

<b>Hume Elementary School 2018-2023</b>				
<b>Vision</b>	SUCCESS FOR ALL			
<b>Mission School Motto</b>	<i>We focus on excellence for all learners in a nurturing environment. Hume's BEST (Belonging, Excellence, Success, Teamwork)</i>			
<b>Values:</b>				
<b>Competencies</b>	Communication	← Critical Thinking →	Social Responsibility	Personal Identity & Awareness
<b>Hume School Words:</b>	Excellence	Success	Teamwork	Belonging
<b>"Gotcha" Words:</b>	Knowledgeable Thinker	Communicator Risk-taker Reflective	Inquirer Open-minded	Principled Caring Well-Balanced
<b>Board Goals</b>	<b>Learning: Literacy, numeracy and Transitions</b>	<b>Organizational Excellence: trades, Arts, Athletics, Lang</b>	<b>Engagement: Service and Environment</b>	<b>Relationships: Mental Health Wellness and Physical Literacy</b>
<b>Student Expectations</b>	<b>Academic Success</b>	<b>Creativity and Imagination</b>	<b>Citizenship</b>	<b>Resilience</b>
<b>Hume School Evidence</b>	<p>Read by Three Jolly Phonics whole school program Jolly Grammar whole school Learning support – schedule aligned for best use. Reading A-Z gr 1-3 Just right reading Literacy centers Guided reading Raz-Kids Lexia Qualified teacher-librarian Transitions: Preschool programs available on site (Mountain Montessori and Love to Learn) Visits with Trafalgar staff and to Trafalgar</p>	<p>Pottery – with expert Dance – with expert Swimming (badged) grade 1 and 3 Swimming with Expert – grade 1-2 Downhill Ski program gr 4 &amp; 5 Winter Activities program – cross country ski, curling, yoga, dance. Robotics – cross-grade with support from district teachers Computer programming –gr 1-5 Bi-annual musical French for grades 4 &amp; 5 Music Instruction across grades Sports tournaments for grades 4 and 5 Artstarts grant submitted for pottery CBT grant submitted for physical literacy.</p>	<p>Grade 5 leaders – LVR buddies Kindergarten helpers and K Buddies Halloween for Hunger Grade 5 only trip Outdoor learning K-5 Inclusion for all students School "Gotcha's" Grade 5 Beyond Recycling Multi age (colour groups) Environmental focus Core competencies focus Attachment (same teacher for each child across 6 years) Focus on the concept of "Yet" Outdoor education -outside learning in the local parks (Cottonwood/Davies, Chatham St.) - salmonid tank in the school -K class participating in outside learning program through the seasons Take me Outside weekly challenge across grades. "Giant Trug" planted with spring bulbs</p>	<p>Gotchas "Kelso's Choice" Mind up learning across classrooms. Neufeld attachment theory in practice Class projects – built in parents as partners –science fair, Medieval project, cross grade Web page- posts Healthy Schools activities Playground equipment updated Use of various spaces in the neighbourhood: Chatham Street park, Davies Street Park (Cottonwood Cr. Park). Counselling offered at the school with a staffing increase in the 18-19 year. Art Therapy – community links funding or practicum placement</p>

