

# Hudson's Hope School Framework for Enhancing Student Learning

March - 2021



# Covid Startup

- Theme - Different but fun!
- Fun games to “address the stress”. (Rock Paper Scissors).
- “Gentle expectations”.
- Establishing new routines.
- Assurances that many of our “fun things” will still occur (W.E. trips, H-Notes, Cameron Lake...)



# Planning Day:

Our Planning Day involved all staff, and was a wonderful opportunity to connect with each other and not feel rushed. We had planned to conduct our planning day at Cameron Lake, but the weather was not cooperative. Key focuses of our planning day included:

- Presentation of our Framework, with focus on data walks.
- Calendar of events.
- Review/Discussion regarding School wide Connectedness activities and viability (Science Fair/Heritage Fair/Jam Can/Christmas Concert/Pancakes & Winter Fun Day, H Notes/Work Ethics Trips
- Vulnerable Student assessments
- Review of Core Competencies/Reporting Order/Interim Report process
- Secondary Class Reviews (elementary classes already completed)
- Review of AFL practises.
- Review of “All things Assessment” calendar/requirements.
- Hand Washing Workshops
- SEL/Temperature Check
- Staff Connectedness activity

# Learning Evidence

- Phonological Screening
- FSA's
- District Reading Assessments and Cold Writes.
- District Math Assessments- MAP Gr 4/5/6/9 (first year) ... may shift away from DNA's.
- Connectedness Survey and Student/Parent Learning Survey
- Social Responsibility and Work Ethic's Honour Roll Data
- Report Cards and Provincial Assessments where applicable

# Goals

Our Overall Goals are to:

1. Provide a *safe and supportive environment* to allow students to learn.
2. Foster Social Responsibility.
3. Support skill development through choice, real-life opportunities, and engagement.

Our Specific Goals for 2020-21 are to:

1. Maintain/improve Literacy Skills \*Emphasis on primary\*. Conventions - intermediate.
2. Maintain/improve Numeracy Skills.
3. Maintain/improve Connectedness.



# Links to Learning Evidence

## Goal #1 - Maintain/improve Literacy Skills (Reading level/comprehension)

**Rational:** Many of our students will likely have experienced “regression” due to a lack of in-class instruction last Spring. We will focus on building on students’ ability to effectively communicate their ideas. Two notable areas from early data review - Reading in Primary, Writing Conventions in intermediate.

**Evidence?** Reading assessments, writing samples/cold writes, and FSA’s scores will be examined and compared to previous data. Breakdown including Indigneous Data.

# Links to Learning Evidence

## Goal #2 - Maintain/improve Numeracy Skills (Number Sense & Reasoning)

**Rational:** Many of our students will likely have experienced “regression” due to a lack of in-class instruction last Spring. We will focus on building on students’ ability to effectively communicate their ideas.

**Evidence?** MAP, FSA’s scores will be examined and compared to previous data. Breakdown including Indigneous Data.

# Links to Learning Evidence

## Goal #3 - Maintain/improve Connectedness

**Rational:** Feeling safe and connected is extremely important for student success, particularly during the “current times”.

**Evidence?** Connectedness Survey, Work Ethic’s Honour Roll results, office referrals. Breakdown including Indigneous Data.

# Indigenous Education

Increased formal instruction within elementary classes:

- Guest presentations (including our own student).
- Seven sacred teachings.
- Expanded resource availability (literacy, posters).
- ISSW classroom lessons.
- Orange Shirt Day activities & education.
- Indigineous Day activities.



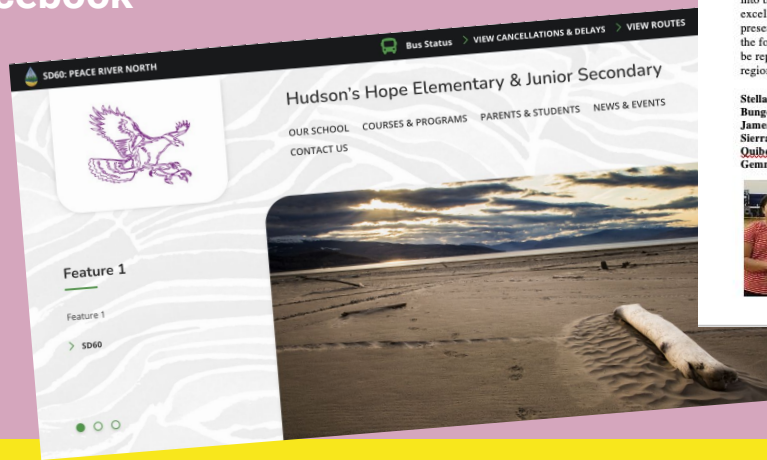
# Learning Support Fund

Our LSF targets are based greatly on the Class Review process (Fall, and February). Key areas that we have identified for support include:

