

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.

HASTINGS ELEMENTARY COMMUNITY SCHOOL

MISSION STATEMENT

At Hastings School we respect and accept each other for who they are. Hastings is a safe place where students are able to learn and play.

2015-2016 GOALS

1. Literacy Goal: To increase student success in Literacy for all students, specifically identified at-risk learners, through the development of reading and writing skills.
2. Social Responsibility Goal: To improve student social responsibility and a sense of belonging by developing an overall school climate that promotes safe, caring and orderly behaviours.
3. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

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?

Hastings is a large inner city school - current enrollment 620 students

- Wheelchair accessible
- Dual track school (K-7 English Program and K-7 French Immersion Program)
- Students in the English and French Immersion Programs attend Full Day Kindergarten
- 20% of the students are designated ELL according to Ministry criteria
- Approximately 40% of students speak a language other than English at home
- 8% of the students are Aboriginal
- 8% of the students have a Special Education designation according to Ministry criteria
- Approximately 6% regularly participate in the breakfast program
- Approximately 40% regularly participate in the hot lunch program
- Hastings has a comprehensive Music Program taught by two Music Specialists
- Hastings has an Intermediate Band Program to enhance the Music Program
- There is a commitment to outdoor education experiences at the grade 7 level
- A Quebec cultural experience for the grade 7 French Immersion students is organized yearly
- Students participate in a variety of before and after school athletic programs and a comprehensive physical education program taught by a specialist
- The YMCA operates a before school and after school daycare in the Hastings Multi-purpose Room
- Hastings is a member of the Templeton and Van Tech Community School Teams. Hastings is one of six schools in the Hub and receives funding to help vulnerable children in the areas of Literacy, Social Responsibility and Community Engagement
- Hastings Elementary has a Youth and Family Worker on site
- A Community School Coordinator organizes programs for students during the lunch period, after school and during the summer
- Hastings has a very active PAC supporting and initiating many school events. The PAC was instrumental in the fundraising and installation of our new primary playground
- Hastings celebrated its 100th birthday in the 2008 school year
- Tillicum School is an annex to Hastings. The Annex has a Kindergarten to Grade 4 English Program and is six blocks from Hastings School
- Our vision of success is that each child is continually supported and allowed to engage in maximum learning and that the students' diverse learning styles and rates are respected

Our Code of Conduct states: Our school is a safe, healthy and productive place in which to learn. At Hastings we: Take care of yourself, Take care of others, Take care of this place.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Literacy Goal: To increase student success in Literacy for all students, specifically identified at-risk learners, through the development of reading and writing skills.
2. Social Responsibility Goal: To improve student social responsibility and a sense of belonging by developing an overall school climate that promotes safe, caring and orderly behaviours.
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What steps did we take to address the identified student(s) needs?

Literacy Goal:

- Encouraged small group instruction from K–7 that reflected the diverse learning needs of students: Our District Literacy Teacher worked closely with our Resource Team and Early Intervention Literacy Teachers to support the struggling readers across the grade levels. Our Teacher Librarian supported our literacy program by providing our diverse learners with engaging and leveled books, and literacy activities and digital resources.
- Used collaborative inquiry based learning as a strategy for student learning: Groups of teachers participated in three inquiry learning teams throughout the school year to work collaboratively on points of inquiry in their practice, model inquiry-based learning, and develop inquiry activities to support student learning.
- Introduced the Corrective Reading program through resource support
- Continued with the Home reading programs and One to One Readers volunteer program
- Engaged non-enrolling teachers to support small group instruction to support the diverse learning needs
- Focused on continuing to discover a wider variety of assessment tools to help guide instruction and support learning at both the primary and intermediate levels: Writing and Reading Performance Standards, writing conferences/conversations, student self-assessment, teacher observations, DRA/RAD, Fountas-Pinnell Leveled Literacy/Assessment Kits - Our District Literacy Teacher worked with three primary teachers as part of an inquiry-based learning team to explore the possibility of using the Fountas & Pinnell Leveled Literacy Kits and Assessment Kits as a school wide literacy and assessment system.
- Focused on continuing to teach writing and reading strategies and genres explicitly
- Continued to expand the Literacy Week with a focus on reading and writing
- Students continued with interactive reading/writing through Class Blogs
- Use of technology to promote reading and writing (iBook, document cameras, tablets): Our VP facilitated an inquiry learning team of four teachers to increase their collaborative efforts on implementing digital literacy. The same group participated in after school technology sessions as part of the district pilot equity project.
- Integrated experiential and authentic writing experiences
- Integrated Aboriginal stories and legends as well as resource kits to increase written output
- Paired intermediate and primary students for additional reading and support

