**Jack Hulland Elementary School**

***Where Talents Soar***

School Growth Plan

2019-2020

**School Growth Plan**

**Jack Hulland Elementary School**

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| 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 425  Total Number of Staff 47.54 FTE  Number of Teachers 30.54 FTE  Support Staff 16.00 FTE  **,** |

**School Profile:**

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| 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 Demographic:**

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| **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.** |

**School Vision & Mission:**

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| 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 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 programing 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. |

**Schools Commitment to First Nation Ways of Knowing & Doing:**

**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. 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 meeting expectations in the numeracy and literacy areas.

**Action Plan:**

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

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| **Action** | **Evidence** | **Persons Responsible** |
| * Student use of rubrics before, during, and after assignments and projects | Multiple rubrics and checklists demonstrating progress and growth | Students and Teachers |
| * Descriptive feedback with chances for improvement given to students | Sample of assessments with feedback included in Student Portfolios along with improved work/projects. | Teachers |
| * Goal setting by students with teacher and parental support | Parent – Teacher interviews with goal setting focus | Students, Parents, and Teachers |
| * Student and parent friendly checklists and rubric scoring | Numeracy and literacy checklist portfolios shared at Parent meeting and Student Led Conferences | Students and Teachers |
| * Evidence of learning by student shared with parents | Work Samples shared at Interviews and Student Led Conferences | Students and Teachers |
| * 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 |
| * 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:**

2016/2017

DART – Reading Assessment Average 53% Meeting or Exceeding Expectations

School Wide Write – Average 64% Meeting or Exceeding Expectations

FSA Numeracy – Average 61% Meeting or Exceeding Expectations

**Targets:**

By June 2019 75% of all Jack Hulland Elementary Students of 3+ years will Meet or Exceed Expectations as measured by the School Wide Write, DART, Foundation Skills Assessment, Numeracy Assessment, PBIS Data and Report Card Marks.

**Results:**

2017/2018 – Percentage of On Track Students:

FSA Reading – Grade 4: All Students: 74% 3+ Students: 75%

FSA Writing - Grade 4: All Students: 84% 3+ Students: 86%

FSA Numeracy – Grade 4: All Students: 69% 3+ Students: 83%

**Data Analysis:**

Initial data analysis shows 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. A significant increase in numeracy was evident for 3+ year students from 69% to 83%.

Further data will be provided by the Department of Education for the 2017/2018 school year indicating the results of all students as well as the 3+ year students.

Assessment for Learning Strategies outlined in the Action Plan continue to be further implemented at all grade levels. Teachers and parents report a higher level of engagement from the students. Staff members co-constructed an Assessment for Learning Rubric and continue to work on refining their practice. (See Appendix 2)

The new Student Reporting out plan has been well received to date (See Appendix 3). The Department of Education has recently completed a Parent survey to obtain feedback regarding the school’s effort to report on student learning. The data will be added to the School Growth Plan once results are received.

Review of the OURSchool Survey completed by students in Grades 4-7 indicate an increased sense of belonging and an increase in the Positive Learning Environment at 3 grade levels. The Office referrals significantly decreased from 103 (27%) of students to 78 (20%) of students.

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 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.

**Final Reflections:**

The increase in the numeracy results are encouraging and indicate that the strategies put in place do have a significant impact on the student skill level.

It is more difficult to compare school data to the new FSA performance standard descriptors. The current FSA descriptors provided are Emerging, On Track, and Extending. On Track includes 50-85%. Going forward we will need to analyze the FSA results individually to compare the results to the school data descriptors.

The Assessment for Learning Strategies put in place appear to have a positive effect on student engagement and learning. We will continue with our work and growth in this area.

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 is part of our Professional Development plan for the coming year.

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 more consistent incentives will be introduced for the upcoming school year.

**Appendix 2**

**Assessment for Learning Rubric**

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|  | **Not Yet**  **Meeting** | **Minimally**  **Meeting** | **Fully**  **Meeting** | **Exceeding**  **Expectations** |
| **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 reflect, take responsibility, repair, and plan for next time** |
| **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 3**

 **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.