



Jack Hulland Elementary School

Where Talents Soar

School Growth Plan

2018-2019

School Growth Plan

Jack Hulland Elementary School



School Profile:

Jack Hulland Elementary School opened on October 21, 1968, which will make this our 50th anniversary serving students and families in this community. Our positive school culture and strong sense of community 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. Parents support school activities in many ways and are an integral part of our learning community. 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	385
Total Number of Staff	50.85 FTE
Number of Teachers	30.10 FTE
Support Staff	20.75 FTE

School Demographic:

We draw our students mainly from the Porter Creek, Whistlebend, and Crestview communities, but we also have students from outside our official catchment area. We are a K-7 school with over 380 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.



School Vision & Mission:

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.

Schools Commitment to First Nation Ways of Knowing & Doing:

Jack Hulland Elementary has approximately 120 students of First Nation Ancestry. This comprises 32% of our total student population. We are proud to say that 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 in 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.

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.

Student Achievement



Key Indicators for Success:

Baseline:

DART – Reading Assessment Average 53% Fully meeting or exceeding expectations

School Wide Write – Average 64% Fully meeting or exceeding expectations

Targets: By June 2019, 80% of all Jack Hlland Elementary students of 2+ years will fully meet or exceed expectations (>65%) as measured by the School Wide Write, Foundation Skills Assessment, PBIS data and Report Card Marks.

Results:

Observations:

Our focus in recent years has moved to Assessment for Learning. In past years we did not see significant gains overall in student numeracy and literacy scores as measured by School Wide Writes, DART, FSA or Report Card marks.

Each year new students enter our school with a variety of skill sets. This could have an impact on our results as we have not measured a consistent cohort (group of students). The possibility of looking specifically at the results of the students that have been at the school for 3 consecutive years is currently being explored with the Department of Education.

Questions:

Will a focus on Assessment for Learning strategies show improved results over time?



Will analyzing the data of consistent cohorts show the same results as previous years?

Goal:

Further implement Assessment for Learning Strategies with a focus on student ownership to increase the number of students fully meeting expectations in the numeracy and literacy areas.

Action Plan:

Students will take ownership for their learning through the following Assessment for Learning strategies:

Action	Evidence	Persons Responsible
<ul style="list-style-type: none"> Student use of rubrics before, during, and after assignments and projects 	Multiple rubrics and checklists demonstrating progress and growth	Students and Teachers
<ul style="list-style-type: none"> Descriptive feedback with chances for improvement given to students 	Sample of assessments with feedback included in Student Portfolios along with improved work/projects.	Teachers
<ul style="list-style-type: none"> Goal setting by students with teacher and parental support 	Parent – Teacher interviews with goal setting focus	Students, Parents, and Teachers
<ul style="list-style-type: none"> Student and parent friendly checklists and rubric scoring 	Numeracy and literacy checklist portfolios shared at Parent meeting and Student Led Conferences	Students and Teachers
<ul style="list-style-type: none"> Evidence of learning by student shared with parents 	Work Samples shared at Interviews and Student Led Conferences	Students and Teachers
<ul style="list-style-type: none"> Reflection on student progress and refinement of teaching to respond to needs 	Collaborative grade level meetings following SWW and DART assessments with LATs and planning sheets	Teachers and LATs
<ul style="list-style-type: none"> Data collection, analysis and planning 	DART, SWW, FSA, OURschool surveys, ODR, and PBIS committee work	PBIS committee, grade level groupings, and staff



Data Analysis:

Final Reflections:

Yukon