<b>Hume Elementary School 2018-2023</b>				
		Winter Bazaar with student-made ornaments.	<p>Beautifying the school grounds grant application submitted for front garden bed and back bank.</p> <p>Most classes go to Kokanee Park for the salmon workshops.</p> <p>Forestry workshop for grade 5</p> <p>Salmonid tank purchase (grant opportunities are being investigated)</p> <p>Winter Bazaar: raising money for needy families.</p>	<p>Wednesday games lunch for cross-age play.</p> <p>Tuesday Indigenous activities during lunch</p> <p>Preschool programs available on site (Mountain Montessori and Love to Learn)</p> <p>Cornerstone After School care on site</p> <p>Hot lunch program expanded</p>
<p><b>Aboriginal Enhancement Agreement Goals: Evidence from HUME</b></p>	<p><b>Academic Success</b></p> <p>Academic support for students with weekly check-ins from Indigenous Support Teacher and those students needing support receiving it through the LS/Rx3 cycle.</p>	<p><b>Awareness of History, Culture and Identity</b></p> <p>Elder visits for cultural stories.</p> <p>Indigenous education teacher using cultural teachings and protocols.</p> <p>Tuesday lunch group activities.</p>	<p><b>Connections between Aboriginal student, families, communities and schools</b></p> <p>Twenty identified students and Ab-Ed teacher here on Tuesdays</p> <p>Contact for families welcomed via email, phone and visits</p> <p>Visits from local Elders and Knowledge Keepers.</p> <p>Pow Wow- 5 and Ab Ed students in grades 3-5</p>	<p><b>Beliefs, Pride, Identity</b></p> <p>Indigenizing curriculum visible</p> <p>Library resources acquired</p> <p>Modelled use of protocols.</p> <p>Use of Six Cedars teachings</p> <p>Creation of an Aboriginal Education space.</p>
<p><b>Hume Parent/Guardian and Community:</b></p>	<p><b>Education Pre-K to Post-secondary Transitions</b></p> <p>September PAC hosts a meet and greet for new families</p> <p>Rental of space to Mountain Montessori Housing Love to Learn (CBAL program) in the school library.</p> <p>Strong Start on Fridays in the studio</p> <p>Welcome to Kindergarten events</p> <p>Trafalgar transition meetings and visits</p> <p>Learning Fairs</p>	<p><b>Extra-curricular Activities</b></p> <p>PAC movie nights</p> <p>Annual Ice Cream Social</p> <p>Support for Athletic programs: Cross Country running, Volleyball, Basketball, Baseball, Track</p> <p>Winter Bazaar</p>	<p><b>PACs , DPAC, BCCPAC</b></p> <p>Playground funded</p> <p>Social equity support</p> <p>Fine Arts and Athletics support</p> <p>Parent nights –DPAC</p> <p>Movie Nights (before Pro-D events)</p> <p>Popcorn at recess on Fridays</p> <p>Pizza lunches on Fridays</p> <p>Winter Bazaar</p>	<p><b>Nutrition, Sleep, Home</b></p> <p>BC fruits and Veggies Program</p> <p>Newsletters PAC and school</p> <p>Class DoJo with most classes</p> <p>Parents supporting Parents via Advocacy Support from DPAC</p> <p>Improved hot lunch program</p>

<b>Hume Elementary School 2018-2023</b>				
<b>Hume School (School Improvement Plans)</b>	Non Fiction Writing Numeracy – critical thinking. Indigenizing our work visibly Outdoor Education Integrating technology	Robotics/programming/coding Pottery program Dance program Swim program grade 1 and 3 Winter activity programs across grades French 4/5 Music Program Library programming	Student leadership- grade five Halloween for Hunger Environment focus in our community (water, habitats) Outdoor learning Salmonid tank in the school (funding sources researched) Food bank donations and donations to local families in need at Christmas	Mental Health, Wellness, and Physical Literacy Mind up/Growth Mindset Common Language – Hume’s BEST Gotchas Kelso’s Choice
<b>District Framework for Enhancing Student Learning</b>	System-wide Focus on intellectual, human and social, and career development	Multi-year district and school plans, updated annually	Meaningful and Effective Evidence Reported at least annually by districts and the province February Fine Arts Showcase in the SD8  Student portfolio -NEW	System-wide Capacity Building: Team-based supports focused on continuous improvement
<p><u>Data Indicators and Evidence Possibilities:</u>  Assessments: provincial measurements: exams, FSAs, pre- and post-assessments, EDI, MDI, principal notes, referrals to school counsellor, SBT meeting notes  Report cards, rubrics, interviews including parent and student exit interviews, number of attendees at events,  Surveys: provincial student surveys (EDI/MDI/FSA, electronic surveys, paper surveys of students, staff, parents, community  Products based on goal such as presentations, online documents/presentations, paper products (books, posters, other displays), pictures, slide shows,  Professional Development data, staff book clubs, individual provincial pro-d attendance, growth plans, staff portfolios</p> <p><b>Data sources:</b>  Love to Learn #'s  PAC meeting numbers always 10+ people  Pro D- book study  Student self-assessment – mind up/core competencies  School Wide writes by grade groups</p> <p style="text-align: right;">Schedules: lib/prep/LA support blocks/ELL</p>				