- Identified at risk learners in each class and tracked progress: Our Resource Team met on a monthly basis to investigate and discuss the best assessment practices as well as review and revise the identification and referral protocols at the school level. Our Counseling Team met once a week to discuss our at risk learners, and ways they can be supported during and outside of the school hours.

Social Responsibility Goal:

- Built a sense of community in each classroom emphasizing the code of conduct:
- Take care of yourself, Take care of others, Take care of this place: Our first ProD of the school year was focused on Inclusive Schools. The staff had the opportunity to discuss the school code, and brainstorm the appropriate behaviors that students should demonstrate in the assemblies, hallways, and washrooms and at lunchtime. Color-coded posters were created and posted in each classroom and different areas of the school to promote healthy, safe and positive behavior.
- Developed a new wolf logo representing care, honour and leadership and a commitment to the school and to others: As part of our PAC-sponsored Art for Sky activity, our entire school population created a large wolf to build connection between the students and their school emblem. This school wide project reinforced the importance of collaboration and team building. Our District Aboriginal Team blessed the wolf on the day it was created. Our PAC used the new school mascot and logo to create T-Shirts for every student and staff member that can be used for many future school or team events.
- Developed activities that enhanced the respect and strength of each member of the class: A full day of ProD with a focus on social emotional learning and restorative practices was organized, and specialized guest speakers worked with the staff to promote and reinforce the implementation of strategies and activities that supported the whole child, and helped infuse SEL and personal and social core competency, as highlighted in BC redesigned curriculum, into teaching and learning.
- Continued to establish a strong school community by organizing events such as Corn Roast Evening, Christmas Dinner, Monthly Parent Coffee, Pancake Breakfasts, Multicultural Potluck, Post-Quebec Celebration
- Encouraged class meetings on a regular basis in all classrooms
- Continued with the implementation of the “MindUp” Program
- Continued to use the Virtues Project
- Taught empathy as part of the Health & Career Education Program
- Continued to provide the Roots of Empathy program at Hastings
- Increased physical activity for students: daily kilometer club, “bounce at the bell”, lunch hour activities, grade 7 buddies teaching primary games at recess and lunch recess, separate playing area on the field for grade 3 soccer
- Continued to encourage English/French connections, activities and fieldtrips to build a strong sense of community within the school
- Continued to use primary and intermediate buddy classes
- Worked with our Aboriginal support worker to make meaningful connections with our families and students
- Continued with our student leadership program to foster positive personal identity and to promote healthy relationships and service to the community
- Continued to receive support from YFW, FNW, Area Counselor, District Psychologist and Speech and Language Pathologist
- Dedicated two Professional Development Days to Social Responsibility: Inclusive Schools, and Integration of SEL and Restorative Practices into teaching/learning

Aboriginal Goal:

- A number of activities were incorporated within the classroom and the whole school to build knowledge, awareness and appreciation of Aboriginal histories, traditions and cultures among all students:
- Acknowledging the traditional lands of the Coast Salish throughout the year at assemblies, meetings and announcements
- Aboriginal plays and performances for whole school
- Aboriginal themed resource kits in the Kindergarten rooms (puppets, stories, designs) as well as Classroom Aboriginal Exploration Kit, and Literature/story books with aboriginal themes
- In class, small group and community support from Aboriginal Enhancement worker
- Working with Kiwassa and Long House afterschool programs
- Story Telling in classes by Aboriginal Enhancement Worker
- Aboriginal themed arts and crafts in classes
- Provided students with large selection of Aboriginal books in the school Library
- Hastings' Literacy Week in May, one of the days had an Aboriginal theme
- Sign up schedule for in class visits by Aboriginal Enhancement Worker
- First Nations classroom art projects hanging in the hallways of the school
- Shared effective practices in Aboriginal education through teacher/staff professional development
- Community outreach by Youth and Family Worker and Aboriginal Enhancement worker for our most vulnerable aboriginal families
- Learning about the school logo (wolf) and the connection between Aboriginal culture and school
- Used website: www.ecokids.ca/pub/homework_help/first_nations/index.cfm for teaching games and information with an aboriginal theme

What was the evidence of success for each student?

