

**Hatzic Elementary School**  
**Mission Public School District (#75)**



**School Growth Plan**  
**2010- 2011**

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## School and Community Context

### **Unique Features:**

Hatzic Elementary is located in a quiet, established neighbourhood in the community of Hatzic in the District of Mission. Hatzic opened in 1911 as a two-room school and has since undergone several expansions. The population is presently 230 students. We are one of the 'oldest' schools in Mission and therefore, steeped in history and tradition. Many of the parents at our school proudly proclaim that just as their children, they too attended Hatzic Elementary.

Hatzic Elementary is known for its back to basics learning supported by a strong fine arts, technology, and sports program. Student-led weekly assemblies are a community event where audiences are treated to class presentations on a variety of themes. Respect, Responsibility, Safety and Effort are key ideas that are embedded in our school culture.

Hatzic have a wide variety of learning opportunities. Students are taught to be independent learners, critical thinkers and trustworthy individuals. It is recognized that each individual is unique and may require a program of study tailored to their learning style. Literacy and numeracy 'buddies' programs build bonds between older and younger students as well as providing a distinctive learning opportunity for each. Older students embrace the notion of student leadership and can be seen taking on a variety of roles throughout the school. All students belong to one of three house teams (Lynx, Eagles, Bobcats) in the school. This is one more way that students gain a sense of belonging and pride.

As a small school staff, students and parents are able to get to know each other quickly providing a family-like atmosphere. We appreciate and welcome our parents as supporters and key members instrumental in the learning of our students.

### **Community Partnerships/Initiatives:**

We connect with a number of community partnerships to benefit our students. Some programs are offered every other year:

Fraser House Drug and Alcohol Prevention Program  
Roots of Empathy  
Babysitting Program  
Rotary Club – Four Way Test  
Terry Fox Run  
DARE  
RCMP Liaison Safety Lessons  
Aboriginal Cultural Fair  
Field Trips throughout the community  
Attending High School Musicals

Artist-in-Residence Program  
Parent Guest Speakers  
Little Readers  
Ready, Set, Learn  
Books for Bedtime  
Famine Relief  
Cancer Research  
Heart and Stroke  
Reading Links  
B.U.S. Project

### **Parent Involvement:**

We believe that parents play an integral part in the education of their children. We welcome and embrace the support from our families. Indeed, Hatzic Elementary parents have demonstrated a strong commitment to supporting our school goals. Parents generously support our technology and fine arts programs. A parent-led concession offers students healthy choices to supplement their lunches. Parents lead our drama and home reading programs as well as helping with such activities as sports, classroom support and teacher-generated home learning activities.

### **Process of Collaboration to Create the School Growth Plan document:**

Input was solicited from Hatzic staff, SPC and PAC to draft this document. Data and goals were reviewed and discussed regularly at staff meetings. The information from staff was taken to the School Planning Council. SPC ideas were incorporated into plan and returned to staff again. Our PAC added ideas and they were taken to the School Planning Council and incorporated. The ideas were implemented into the plan by the principal and shared with the community.

## Goal 1 Numeracy

Improve the knowledge, skills and attitudes for all students K-7 in Numeracy

### Objectives:

1. To increase the number of students fully meeting expectations in numeracy
2. To help students acquire strategies in problem solving

### Rationale:

Our school data shows that many of our students are minimally meeting expectations in numeracy. We know that our revised approach to teaching numeracy through guided thinking and creativity (Math Makes Sense is one of our resources) is gaining momentum and acceptance by both staff and parents.

Thirty two percent of all grade 4 students are not yet meeting expectations in math numeracy and that 44% of all grade 5 students are not yet meeting expectations. We would like to decrease the percentage of students in each of these categories.

Incorporating math manipulatives to provide concrete examples before moving to the more abstract concepts is a well known tool for success. Similarly, there are numerous electronic resources that provide illuminating experiences for our math students. Extracting the most effective tools and incorporating them into math lessons is the challenge we undertake.

As we work through this change in the way we 'do math' we are seeing a difference in student learning behaviour. We know we are on the right path.