<b>Year One 2018-2019</b> <b>Goal One: To improve students' nonfiction communication skills in writing</b> <b>Connected to Board Goals: Learning Engagement Relationship</b>	
<b>Objective 1:</b> <b>All students will improve their ability to write by one grade level.</b>	Measurement indicators or indicators of success Meeting expectations on rubric scales Independent writing at grade level (scope and sequence expectations) Read by three data School – wide write (May) FSA – grade 4 writing sample in student booklet Class Dojo Portfolios Use of BC Performance Standards in Writing
<b>Strategies</b> School non-fiction scope and sequence guide (Google doc) School non-fiction rubric based on the work of Adrienne Gear (Google doc) Faye Brownlie workshop on BC Performance Standards (intermediate teachers) Use strategies for inclusion from Shelley Moore workshop Use Jolly Grammar across grades Chrome books and Dell laptops used for research and projects Examine the writing as noted in the grade 4 FSA booklets (as a staff)  Staff Development needs – whole school scope and sequence- continue to review and develop, build on our skills to deliver programming	
<b>Objective 2:</b> <b>Students will use sources of information and prior knowledge to make meaning as demonstrated in their writing projects</b>	Measurement indicators or indicators of success Assessment of projects (trial single-point rubric) Meeting expectations on rubric Student work – portfolio collection – used to determine next steps of instruction Collected information regarding student mindset as writers.
<b>Strategies</b> Target learning time for writing practice Non-fiction books and information sources available for use- at student interest level (teacher-librarian in conjunction with the classroom teachers). LST support time in coordinated with other non-enrolling teachers in the building to support literacy development. School- and classroom- non-fiction project work (Examples: “All about Me”, “Who would win”, animal research projects, provocations using outdoor themes and items)	
<b>Objective 3:</b> <b>Students will create a variety of texts using personal experience, gained knowledge and understandings to convey meaning in their written work.</b>	Measurement indicators or indicators of success Completion of projects as measured by rubric Regular writing practice samples

<p>Strategies</p> <p>Student portfolio collection</p> <p>Indicators of improvements and indicators for further development from writing samples</p> <p>Provide collaboration time to support rubrics, summary of indicators</p> <p>Norman Foote Whole school music writing workshop in March.</p>	
<p>Moving forward thinking:</p> <p>pre-writing skills- brainstorm, graphic organizers self-assessment/ by grade samples and mindset</p> <p>Writing fluency/practice</p> <p>Year 2 move into editing and developing deeper meaning</p>	
<p><b>Year One 2018-2019</b></p> <p><b>Goal Two: To support student fine art opportunities.</b></p> <p><b>Connected to Board Goals: Learning Organizational Excellence Engagement Relationship</b></p>	
<p><b>Objective 1: Engage students in hands on learning using pottery as the medium.</b></p> <p>Connect to class themes/projects</p> <p>Identify career options with students through pottery/fine arts</p>	<p>Measurement indicators or indicators of success</p> <p>Completed projects</p> <p>Student surveys – student knowledge of fine arts career options</p>
<p>Strategies</p> <p>Invite Claire – pottery instructor to support curricular outcomes via the medium of pottery three times a year.</p> <p>Submit an Arts Starts grant to support the pottery project.</p> <p>Successful completion of pottery projects, use of medium to enhance other learning (ie themes in class)</p> <p>Build the scope and sequence for skills, projects</p> <p>Increased interest and engagement from students as indicated by exit surveys.</p>	
<p><b>Objective 2: Engage students in whole-body activities in the early primary grades through dance.</b></p>	<p>Measurement indicators or indicators of success</p> <p>Dance performance as seen in class</p> <p>Student surveys – student knowledge of fine arts career options</p>
<p>Strategies:</p> <p>Karen Palenka- dance instructor to provide class instruction K and 1</p> <p>Submit a CBT PLAY grant to financially support the dance program.</p> <p>Share and identify career options in the dance</p> <p>Apply for a CBT grant to support Physical Literacy goals.</p>	
<p><b>Objective 3:</b></p> <p><b>Students will create their own songs with the support of Norman Foote.</b></p>	<p>Measurement indicators or indicators of success</p> <p>Musical performances</p> <p>Student and parent participation in event.</p>
<p>Strategies:</p> <p>School-wide assembly or performance of their songs.</p> <p>Exit interview (students and staff)</p>	

