



Jack Hulland Elementary School

Where Hawks Soar

School Growth Plan

2019-2020

School Growth Plan



Jack Hulland Elementary School

School Profile:

Jack Hulland Elementary School opened on October 21, 1968, which will make this our 51st year 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	406	
Total Number of Staff	49.8	FTE
Number of Teachers	33.8	FTE
Support Staff	16.0	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 400 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 96 students of First Nation Ancestry. This comprises 24% 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 through participation. The focus on Assessment for Learning will assist to further the development of our First Nation programming in the curricular areas. Completion of our outdoor learning area will provide additional opportunities to include First Nation ways of knowing and doing.

The consistency of our First Nation Language and Culture position 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.

Observations:



Our focus in recent years has been 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. We recognized this could have an impact on our results as we have not measured a consistent cohort (group of students). We have looked specifically at the results of the students that have been at the school for 3 consecutive years to better understand the impact of our focus on Assessment for Learning.

Due to changes in Yukon Assessment Practices, comparison of data across school years will require support from the Department of Education.

Questions:

Will a focus on the Assessment for Learning strategies as outlined in the staff members' co-constructed rubric (See Appendix 1) 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 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



Student Achievement

Key Indicators for Success:

Baseline:

Meeting or Exceeding Expectations (All Students)

	2016/2017	2017/2018
Reading:	53%	69%
Writing:	64%	75%
Numeracy:	61%	59%

Targets:

By June 2020 75% of all Jack Hulland Elementary Students of 3+ years will Meet or Exceed Expectations.

Results:

2018/2019 – On Track or Extending

FSA Reading:	All Students: 63%	3+ Students: 64%
FSA Writing:	All Students: 79%	3+ Students: 85%
FSA Numeracy:	All Students: 52%	3+ Students: 56%



Data Analysis:

Initial data analysis of the 2017/2018 results showed little change in FSA scores in the reading and writing components of the test when comparing all students to the students that have been in the school for 3+ years. Further dissecting the data showed a significant increase in numeracy was evident for 3+ year Grade 4 students from 69% to 83%. Data analysis of the 2018/2019 results showed a significant improvement in the Grade 4 results with the 3+ cohort in the numeracy and writing results. There were fewer new students in the Grade 7 year and the results were less significant. This supports the hypothesis that significant gains are made through repetitive and consistent practice of skills.

It is also of significance to note that one of the areas of focus for the 2018/2019 year was student engagement in Assessment for Learning practices using rubrics specifically in the area of writing and this was the area of greatest gain.

The new Student Reporting out plan has been well received to date (See Appendix 2). The Department of Education completed a Parent survey to obtain feedback regarding the school's effort to report on student learning. The survey results indicated that the Jack Hulland reporting plan is aligned with the new requirements and well received by parents.

Our commitment to First Nation Ways of Knowing and Doing is evident in the Assessment of Learning work being done. All students have a Portfolio demonstrating their growth in the areas of Literacy and Numeracy. Each student is actively involved in showing evidence of their learning, reflecting on their work and setting individual goals. Teachers report that parents appreciate the Student Learning Portfolios and find them a helpful tool to demonstrate their child's skill level and next steps.

Teachers continue to expand the experiential opportunities for students through outings, hands on projects and learning, resource personnel and further development of our Outdoor Learning Area. There has been a positive increase of the use of the Outdoor Learning Area.



Final Reflections:

The increase in the numeracy and most recent writing results are encouraging and indicate that the Assessment for Learning Strategies put in place appear to have a positive effect on student engagement and learning. Based on the 3+ cohort data, it is clear that focusing on a consistent use of strategies had a positive effect on student learning. We will continue with our work and growth in this area.

Assessment for Learning Strategies outlined in the Action Plan will continue to be further implemented at all grade levels. Teachers and parents report a higher level of engagement from the students. Teachers identified a goal of increasing the use of rubrics mid-project or mid-assignment to allow students the ability and understanding of how to improve their work. Teachers have also asked for more time to collaborate including time to conference with students.