1. Baking Numeracy.
2. EA support for both individual and classroom supports in K/1, 1/2 , 4, 5/6 (Elem)
3. EA support/classroom S.S./Eng 7/8, Science 8/9, Math 7/8.
4. Resources - Senior level Math/Chem/Biology workbooks, Mathletics, “hands on learning” supplies, ipad support apps, connectedness/outdoor learning (Cameron Lake, Bowling, Skating, etc.).

# Communication Methods

- Email
- Periodic Newsletters
- Community Bulletin
- Periodic PAC Meetings
- Classroom Level - Emails/Letters/ClassDojo
- Phone Calls
- School Website/Facebook



Focus:

# Grade 1 Fall Reading

Grade 1 Reading  
Assessment Fall

1 ELL

2 Indigenous

g Assessment (PMB Beginning 2020/2021)

Report - Assessment		Level	Reading Accuracy	Reading Recovery
		PMB Beginning 2020/2021	PMB Beginning 2020/2021	PMB Beginning 2020/2021
	01	1	90-94%	
	01	2	95-100%	
	01	0	<90%	-
	01	0	<90%	
	01	1	<90%	
	01	2	90-94%	
	01	2	95-100%	
	01	5	95-100%	
	01	2	95-100%	
	01	0	<90%	

# Focus:

## Grade 5 Writing Assessment Fall

ce	Snapshot			Meaning			Style			Form			Conventions	
	Writing Exp. Fall 2020-21	Writing Exp. Fall 2018-19	Writing Exp. Fall 2017-18	Writing Exp. Fall 2020-21	Writing Exp. Fall 2018-19	Writing Exp. Fall 2017-18	Writing Exp. Fall 2020-21	Writing Exp. Fall 2018-19	Writing Exp. Fall 2017-18	Writing Exp. Fall 2020-21	Writing Exp. Fall 2018-19	Writing Exp. Fall 2017-18	Writing Exp. Fall 2020-21	Writing Exp. Fall 2018-19
05	Fully Meets Expectations			Exceeds Expectations			Exceeds Expectations			Fully Meets Expectations			Fully Meets Expectations	
05	Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)			Not Yet Within Expectations	
05														
05	Fully Meets Expectations			Fully Meets Expectations			Fully Meets Expectations			Fully Meets Expectations			Meets Expectations (Minimal Level)	
05	Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)	
05	Fully Meets Expectations		Meets Expectations (Minimal Level)	Fully Meets Expectations		Meets Expectations (Minimal Level)	Fully Meets Expectations		Meets Expectations (Minimal Level)	Fully Meets Expectations		Meets Expectations (Minimal Level)	Meets Expectations (Minimal Level)	
05	Meets Expectations (Minimal Level)			Fully Meets Expectations			Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)			Not Yet Within Expectations	
05	Fully Meets Expectations			Fully Meets Expectations			Fully Meets Expectations			Fully Meets Expectations			Meets Expectations (Minimal Level)	
05	Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)			Meets Expectations (Minimal Level)	