<b>Year One 2018-2019</b> <b>Goal Three: To engage students in mathematical thinking</b> <b>Connected to Board Goals: Learning Engagement Relationship</b>	
Objective 1: <b>To improve the students mathematical thinking strategies.</b>	Measurement indicators or indicators of success Classroom assessment tasks and report cards FSA booklet Numeracy section
Strategies Investigate resources used for instruction. Teacher participation in Carole Fullerton workshops offered by the school district Book study: (Suggestions: Carole Fullerton, Jo Boaler) Explicit scope and sequence based on grade configurations and BC curricular outcomes. Introduce technological and game-based resources (based on hardware in the school).	
<b>Year One 2018-2019</b> <b>Goal Four: To support students' engagement in learning through outdoor education</b> <b>Connected to Board Goals: Learning Organizational Excellence Engagement Relationship</b>	
Objective 1: <b>To improve the students social and emotional self-regulation through outdoor education.</b>	Measurement indicators or indicators of success Survey of student and staff after outdoor activities. Principal's notes
Strategies Summative reports from the teachers. Use Mind Up strategies, Kelso's Choice and Gotchas to support students' resiliency. Investigate the fund raising and purchase of a salmonid tank for the school. Continue working with CBEEN providing workshop opportunities for the students and staff. Seek funding for winter activities (Downhill skiing, Cross-country skiing, yoga, dance, skating, curling, swimming) Support Jenn Robb- Indigenous Support teacher to work in the classroom.	

<b>Year Two: 2019-2020 Writing- into Editing/deeper meaning- more clarity</b> <b>Goal One: To improve students' nonfiction skills in writing (year 2)</b> <b>Connected to Board Goals: Learning Engagement Relationship</b>	
<b>Objective 1:</b> Students will use developmentally appropriate writing strategies to make meaning	Measurement indicators or indicators of success Isolate the need from year one data- target skills and set indicators Read by three data Classroom DRA / benchmarks data
<b>Strategies</b> Continued progression of writing Identify targets from May/June 2019 for September Identify Read by three program students Parent information – understanding how we are moving forward and supports at home Intermediate Teachers attending Faye Brownlie workshops in 2018-2019 school year (reading/writing and using the BC Performance Standards)	
<b>Objective 2:</b> Students will use sources of information and prior knowledge to make meaning	Measurement indicators or indicators of success Classroom assessments Project assessments. FSA booklet reading assessment (Grade 4)
<b>Strategies</b> Continue to build high interest nonfiction sources of information in the school collection Consider new ways to report out information – ie video/you tube, social media feed (Class Dojo) Staff Pro d to support new ways of thinking – how do we share out knowledge?	
<b>Objective 3:</b> Students will create a variety of texts using personal experience, gained knowledge and understandings to convey meaning	Measurement indicators or indicators of success Student written success as measured by rubrics Tracking individual development and global success FSA results for Written portion of the test
<b>Strategies</b> Target learning time for writing practice – evaluate effectiveness make changes Nonfiction books and information sources available for use- at student interest level LST support time in conjunction with Teacher librarian School project work using nonfiction writing as a tool for project completion	

