

## School Learning Plan Year 3 2022-2023

### 1. GENERAL SCHOOL STORY

- Hastings is a large (24 divisions) enhanced services, dual track K-7 English/French Immersion school.
- We are a community school with students designated as English Language Learners according to Ministry criteria.
- A percentage of our students are Indigenous.
- Some students regularly participate in the breakfast program. Some students regularly participate in the hot lunch program.
- There is a commitment to outdoor education experiences at the grade 7 level.
- Grade 7 students participate in combined English/French Immersion leadership activities each year.
- Students participate in a variety of before and after school athletic programs and a comprehensive physical education program.
- The YMCA operates a before school and after school daycare in the Hastings multipurpose room.
- Hastings is a member of the Templeton Secondary family of schools. The Templeton Community Schools Team helps to identify and understand students facing barriers to participation and coordinates referrals to out-of-school-time and break programs, provision of summer literacy and recreation programming, and supports grade to grade transition – especially grade 7-8.
- Van Tech Secondary is the French Immersion catchment secondary school for Hastings students.
- We are a CELI (Collaborative Early Literacy Intervention) school and have a Reading Recovery Program.
- Hastings Elementary has Youth and Family Workers, an Area Counsellor, and an Indigenous Enhancement Worker.
- Hastings has a very active PAC supporting and initiating many school events which bring our families and students together from both French Immersion and English programs.
- Tillicum Annex is the annex to Hastings Elementary School. Tillicum has a Kindergarten to Grade 4 English Program and is six blocks from Hastings.
- 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 ourselves. Take care of others. Take care of this place.

## 2. WHAT DID WE SEE?

Due to the Covid-19 pandemic, our school plan has been carried forward since the 2019/20 school year.

We've continued to look for answers to our inquiry question: **How can we use the principles of Universal Design for Learning (UDL) (multiple means of representation, expression, and engagement) to support the development of literacy skills (fluency/decoding, comprehension, written expression, and critical literacy) for all learners?**

At the end of 2019/20, our English Primary CELI reading data showed there was continued growth in all reading categories proving that our Reading Recovery and Early Intervention programs were having a direct impact on student reading scores. As students moved from kindergarten up through the primary grades there was steady improvement. Our Indigenous and ELL students also improved from year to year although our Ministry designated students continued to struggle.

Though our CELI students' results continue to be positive, our school team has concerns about whether CELI is right for Hastings. Our primary team has recommitted to CELI and Reading Recovery for the 2023/24 school year with a goal to gauge the effectiveness of CELI at Hastings and decide if Hastings should continue as a CELI school.

Our English grade 4 reading data for 2019/20 confirmed that our grade 4 students had improved their reading scores in all categories. Great gains were seen in the Not Yet Meeting, Minimally Meeting and Exceeding categories. Our Indigenous students also improved in all categories. This was not the case for our ELL and Ministry designated students.

Our English grade 5 reading data for 2019/20 showed consistent gains in all categories, especially Exceeding. There was a slight increase in reading scores for our Indigenous students, but staff continue to have concerns for our Indigenous students who were not able to participate in our Early Intervention and Reading Recovery programs.

Our 2019/20 reading data for Grade 4 French Immersion was less clear, as the initial September assessment was done in French. Students only begin formal English instruction in Grade 4. It was difficult to make a direct comparison as different language assessments were used.

Our 2019/20 English reading data for Grade 5 showed steady gains in all categories except in the Exceeding category. Intermediate French Immersion students begin formal reading instruction in Grade 4. In grades 4 to 7, they continue to gain experience in English reading instruction.

Our Communicating Student Learning (CSL) Proficiency Scale Breakdown results for English Language Arts for 2019 to 2022 are consistent, with most students in the Applying range. Our CSL Proficiency Scale Breakdown results for French Immersion Language Arts for 2019 to 2022 are similar, though 2021 and 2022 show a larger number of students in the Developing and Developing/Applying ranges, possibly due to inconsistent exposure to French language instruction during the pandemic.