### Data Sources:

#### Baseline data to be collected:

In addition to the following sources of data,

- a survey will be administered that will elicit student attitudes in math
- a cohort group will be identified and tracked in future years

#### Assessment: [Grade 5 GNAP Spring 2009](#)

#### School / District Based Assessment



	Not Yet Meeting				Minimally Meeting				Fully Meeting				Exceeding			
	All Students		Aboriginal		All Students		Aboriginal		All Students		Aboriginal		All Students		Aboriginal	
	08	09	08	09	08	09	08	09	08	09	08	09	08	09	08	09
<b>Female</b>	0	0	0	0	85%	55%	0	0	15%	45%	0	0	0	0	0	0
<b>Male</b>	11%	44%	0	10%	67%	44%	0	0	22%	12%	0	0	0	0	0	0
<b>Total</b>																
<b>Participation: 27</b>																

Comment: This data should be monitored in the coming years to see if a trend exists in grade 5 problem solving.



**Assessment:** FSA Grade 4 Numeracy February 2009

Provincial Assessment

Hatzic Elementary	Not Yet Meeting	Meeting or Exceeding
All Students	32%	61%
<i>Male</i>	21%	79%
<i>Female</i>	43%	43%
<i>Total Participation :28</i>		

**Assessment:** Satisfaction Survey “Are you getting better at math?” 2009

Provincial Assessment

Hatzic Elementary	All of the Time or Many Times
Grade 4 students	65%
Grade 7 students	74%

Comment: Student attitudes contribute significantly to learning. This may be an area for closer consideration in the next planning year.

**Assessment:** FSA Grade 7 Numeracy February 2009

Provincial Assessment

Hatzic Elementary	Not Yet Meeting	Meeting or Exceeding
All Students	14%	82%
<i>Male</i>	14%	82%
<i>Female</i>	14%	82%
<i>Total Participation: 44</i>		

**Evidence of Change:**

Grade 5 GNAP scores have indicated that fewer students are able to fully meet expectations in numeracy. This score is also below District numbers. As this is one assessment it is difficult to base our school results. The FSA scores for 2009 indicate a slight increase in achievement at both the Gr. 4 and Gr. 7 level. Teacher observations of student learning in math generally indicate higher achievement in **problem solving** is needed.

**Target:**

2010-11:

75% of all students fully meeting or exceeding expectations in numeracy

**Comment / Summary of Progress:**

It is evident that greater student success in numeracy can be made if students are able to make personal connections to the real world. We will encourage students to find multiple strategies to problem solve. We appreciate that there is a need for drill and practise of basic facts but will explore ways to use technology to provide more effective and efficient drill and practise opportunities so that more time may be devoted to exploration and conceptual learning.

In addition, we believe that students who take greater ownership of their own learning will build independence and confidence.

**Action Plan: These are the actions we believe will accomplish our objectives...**

- Continuing Practices that are working well in our school:
  - Numeracy Tutors (selected grade 6 and 7 students work with primary students)
  - Use of Math Games with classroom buddies
  - Student Collaborative work (students working in small groups to solve problems)
  - Include Math Problems (for each grade level) in monthly newsletters
- What will we do differently?
  - Promote broader math thinking (rather than memorizing math algorithms)
  - Expand and further integrate numeracy buddies (SWAT)
  - Evaluate how to enhance/change Home Math Games to make them more exciting...include math vocabulary? Explore a more effective management system for keeping games intact.
  - Implement the 'math moment' school-wide
  - Continue to explore the benefits of the music to enhance math learning
  - Use math manipulatives more effectively...review Box Cars and One-Eyed Jacks
  - Promote Math language
  - Use of *Math Makes Sense* in all classrooms
  - Shift focus for text use as a tool to assist understanding, not simply to write "the answer"
  - Utilize tools (manipulatives, technology) to augment numeracy learning
- How will we provide for staff development and collaboration?
  - Attendees at Math workshop/conference opportunities
  - Staff collaboration time (Principal will take primary students through activities for a half day while primary teachers meet)
  - Staff Meeting discussions...a 15 minute agenda discussion on planned topics for example, 'effective use of manipulatives in a Math lesson'
  - Staff member involvement in action research team (Feedback for Learning)
- How will we involve parents?
  - Classroom Newsletters to provide Math information for parents
  - Math Games on display and demonstrated at Parent Conferences
  - Newsletter content
- How will we monitor and adjust our actions?
  - Sharing successful practises at staff meetings
  - Collect and discuss teacher observation data on student success

## Goal 2 Literacy

Improve the knowledge, skills and attitudes for all students K-7 in Literacy

### Objective:

1. To improve reading comprehension for all students in K-7
2. To improve written communication skills in all students

### Rationale:

FSA data from 2009 suggests that the number of Gr. 4 students 'not meeting' expectations has decreased from 36% to 21% while higher numbers of Gr. 7 students are also moving into the 'meeting' and 'exceeding' categories. School-wide Write, the DART assessment shows that the school meets the District average. Writing assessments show that our students continue to perform reasonably well in writing.