<b>Year Two 2019-2020</b> <b>Goal Two: To enhance student fine art opportunities</b>	
<b>Connected to Board Goal: (Boldface the appropriate goal) Learning <b>Organizational Excellence</b> Engagement <b>Relationship</b></b>	
Objective 1: Pottery continued Dance continued Music continued	Measurement indicators or indicators of success Student engagement and exit surveys
Strategies Use scope and sequence of year one Consider ways to embed the funding of fine arts activities in the budget	
<b>Year Two 2019-2020</b> <b>Goal Three: To engage students in mathematical thinking based on year one results</b>	
<b>Connected to Board Goal: (Boldface the appropriate goal) Learning <b>Engagement</b> <b>Relationship</b></b>	
Objective 1: To improve the students mathematical thinking strategies.	Measurement indicators or indicators of success Classroom assessment tasks FSA booklet Numeracy section
Strategies: Look into Mathletics for (at least) the Intermediate grades. Carole Fullerton strategies District math workshop opportunities Improved ipad and chrom	
<b>Year Two 2019-2020</b> <b>Goal Four: To support students' engagement in learning through outdoor education</b>	
<b>Connected to Board Goal: (Boldface the appropriate goal) Learning <b>Organizational Excellence</b> <b>Engagement</b> <b>Relationship</b></b>	
Objective 1: To improve the students social and emotional learning	Indicators of success: Summative reports from the teachers, exit interviews from students, input from families. MDI and FSA student survey results.
Strategies Use Mind Up strategies, Kelso's Choice and Gotchas to support students' resiliency. Investigate the fund raising and purchase of a salmonid tank for the school. Continue working with CBEEN, Wildsite, Wildvoices to support outdoor education Consolidate winter activities across the grades; Grade 4-5 downhill skiing, Grade 3 Curling, Grade 2 Skating and grade K-1 Sledding	



<b>Year Three 2020-2021</b> <b>Goal One: To improve students' nonfiction skills in writing</b> <b>Connected to Board Goals: Learning Engagement Relationship</b>	
Objective 1: Students will use developmentally appropriate writing strategies to make meaning	Measurement indicators or indicators of success FSA results FSA/MDI student survey results Report Cards Whole school write results
Strategies <ul style="list-style-type: none"> <li>- Invited Author and Illustrator Lee Edward Fodi to Hume via Zoom for writing and illustrating workshops for grades 1-5</li> <li>- Used the consolidated plan for Jolly Grammar.</li> <li>- Whole school write (Party for a favourite stuffed animal)</li> </ul>	
<b>Year Three 2020-2021</b> <b>Goal Two: To enhance student fine art opportunities</b> <b>Connected to Board Goal: (Boldface the appropriate goal) Learning Organizational Excellence Engagement Relationship</b>	
Objective 1: This goal was impeded by the pandemic, however there were things we did to support Fine Arts.	Measurement indicators or indicators of success MDI/FSA student survey results Exit surveys of students
Strategies <ul style="list-style-type: none"> <li>- Invited Author and Illustrator Lee Edward Fodi to Hume via Zoom for writing and illustrating workshops for grades 1-5</li> <li>- Continued with our music program including a winter concert via Class Dojo</li> <li>- Art Starts workshops and performance with Karima Esses Bollywood Dance program.</li> </ul>	
<b>Year Three 2020-2021</b> <b>Goal Three: To engage students in mathematical thinking</b> <b>Connected to Board Goal: (Boldface the appropriate goal) Learning Engagement Relationship</b>	
Objective 1: To improve the students mathematical thinking strategies.	Measurement indicators or indicators of success Classroom assessment tasks FSA booklet Numeracy section FSA/MDI Student survey results
Strategies: <ul style="list-style-type: none"> <li>- Carole Fullerton workshops continued</li> <li>- Vanessa Finnie co-teach using Cuisenaire rods</li> <li>- Mathletics available for all students</li> </ul>	

**Year Three 2020-2021**

**Goal Four: To support students' engagement in learning through outdoor education**

**Connected to Board Goals: Learning   Organizational Excellence   Engagement   Relationship**

Objective 1:

To improve the students social and emotional learning

Measurement indicators or indicators of success

Office visits

Strategies

Some aspects of this goal were impeded by the pandemic, however gains were made toward this goal by:

- Increased outdoor learning by all classroom teachers at the closest
- Improved equipment for students for outside play during the winter and spring
- Work begun towards the development of a three-year plan to naturalize the outside learning spaces and construction of an outdoor classroom.
- Improved care of the oak tree at the front of the school
- Purchase of outdoor equipment from the CBEEN outdoor learning store (with a grant from CBEEN and money from the school)
- Continued emphasis on resilience via Mind Up, Kelso's Choices
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<b>Year Four 2021-2022</b> <b>Goal One:</b> <b>Connected to Board Goal: (Boldface the appropriate goal)</b> Learning Organizational Excellence Engagement Relationship	
Objective 1:	Measurement indicators or indicators of success
Strategies	
<b>Year Four 2021-2022</b> <b>Goal Two:</b> <b>Connected to Board Goal: (Boldface the appropriate goal)</b> Learning Organizational Excellence Engagement Relationship	
Objective 1:	Measurement indicators or indicators of success
Strategies	
<b>Year Four 2021-2022</b> <b>Goal Three:</b> <b>Connected to Board Goal: (Boldface the appropriate goal)</b> Learning Organizational Excellence Engagement Relationship	
Objective 1:	Measurement indicators or indicators of success
Strategies	
<b>Year Four 2021-2022</b> <b>Goal Four:</b> <b>Connected to Board Goal: (Boldface the appropriate goal)</b> Learning Organizational Excellence Engagement Relationship	Measurement indicators or indicators of success
Objective 1:	

Strategies

<p><b>Year Five</b>  <b>Goal One:</b>  <b>Connected to Board Goal: (Boldface the appropriate goal)</b> Learning Organizational Excellence Engagement Relationship</p>	<p>Measurement indicators or indicators of success</p>
<p>Objective 1:</p>	
<p>Strategies</p>	
<p><b>Year Five</b>  <b>Goal Two:</b>  <b>Connected to Board Goal: (Boldface the appropriate goal)</b> Learning Organizational Excellence Engagement Relationship</p>	<p>Measurement indicators or indicators of success</p>
<p>Objective 1:</p>	
<p>Strategies</p>	
<p><b>Year Five</b>  <b>Goal Three:</b>  <b>Connected to Board Goal: (Boldface the appropriate goal)</b> Learning Organizational Excellence Engagement Relationship</p>	<p>Measurement indicators or indicators of success</p>
<p>Objective 1:</p>	
<p>Strategies</p>	
<p><b>Year Five</b>  <b>Goal Four:</b>  <b>Connected to Board Goal: (Boldface the appropriate goal)</b> Learning Organizational Excellence Engagement Relationship</p>	<p>Measurement indicators or indicators of success</p>

Objective 1:
Strategies
Notes:

FSA results over time

<b>FSA Results:</b>	<b>Students "On Track" or "Extending" in Writing</b>	<b>FSA Results:</b>	<b>Students "On Track" or "Extending" in Math</b>	<b>FSA Results:</b>	<b>Students "On Track" or "Extending" in Reading</b>	<u>District Results Average</u> On track/Extending in Writing: 85% On track/Extending in Math: 70% On track/Extending in Reading: 75%
<b>Year</b>		<b>Year</b>		<b>Year</b>		
<b>2015-2016</b>	83%	<b>2015-2016</b>	<b>85%</b>	<b>2015-2016</b>	n/a	
<b>2016-2017</b>	77%	<b>2016-2017</b>	<b>81%</b>	<b>2016-2017</b>	<b>83%</b>	
<b>2017-2018</b>	90%	<b>2017-2018</b>	<b>84%</b>	<b>2017-2018</b>	<b>85%</b>	
<b>2018-2019</b>	96%	<b>2018-2019</b>	<b>70%</b>	<b>2018-2019</b>	<b>73%</b>	
<b>2019-2020</b>	97%	<b>2019-2020</b>	<b>97%</b>	<b>2019-2020</b>	<b>96%</b>	
<b>2020-2021</b>	98 %	<b>2020-2021</b>	<b>95%</b>	<b>2020-2021</b>	<b>100%</b>	