# Focus:

## Grade 6 Writing Assessment Fall

Grade	Score	Snapshot	Meaning	Style	Form	Conventions
		Writing Exp. Fall 2020-21	Writing Exp. Fall 2020-21	Writing Exp. Fall 2020-21	Writing Exp. Fall 2020-21	Writing Exp. Fall 2020-21
	06	Fully Meets Expectations	Fully Meets Expectations	Fully Meets Expectations	Fully Meets Expectations	Fully Meets Expectations
	06	Meets Expectations (Minimal Level)	Meets Expectations (Minimal Level)	Meets Expectations (Minimal Level)	Fully Meets Expectations	Not Yet Within Expectations
	06	Meets Expectations (Minimal Level)	Meets Expectations (Minimal Level)	Fully Meets Expectations	Fully Meets Expectations	Not Yet Within Expectations
	06	Meets Expectations (Minimal Level)	Fully Meets Expectations	Fully Meets Expectations	Meets Expectations (Minimal Level)	Meets Expectations (Minimal Level)
	06	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
	06	Fully Meets Expectations	Fully Meets Expectations	Fully Meets Expectations	Exceeds Expectations	Not Yet Within Expectations
	06	Fully Meets Expectations	Fully Meets Expectations	Fully Meets Expectations	Fully Meets Expectations	Fully Meets Expectations
	06	Fully Meets Expectations	Fully Meets Expectations	Fully Meets Expectations	Fully Meets Expectations	Meets Expectations (Minimal Level)
	06	Fully Meets Expectations	Fully Meets Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Meets Expectations (Minimal Level)
	06	Meets Expectations (Minimal Level)	Fully Meets Expectations	Fully Meets Expectations	Meets Expectations (Minimal Level)	Not Yet Within Expectations

# Grade 7-8 Reading

(What we want  
to see...)

Student ID	Student Name	Level			Fluency			Comprehension		
		RAD Beginning 2020/2021	QCA 2018/2019	RAD 2018/2019	RAD Beginning 2020/2021	QCA 2018/2019	RAD 2018/2019	RAD Beginning 2020/2021	QCA 2018/2019	RAD 2018/2019
07	RAD7	RAD7	QCA5		3	3		3	3	
07	RAD7	RAD7	QCA5		3	4		4	4	
07	RAD7	RAD7	QCA5		3	4		4	4	
07	RAD7	RAD7	QCA5		3	3		3	2	
07	RAD7	RAD7	QCA5		3	4		3	3	
07	RAD7	RAD7	QCA5		4	4		4	4	
07	RAD7	RAD7	QCA5		3	3		2	1	
07	RAD7	RAD7	QCA5		3	3		3	4	
07	RAD7	RAD7	QCA5		3	2		3	2	
08	RAD8			RAD6	3		4	4		4
08	RAD8			RAD6	3		4	3		3
08	RAD8			RAD6	2		2	2		2
08	RAD8			RAD6	2		1	2		2
08	RAD8				3			4		
08	RAD8			RAD6	3		3	2		2
08	RAD8			RAD6	1		1	3		3
08	RAD8			RAD6	3		4	4		4
08	RAD8			RAD6	3		3	3		2
08	RAD8			RAD6	3		3	3		3
08	RAD8			RAD6	4		4	4		4
08	RAD8			RAD6	3		3	4		3
08	RAD8			RAD6	4		4	3		3

# Celebrate!

Grade 4 & 7 FSA  
Data:

Indigineous  
Data - Nearly  
identical in  
academic areas.

		2016-17	2017-18	2018-19	2019-20
FSA: Gr 4 % Meeting or Exceeding <b>Reading</b>	100%	82% (9/11)	87%	100% (9/9)	100% 6/6 2 exceed (1 "Ind")
FSA: Gr 4 % Meeting or Exceeding <b>Writing</b>	97%	100 % (11/11)	87%	100% (12/12)	100% 6/6
FSA: Gr 7 % Meeting or Exceeding <b>Reading</b>	96%	89% (8/9)	100%	100% (11/11)	100% 11/11
FSA: Gr 7 % Meeting or Exceeding <b>Writing</b>	99%	100% (12/12)	100%	100% (11/11)	100% 11/11 2 exceed

Numeracy

FSA: Gr 4% students meeting or exceeding.	2018-19	2019-20
	100% (9/9)	100% (6/6) *4 Exceed
FSA: Gr 7% students meeting or exceeding.	100% (11/11)	91% 10/11 *1 Exceed 1 ESL - Emerging I: 100%

# Celebrations: Connectedness/Culture/Storefront School

Our Positive School Culture is a major celebration for our school and our community.

Connectedness activities such as our elementary students writing letters to seniors & public servants, Winter Fun Days, Pancake Breakfasts. Our families and students filling the Food Bank.

Work Ethics Honour Roll Results are a strong indicator of our connections, and how important the school is to our students and to our community.