### Data Sources:

*In addition to the following, we will identify and track a cohort group.*

Assessments: [School Wide Write Spring 2009 Grade 1-7](#)

#### School Assessment

	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<b>Female</b>	4%	msk	41%	msk	43%	msk	12%	msk
<b>Male</b>	6%	msk	40%	msk	50%	msk	4%	msk
<b>Total Participation:217</b>								

Assessment: [DART \(District Assessment of Reading\) Grade 3-7 Spring 2009](#)

#### School / District Based Assessment

	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<b>Female</b>	7.5%	msk	39%	msk	45%	msk	8%	msk
<b>Male</b>	6.5%	msk	60%	msk	29%	msk	4%	msk
<b>Total Participation:157</b>								



**Assessment: K-2 Reading Comparison – Students At Risk Spring 2009**

**School / District Based Assessment**

	Kindergarten		Grade 1		Grade 2	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<b>Male</b>	17%	0%	27%	50%	18%	50%
<b>Female</b>	20%	50%	30%	100%	15%	0%
<b>Total Participation:84</b>						

**Assessment: FSA Reading Comprehension Grade 4 February 2009**

**Provincial Assessment**

Hatzic Elementary	Not Yet Meeting	Meeting or Exceeding
All Students	21%	75%
<b>Male</b>	7%	93%
<b>Female</b>	36%	57%
<b>Total Participation: 28</b>		

**Assessment: FSA Reading Comprehension Grade 7 February 2009**

**Provincial Assessment**

Hatzic Elementary	Not Yet Meeting	Meeting or Exceeding
All Students	14%	84%
<b>Male</b>	18%	82%
<b>Female</b>	9%	86%
<b>Total Participation: 44</b>		

**Assessment: Satisfaction Survey “Are you getting better at reading?” Spring 2009**

**Provincial Assessment**

Hatzic Elementary	All of the Time or Many Times
Grade 4 students	82%
Grade 7 students	71%

### Evidence of Change:

Reading comprehension as indicated on the FSA shows steady improvement. Gr. 4 students performed at or above the International Benchmark when aligned with the most recent Progress in International Reading Literacy Study (PIRLS). Attitudinally students and parents feel like significant progress is being made in reading, writing and speaking skills.

Writing Assessments indicate good results. In the past year we met our target of 50% of students 'fully meeting and exceeding expectations' as indicated on the DART assessment. Our male population is experiencing more success than in previous years.

### Targets:

2010-2011

- 75% of students 'fully meeting/exceeding expectations' on the DART reading assessment
- 75% of students 'fully meeting/exceeding expectations' on the School Wide Write assessment

### Comment / Summary of Progress:

We are pleased to have improved our student writing scores and have confidence in continuing this trend.

In reading, we continue to notice through observational data that many students are able to decode reading but cannot understand what they have read. The school-wide 'Book Talks' that are designed to get students excited about reading and sharing are continuing to be successful. Motivating students to read for pleasure and information from a variety of sources continues to be a steadfast goal.

### Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school:
  - Shared/Independent daily reading (parent/student, teacher/student, buddies)
  - Weekly Student-Led Assemblies (class presentations)
  - Home Reading Program and Read-a-thon
  - Artist-in-Residence Program (writing/storytelling)
  - School-wide Book Talks
- What things will we do differently?
  - Organize and implement an internet-based program for written work to promote effective ongoing writing at school and at home
  - Focus on strategies of summarizing and synthesizing
  - Encourage Reader's Theatre type strategies for increasing oral skills practise (also may be short drama skits in class)
- How will we provide for staff development and collaboration?
  - Primary/Intermediate teacher collaborative time for sharing ideas and resources



