School Events:<br>Open House<br>Science Fair<br>Heritage Fair<br>Culture Week<br>Math Night<br>Portfolio Show | Teachers<br>Parents<br>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 2017-2018 school year will be discussed at the first Professional Development day in September. 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 and DARTs will be conducted three times a year with staff members collaborating to score results and plan for instruction. In addition the Foundation Skills Assessments will be completed in grades 4 and 7 and results reviewed following each assessment. PBIS data will continue to be collected and shared monthly at staff meetings as well as School Council meetings to identify areas of focus. The addition of 5 curriculum redesign professional development days will also allow staff to collaborative work on our Assessment for Learning goal.

### **Communications Plan:**

Reporting on our School Growth Plan actions will occur through the Monthly reports provided to School Council and the Department of Education. The school website provides community access to our School Growth Plan and we have been pleased to receive feedback from visitors to the website.

Progress on our 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, classroom and hallway displays, portfolio work and through report cards.