


Strategies		Strategies	
<ul style="list-style-type: none"> • High-functioning PLC's (DuFour's 4 questions will be our guide) • #1 Identify essential understandings for each grade level • #2 CRM – Collaborative Response Meetings focus on identifying student understanding and needs • #3 Establish Continuum of Supports for literacy, numeracy and social emotional as a staff • #4 Mastery learning strategies embedded in Tier II of the Continuum of Supports • Admin feedback to teachers based on PLC meetings • Consistency in assessment practices support the practice of students as assessment capable learners (consistency in reporting) • Build staff capacity with complex student profiles and instructional strategies • Research based – understanding personal excellence/growth in relation to GLA 		<ul style="list-style-type: none"> • 7 Habits/Leader in Me • Social Emotional Continuum of Supports • Youth Champions Team (student mental wellness team providing school leadership) • Citizenship – both local and global charity • Targeted instruction of SEL competencies (Zones of Regulation, Mind Up, Mindfulness) • PALS (Playground leaders) • Big Brothers Big Sisters mentorship program • ATM (Anything That Matters) Boxes • PSST online reporting tool • Targeted support groups – Healthy Relationships • Utilize principles of Restorative Practice (classroom circles) • Husky Hour – (Buddies, circle, 7 habits/leadership within the cycle) targeted health & wellness, community building, leadership, citizenship • CMHA partnership – student voice in designing programs 	
<p>GOAL ONE:</p> <p><i>Heritage Heights' staff will collectively meet the learning needs of ALL students through high quality reading instruction, assessment and intervention</i></p>	<p>High Levels of Learning For ALL</p>  <p>Excellence, Integrity, Leadership</p>	<p>GOAL TWO:</p> <p><i>Heritage Heights staff will develop social-emotional competencies and resiliency in all students as leaders.</i></p>	
Evidence		Evidence	
<ul style="list-style-type: none"> ✓ Teachers work collaboratively (with collective efficacy) rather than in isolation (what do we meet about?) ✓ PLC's agree upon: <ul style="list-style-type: none"> -essential understandings (Curriculum on Wall) -common assessment practices to identify students (CRM) -a Continuum of Supports that includes mastery in Tier II ✓ Continuum of Supports includes high yield instructional strategies ✓ Posted minutes of discussion. Generative dialogue based on genuine admin curiosity in the form of questions ✓ Teachers demonstrate an understanding of personal excellence/growth 		<ul style="list-style-type: none"> ✓ Common language of 7 Habits/leadership embedded in school culture ✓ Classroom Mission Statements ✓ Teacher confidence in understanding SEL competencies ✓ Student identified local and global charities ✓ Students self-identifying their leadership as BBBS mentors ✓ Increased staff awareness of social emotional concerns in students (based on SOS-Q, TTFM, ATM, PSST) ✓ Student focus groups ✓ Classroom/community circles ✓ Visible student leadership recognition 	

Measures:

Goal 1

- ✓ Increase in Staff survey and FSD PLC survey
- ✓ Increase in Acceptable Standard & Standard of Excellence on PAT's
- ✓ Improvement in standardized literacy assessments (GRADE, RRST, F&P)
- ✓ Continuum of Supports in place and posted
- ✓ Increase teacher repertoire of high yield instructional strategies – staff survey & admin feedback
- ✓ PLC's demonstrate how they have differentiated or changed their instruction/assessment based on CRM's and continuum of supports
- ✓ Teacher exit slips from PD
- ✓ PLC meeting minutes
- ✓ Students move along the Student Continuum Chart
- ✓ PLC move along PLC continuum

Goal 2

- ✓ Newsletter highlights social emotional learning/7 habits
- ✓ Code of Conduct – Positive Behaviour matrix, Progressive discipline support continuum
- ✓ Infographic of what we offer both extra-curricular and learning components
- ✓ Increase in agreement on teacher survey, student survey and parent survey (social-emotional)
- ✓ TTFM will show increased social-emotional responses (in particular: increased sense of belonging, positive relationships and decreased sense of anxiety, bullying)
- ✓ Continuum of Supports in place and posted
- ✓ SOS-Q increase in internal resiliency, utility of school