

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Henry Hudson Elementary School

MISSION STATEMENT

Our mission is to work with our community to provide a welcoming, safe and supportive environment in which active participation in learning is encouraged, diversity is valued, personal responsibility is recognized and we are all treated with respect and understanding.

2015-2016 GOALS

1. Numeracy Goal: To have all our students improve their basic Math Facts.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.
3. To increase student achievement in social responsibility.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Henry Hudson Elementary is located in the Kitsilano area of Vancouver Bridge. Our families live in apartments, condominiums, cooperative housing, multiple and single family homes.

Henry Hudson enrolls approximately 390 students in a two story, 100 year-old brick building. We pride ourselves on the warm, friendly atmosphere of the school and we are very proud of the talents and accomplishments of our students. Henry Hudson is a dual track school that offers a French Immersion program and English Program for students from Kindergarten to grade 7. We strive to maintain a balance in our programs among the intellectual, social, artistic and physical aspects of the students' development. In addition to the modifications and adaptations we make in the classroom, we have the support of three resource teachers, who work with primary and intermediate students, a teacher-librarian and student support workers. In addition, we have a school counselor who is available for one and a half days per week.

Henry Hudson services a diverse mix of languages and cultures. English is the first language of approximately 75% of our students. Asian languages (15%) and European languages (10%) comprise our next largest groups.

Henry Hudson parents and staff enjoy a positive and mutually supportive relationship that has been in place for many years. We have a high turnout at school events and are very appreciative of the contributions of our many parent and community volunteers.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Numeracy Goal: To have all our students improve their basic Math Facts.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.
3. To increase student achievement in social responsibility.

What steps did we take to address the identified student(s) needs?

Goal #1 – Use of *Diagnostic Math Assessment* for English program students in grades 1 to 7 and French Resource Teacher evaluation of grades 4 to 7 French Immersion students combined with September student conferences assisted in identifying students needing extra support in numeracy and numeracy topics that need to be focused on. Student needs were addressed through using a variety of numeracy programs, the increasing use of technology in classrooms, use of Jump Math, Singapore Math and XTRA.org programs for primary students and those receiving Resource Teacher support. Grade 7 students also has the opportunity to participate in a Canada –wide Euler math contest for high achieving math students.

Goal #2 – Students worked with the school’s Aboriginal Enhancement Worker, many teachers intentionally incorporated Aboriginal customs, aspects of culture and histories beyond curricular requirements, participated in a school – wide Aboriginal Focus Day, provided primary lunchtime activity of Aboriginal story-telling and school purchased Aboriginal focused children’s literature.

Goal #3 – Behaviour data tracking instituted to inform classroom practice and program directions. A variety of classroom programs being used including Roots of Empathy, ALERT Program, Virtues Project, Mind Up, Second Step, Kids in the Know and Mindfulness Education. The school’s Youth and Family Worker provides classroom and small group instruction. Many classes are involved in Buddy Class relationships, positive behaviours are recognized at a “Superstar” assembly each term, a peer mentorship program for intermediate students exists. Students also participated in PAC sponsored sessions on internet safety and responsible usage, the justice system and substance abuse prevention.

What was the evidence of success for each student?

Goal #1 – Evidence of success included the tracking of report card numeracy achievement data and Euler math contest results. End of year Diagnostic Math Assessment testing will be conducted in June. As well, term one secondary school math grades of our last year’s grade 7 students indicated student success.

Goal #2 – An increase in knowledge of Aboriginal culture, customs and history has been noted in classes that included Aboriginal content in units of study. Students of Aboriginal heritage have reported experiencing a greater sense of their own cultural background and greater sense of pride. Use of a VSB data collection tool provides primary evidence of Aboriginal student academic success and cultural belonging.

Goal #3 – Evidence of success included tracking data showing declines in general misbehaviours, highlighting positive student behaviours at Superstar Assemblies, social responsibility comments in report cards.

How did we communicate and celebrate student success

Goal #1 – Shared numeracy achievement data with PAC, report card comments, assembly in which participants of numeracy contest and Pi contests were recognized.

Goal #2 – Student recognition at Aboriginal Focus Day, classroom recognition of student work focused on Aboriginal culture, history and customs.

Goal #3 – Superstar Assemblies, appreciation luncheons for the peer mentors, parent meetings

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

Begin to look to the following areas for development of new goals for the 2017-2018 school year, while maintaining our goal to increase knowledge, awareness acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Areas for Development of New Goals

Numeracy and social responsibility