- Primary teachers receiving release time to observe Adrienne Gear's *Reading Power* strategies in other MPSD Elementary schools
- Intermediate teachers participation in the district Action Research project using Adrienne Gear's *Non-Fiction Reading Powers*
- Intermediate teachers' participation in a Feedback for Learning Grant in conjunction with Adrienne Gear's work
- Kindergarten teacher working on developing writing skills through the use of the resource *What's Next for this Beginning Writer?*
- Older students mentoring younger students with writing performance scales – start with 'student friendly scales' and then have older buddies help with a rewrite
- Staff collaboration on writing forms – e. g. story, report, persuasive
- All Staff attendance at a common literacy workshop/conference
- Individual staff members attend a literacy workshop/conference and report back to staff
- One staff meeting per month devoted to professional development

- How will we involve parents?

- Invite parents for daily shared reading
- Continue with Books for Breakfast, Ready/Set/Learn and Little Readers Program
- Continue to encourage parents to attend our Reading Events including Book Talks
- Children's Librarian from the Fraser Valley Regional Library as guest speaker at PAC meeting
- Newsletter information and sharing
- Continue with Home Reading Program

- How will we monitor and adjust our actions?

- Administer a Student Attitude Survey for Personal Reading
- Self/Peer Assessments using Performance Standards
- Primary Staff use PM Benchmark Chart to identify # of errors in a student's reading to identify independent, instructional or frustration level
- Fall/Spring DART results
- Staff observations and sharing



### Goal 3 Healthy Lifestyles

Improve the knowledge, skills and attitudes for all students K-7 in choosing a healthy lifestyle

#### Objectives:

1. To improve student attitudes in making environmentally conscientious decisions in consideration of local and global communities
2. To increase awareness of balanced lifestyle through nutrition education and regular fitness to improve endurance, flexibility, strength and overall health.
3. To promote a positive and confident self-image that is effective in building and maintaining personal relationships

#### Rationale:

Research has shown that regular fitness, a balanced diet, and a positive self image have a direct impact on student learning. We want our students to be

- confident, proud independent thinkers.
- independent life-long learners
- socially and emotionally healthy
- connected to others in our community and the world
- prepared to take on life's challenges with confidence
- conscientious about the impact our choices have on our general health

**Assessment:** Satisfaction Survey 2009 "Are you learning about healthy food and exercise?"

#### Provincial Assessment

Hatzic Elementary	All of the Time or Many Times
Grade 4 students	58%
Grade 7 students	67%

#### Evidence of Change:

DPA has become a regular part of the school day at all grade levels. All students are meeting the DPA requirement.

#### Targets:

Collect baseline data

#### Comment / Summary of Progress:

As we eliminated unhealthy choices in our concession and eliminated handing out sugar rewards to students we have noticed that the students are not particularly concerned about it. Students eagerly await the healthy fruit or vegetable that is received biweekly.

Our word of the month program continues to help us focus on our student's social-emotional growth. Displaying the word on our outside reader board has been helpful.

**Action Plan: These are the actions we believe will accomplish our objectives...**

- Continuing Practices that are working well in our school:
  - Concession sales reflect healthy choices
  - Participation in the Healthy Fruit & Vegetables Program
  - DPA
  - Word/Manner of the Month (empathy, respect, confidence...)
  - Assembly presentations
  - Student Leadership
  - School Wide Walk/Run
  - Jump Rope for Heart (every two years)
  - Intermediate Track & Field afternoon
  
- What things will we do differently?
  - Concession – Continue to investigate healthier ‘treats’
  - Encourage students to bring water bottles to school to promote fluid intake (sell ‘Hatzic’ bottles)
  - Participate in ME to WE events
  - Investigate and promote community service activities
  - Reduce our carbon footprint at our school
  - Membership in the Healthy Schools Network
  - Primary DPA in gym led by principal (teachers have release time for collaboration)
  - Nutrition Education for Students through BC Milk Foundation
  - SportFit Challenge
  - Tally the number of students trying the healthy fruit or vegetable on a class/school chart
  - Continue to promote a positive and confident self-image that is effective in building and maintaining personal relationships
  
- How will we provide for staff development and collaboration?
  - Staff will be expected to model daily activity as able
  - Staff release time to develop and collect resources (eg. Kids Can Move program)
  
- How will we involve parents?
  - Invite parents to join in DPA with their children
  - Encourage students to maintain physical activity logs
  - Continue to encourage parent participation in staff/student volleyball & basketball games, bike club
  