Our Foundation Skills Assessment (FSA) Literacy Proficiency Level results for 2022-2023 for both grades 4 and 7 are similar to our CSL results. Most students who participated in the FSA are On Track, demonstrating a partial to complete understanding of the concepts and competencies relevant to the expected learning. A small number of the students who participated in the FSA are Emerging, demonstrating an initial understanding of the concepts and competencies relevant to the expected learning. And a small number of the students who participated in the FSA are Extending, demonstrating a sophisticated understanding of the concepts and competencies relevant to the expected learning. Because more than half our grade 4 and 7 students did not participate in the FSA their performance level is unknown making it difficult to make valid inferences about our results. Hastings's English and French Immersion students write the FSA in English.

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### 3. WERE WE SUCCESSFUL?

Staff shared the following successes using the principles of UDL to support the development of literacy skills for all learners:

- I try to individualize instruction and work output/outcomes expectations for all students through small group instruction and whole class lessons and discussions and recognize that all children are at a different point in their learning and development.
- The daily 5 stations where I can work with small groups while the other students work more independently on various literacy skills (in French).
- We do class wide Heggerty lessons daily. These lessons increase phonemic awareness. I think these lessons support all learners because some students are improving their pronunciation of words, others are becoming aware of which words are compound words. Strong readers and writers are gaining skills that will improve their spelling.
- Resource teachers try to adapt/modify the programs to be as inclusive as possible.
- Provide intervention through Reading Recovery and CELI for our most vulnerable learners.
- I am trying to reframe my thinking about the learners in my classroom.
- The Early Intervention focus at the kindergarten level has been beneficial.
- I am using targeted instruction using reading groups in combination with another class.
- Having a single literacy learning goal/target at the beginning, and developing my unit and lesson planning surrounding that goal.

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### 4. HOW HAVE WE SHARED?

We shared evidence of development of student literacy skills with parents/guardians, students, and other members of the community in the following ways:

- Conventional communication of learning (progress reports, p-t conferences, emails, sharing work on Teams).
- With parents at conferences, reports and individual updates through the year when needed. With the students using feedback on assignments as well, and those vary in way, shape, and form. Share ideas and results of resource staff and other teachers to try to improve practices.
- Photos on Teams, a quick phone call or chats after school.
- In the past (pre-Covid) we would have Celebration of Learning events, like an open house where families could come in and see child's work, also student led conference format.
- Sending work home with comments, rubrics, student corrections etc., student-led conferences, emails, photos of work.
- Report cards, resource inserts, and occasionally talking with the families after school.
- We send portfolios home regularly so families can review their children's work and progress.
- Student led conferences.
- Frequent formative assessments that get brought home about every two weeks.
- Photos of work on TEAMS (at least once a week).

## 5. WHAT ARE OUR NEXT STEPS?

As we begin to plan for next year and our next multi-year goal, we are working through the scanning phase of the Spiral of Inquiry model. A staff poll identified improving student social-emotional functioning as the top priority for our next school goal area of focus. To focus our attention on the area of social-emotional functioning that will make the biggest difference for our students, we asked ourselves the three Spirals of Inquiry scanning questions: What's going on for our learners? How do we know? How/why does this matter?

Staff responses to the question **"What's going on for our learners? - What does improving student social-emotional functioning mean to you?"** were:

- According to CASEL, social-emotional functioning encompasses responsible decision making, relationship skills, social awareness, self-awareness, and self-management.
- Improving self-regulation and readiness to learn.
- Maintaining self-regulation or knowing how to get back in that state. Knowing how to solve conflicts independently (most of the time). Improved behaviour and respect.
- Self-regulation, respect for others, creating a safe space.
- The ability to bounce back from any sort of adversity.
- Students being equipped with better communication and coping strategies when things are not going as expected.
- Ways to promote resiliency.
- Self-regulation.
- Developing a good rapport with students.
- Explicitly teaching and modelling to students how to self-regulate. Having enough support workers and resources to help students who are designated and struggle with self-regulation.
- Children who are emotionally unregulated are unable to learn.
- All areas of executive skills particularly self-advocacy, resilience, self-regulation, empathy.
- More confident learners.
- Building student social emotional (SEL) functioning by helping them identify their SEL needs and learn to develop strategies to cope and hopefully thrive in challenging situations.
- Established routines and rules that are followed by all.
- Self-regulation, resilience and perseverance, problem-solving skills, awareness of others' needs and rights.
- Increasing accountability for behaviour.
- Supporting students to use words instead of fists, foul language, criticisms. Straight talk with students- engage in conversations about what is really going on in the classroom. Clear consistent boundaries around behaviour in the classroom and the school grounds. Educate students about sensory overload in the classroom. Create a mechanism for students to be responsible for their behaviour, and or attention to their schoolwork.

Staff responses to the question **"How do we know? - What evidence do we have that supports our hunch that our students need help with social-emotional functioning?"** included concerns about behaviour incidents in the classroom and on the playground, student attendance, student engagement, peer relationships, student resilience and social-emotional competence, connection to community supports, and respect for authority.

Staff responses to the question **"How/why does this matter? - How/why is improving student social-emotional functioning important?"** all spoke to the fact that children can't be expected to engage fully in learning if their social-emotional needs haven't been met.

As we work toward developing a hunch that will help us generate an inquiry question, our next step is to include students', their families', and other stakeholders' voices in the discussion. We're planning to get information from existing data collection tools such as the Middle Years Development Instrument (MDI) and the Student Learning Survey as well as our regular communications with students, their families, and other members of the school community.



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

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## 6. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARD TO THIS FOCUS?

- As a resource teacher, it is in the reading content.
- Multi-class lessons (2020-2021) from an Indigenous artist on drawing using Coast Salish design principles, Raven Tales videos.
- Projects where students learn about Indigenous cultures past and present, Orange Shirt Day activities, bringing in an Indigenous knowledge keeper to share songs and stories, teaching songs that have been gifted to me.
- Consult Indigenous Enhancement Worker, invite them into classroom to give presentations and discussions with class, delve into Indigenous art activities.
- Select books that illustrate Indigenous histories to read and discuss with students, place value on oral language learning and listening.
- I've tried to increase the amount of Indigenous ways of learning and knowing in as many subjects as possible.
- I am consistently searching for resources and people to come into our class.
- Bring in presenter from the VSB to work with students, drumming was the most recent activity.
- Daily land acknowledgement (grade 2 and 3 students volunteer to lead), sharing stories by Indigenous authors, making bannock with our Indigenous Enhancement Worker.
- Reflecting on whether my lessons/units adhere to the First Nations Learning Principles, as these principles benefit all learners.
- Team with Indigenous Enhancement Worker.
- Integrate it into daily language and all subject areas.

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## 7. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

- Continue to share stories authored by Indigenous peoples. Continue to listen deeply to the stories, histories, concerns, hopes, and aspirations of Indigenous peoples.
- Invite an artist in residence.
- I would like to be more supportive and try to organize pro-d opportunities where members of our Indigenous Education group can come in and help all teachers with that.
- Indigenous perspectives will be implicitly studied in our upcoming socials and science units.
- Reading content for classroom use will be used as it becomes available for classroom leveled reading materials.
- Continue to explore and discover new learning resources with an Indigenous focus.
- More cultural lessons and experiences (i.e. drumming and singing with presenter, large-scale zoom art lessons).
- Continue to attend any events that are made available to us, use recommended resources with my students, invite Indigenous knowledge keepers into the classroom.
- I will continue to reach out and attempt to make connections and form relationships with Indigenous people.
- Collaborate more with Indigenous Enhancement Worker with what I can do. More pro-d events geared towards this subject.