This year, teachers collected data through formative and summative assessment practices, using a variety of assessment and evaluation strategies and tools such as classroom observations, in-class reading/writing assignments, writing samples, journal writing, DRA, RAD, Writing Performance Standards, BC Performance Standards for reading/writing/social responsibility, teacher quizzes and tests, GB+, Woodcock, Kaufman, student self-evaluation, conflict resolution based on dialogues and principles of restorative practices

Behaviour data was also collected in the office regarding the number of referrals, number of incidents, dates, times and locations.

All data was gathered by staff. Trends and patterns have been discussed with staff and parents. This data was used to compare to the base line data collected last year for tracking Literacy progress and Social Responsibility performance in the 2015-2016 school year.

Noted findings of success from classroom data included:

- 73% of all students are meeting to exceeding in Writing, a decrease of 3.4%:
 - 66% of primary students are meeting to exceeding in Writing
 - 79% of intermediate students are meeting to exceeding in Writing
- 81% of all students are meeting to exceeding in Reading

- 75% of primary students are meeting to exceeding in Reading
- 86% of intermediate students are meeting to exceeding in Reading
- 91% of all students are meeting to exceeding in Social Responsibility in the classroom, an increase of %3.50
 - 90% of all primary students are meeting to exceeding in Social Responsibility in the class
 - 91% of all intermediate students are meeting to exceeding in Social Responsibility in class

Noted findings of success from office data for Social Responsibility/Behaviour Referrals included:

- 73% of all students are meeting to exceeding in Social Responsibility in all areas of the school (Playground/Lunchroom/Washrooms/Hallways/Gym/Class) and have never had a referral to the office. This is a decrease of 11% from the previous year.

While reviewing our school goals and objectives, we discussed the strategies we used and implemented throughout the school year to support our learners, as described in our school plan, and we focused on new possibilities to personalize student learning and improve performance. This school year, our school goal shifted to Literacy, both reading and writing. When comparing this year's data to that of last year in the area of writing, we noticed a minor decrease in the percentage of students meeting to exceeding. Our reading results were stronger. Different grade level groups had comprehensive conversations to identify best assessment tools and more inquiry opportunities to support student learning. They also highlighted the importance of more small-group differentiated instruction and increased collaborative teaching.

Also noted was an increase of all students meeting to exceeding in social responsibility in the classrooms. However, we had a decrease of 11% in the number of students meeting to exceeding in social responsibilities in other areas of school. Based on our investigation and group conversations, we agreed that all students should play a more active role in self-assessment and personal goal setting, and we should continue to infuse social emotional learning into all aspects of teaching and learning. Our teaching staff decided to adopt the Second Step Fourth Edition Program in school year 2016-2017 to integrate SEL into daily teaching, build a common language across grade levels to consistently instil the positive sense of self in students and promote healthy relationships, and equip each child with the necessary skills he/she requires to self-regulate in different circumstances. Furthermore, the program would provide the parent community with similar tools and strategies to support the emotional needs of their children. As a staff, we will also continue to discuss our code of conduct, and review our color-coded behaviour posters with our students to reinforce positive behaviour in different areas of school. Our Grade 6/7 teachers are planning a day of leadership camp for all of our grade 6/7 students in October 2016, that would help build a stronger community of young leaders, who would model good citizenship to their younger peers.

Based on our assessment data, the staff felt that they still needed to continue with our previous school goals to support our vulnerable learners in the area of literacy and social responsibility.

How did we communicate and celebrate student success

- Information sharing with the parent population through newsletters and school website
- Information sharing at staff meetings, grade group meetings, Literacy meetings and Goal Setting meetings
- Celebration of student success at assemblies, through school announcements and individual meetings with Principal and Vice-Principal
- Inquiry learning team celebration and digital fair at the district level
- Parent Teacher and Student-Led Conferences
- Literacy Week displays and celebrations

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:

- A) Continue with the current goals as outlined in our reflections for 2015-2016.