- How will we monitor and adjust our actions?
  - Data sources (ie. SportFit Challenge) will be investigated and data collected
  - Discussion item at staff meetings



**Goal 4 Fine Arts**  
Develop skills, knowledge and appreciation for all students in grades K-7 in fine arts

**Objectives:**

1. To encourage participation of all students in visual and performing arts
2. To develop an appreciation, knowledge and respect for fine arts

**Rationale:**

We are proud of fine arts opportunities that are available to our students. We believe that providing these opportunities and developing skills in performing and visual arts will have a direct positive effect on the intellectual development of our students.

**Data Sources:** *further baseline data will be gathered in 2010 - 2011*

**Assessment: Participation in Visual and Performing Arts 2009**

Hatzic Elementary	Visual Arts	Performing Arts
All Students	100%	100%
Female	100%	100%
Male	100%	100%
Total Participation: 241		

**Evidence of Change:**

**Targets:**

2010

- 100% participation in visual and performing arts
- Collect baseline survey attitude data

**Comment / Summary of Progress:**

Most of our students take advantage of the opportunity to be involved in our choir program. Many students take advantage of the band program offered by Hatzic Secondary School. Classroom teachers provide our students with hands on experiences in visual arts. Our Artist-in-Residence has been an amazing opportunity for our students to connect with professional artist as well as observe art being created in front of them. All students K – Gr. 7 receive instruction in Music as prescribed in the Prescribed Learning Outcomes of the BC Ministry of Education.