Many of the parents are satisfied with the Student Checklists and Final Report Card along with the student conferences throughout the year. There is a request from parents for more comments specific to their student. Parents have also requested definitions for the changing descriptors on the written reports.

We will continue to build on the Experiential Learning opportunities for our students by making use of our Outdoor Learning area and providing the resources for First Nation Ways of Knowing and Doing. A group of primary teachers are involved in the Forest School Initiative and will be able to collaborate with staff members to further expand our Experiential Learning activities. Collaboration between grade-level partners both within and from outside the school along with our support staff to develop Experiential Units will be an ongoing part of our Professional Development plan.

Attendance continues to be an area of ongoing concern. The school continues to apply to Victoria Gold for initiative funding to expand and explore ways to improve student attendance. Weekly draws and regular significant incentives will be continued for the upcoming school year along with a targeted approach for individual students.



Appendix 1

Assessment for Learning Rubric

	Emerging	Developing	Proficient	Extending
Feedback	Judgemental	Positive	Positive With Goal Setting	Students Independently Reflect on ways to improve
Student Ownership	Passive Students	Students wait for teacher direction Involved only when prompted	Students Actively Involved in their learning and school	Student initiated leadership activities As goals are met new higher goals are set by students independently
Evidence	No Evidence of Learning Incomplete or unrelated work samples	Minimal Evidence of Learning provided	Good variety of samples Student can demonstrate learning	Multiple samples of learning. Evidence of growth shown. Students able to identify next steps
Implementation	Old School Approach	New strategies beginning to be used	All Assessment For Learning Strategies Implemented	Student centred Supporting Colleagues
Staff to Student Relationships	Negative Comments and put downs in front of others No follow up Superficial	Comments are positive, but not specific	Positive comments with helpful feedback Teacher able to connect with students individually	Teacher goes above and beyond to connect with and help students
Problem Solving Skills	Dictated – focus on negative Blame, Non- restorative	Skills taught, but no follow through	Problem solving steps followed and support sought when needed	Student can independently reflect, take responsibility, repair, and implement improvements.
Staff Reflective Practices for Planning	Curriculum is “covered” All students do the same thing	Offering some choice and differentiation Plans for “next year”	Students are involved in planning for areas to improve Adapting to specific student skills and needs	Students reflect on learning and plan for improvement Teacher guides and supports student plan



Appendix 2



Student Assessment 2019-2020

Jack Hulland Elementary School

Our School Growth Plan goal is to increase our use of Assessment for Learning strategies to further student ownership with their learning. As part of the goal, we are asking parents to participate in a variety of activities where students will be able to demonstrate their learning. This will include scheduled times as well as classroom and/or school wide activities. Parents are also able to request a meeting with their child's teacher at any time throughout the year. Below is the Jack Hulland Elementary plan for reporting out student progress for the 2019-2020 school year:

➤ **September 13th** **Open House**

Students will show their classroom work, routines, and activities to their parents. A barbeque and family dance will follow celebrating Jack Hulland Elementary School's 50th Birthday!

➤ **November 22nd** **Checklist Report**

A checklist will be sent home indicating mastery and areas of need for individual students.

➤ **November 28th and 29th** **Student, Parent, and Teacher Interviews**

Students are expected to attend their interviews and there are no regular school classes on Friday, November 23rd to allow for the interviews. Students will show their literacy and numeracy portfolios with a focus on goal setting.

➤ **February 27th** **Checklist Report**

A second checklist will be sent home indicating progress and areas of need for individual students.

➤ **March 5th and 6th** **Portfolio Conferences**

Parents will be invited in for students to demonstrate their growth and goals of learning. Students will lead their conferences and there will be no regular school classes on Friday, March 6th.

➤ **June 12th** **Final Report Card**

A final formal report card will be sent home with every student at the end of the school year.

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