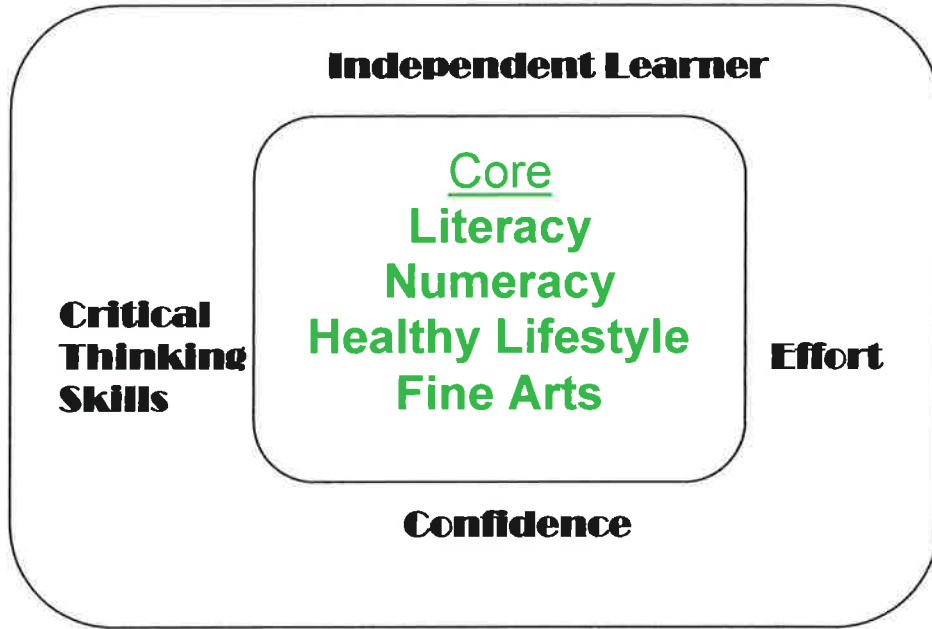


**Action Plan:**

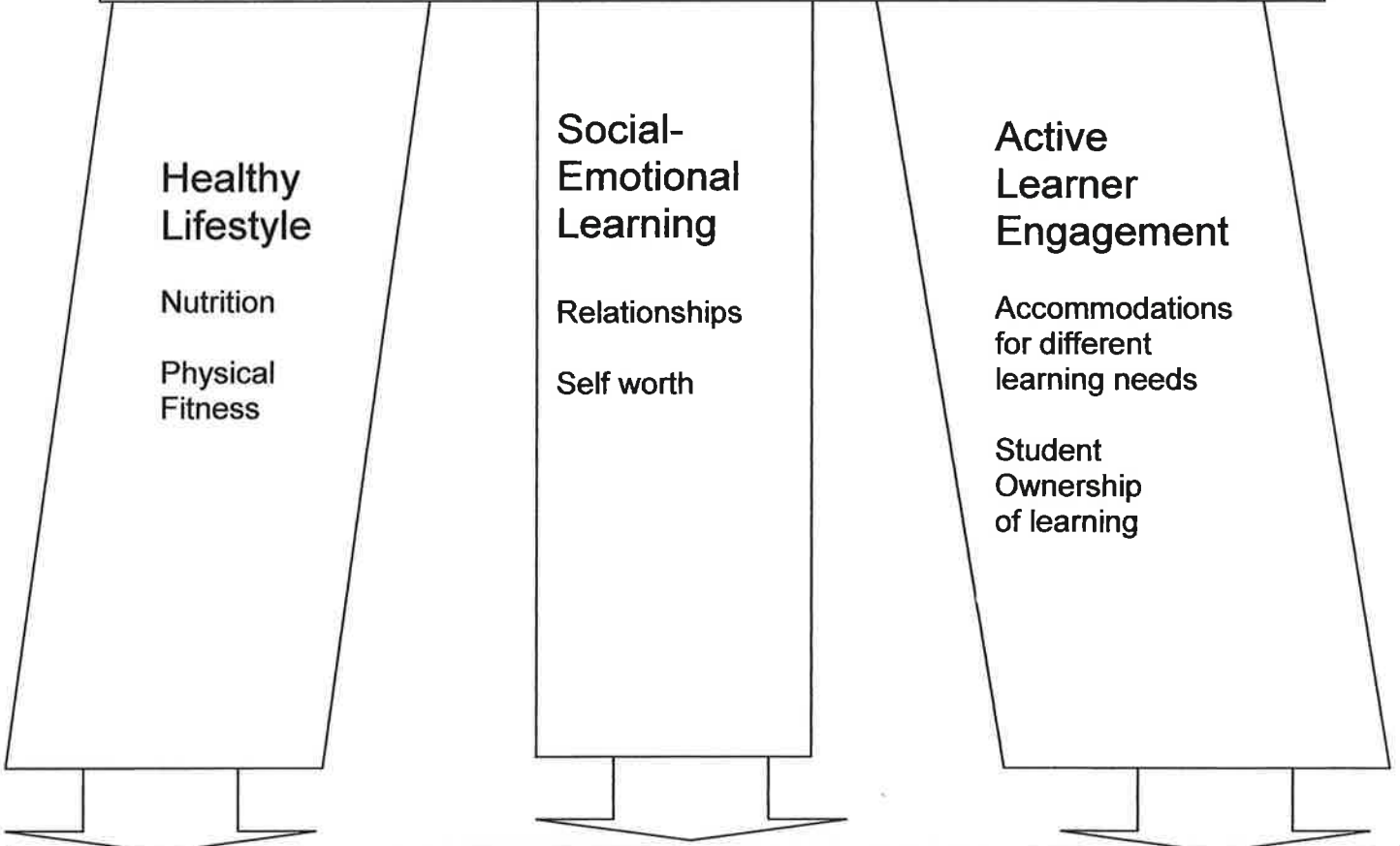
**These are the actions we believe will accomplish our objectives...**

- Continuing Practices that are working well in our school:
  - Choirs (primary, intermediate)
  - Christmas Concert
  - Spring School-wide Musical (every two years)
  - Student-Led Weekly Assemblies (each division performs at one assembly per year)
  - Drama Club
  - Artist-in-Residence Program (Pascal Pelletier)
  - Aboriginal Cultural Awareness Day (every two years)
- What things will we do differently?
  - Continue to build a culture of performing arts participation
  - Encourage more students to join the band
  - Organize an Artist-in-Residence program that guides students in printmaking experiences
  - Host a Fine Arts Day
- How will we involve parents?
  - Educating parents of the benefits of student participation in fine arts as an integral part of an education program
  - Invite parents to performances
  - Organize a parent/student/staff fine arts committee
  - Encourage parent participation in art, music and performance projects in the classroom





Support Structures: Teacher/Parent/Community partnerships



**Healthy, Connected, Lifelong Learners**



Mission  
Public Schools

# Hatzic Elementary School School Growth Plan 2010 – 2011



Submitted by:  
School Planning Council

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