


<p style="text-align: center;">Mission</p> <p>Leadership is about character. Our character is Husky Pride.</p> <p style="text-align: center;">High Levels of Learning for ALL</p>	<p style="text-align: center;">Heritage Heights 2019-20</p>  <p style="text-align: center;">Excellence, Integrity, Leadership</p>	<p style="text-align: center;">Beliefs</p> <p>At Heritage Heights School we believe every child:</p> <ul style="list-style-type: none"> ▪ Belongs and matters; ▪ Can demonstrate growth and achieve personal success; ▪ Is naturally curious; ▪ Has unique leadership abilities; ▪ Is compassionate.
Strategies	Strategies	Strategies
<ul style="list-style-type: none"> • High-functioning PLCs (DuFour's 4 questions will be our guide) based on strengths of teachers (Sept-June) • Common understanding of reporting adapted marks (CRM and Learner Profile) (Nov) • Learning services/ICs provide PD on assessment practices to support categorical grading (consistency in reporting) (Dec) • Common approach to literacy instruction in Div I&II (Oct-June) • Year 2 Literacy Pilot in Div I (Nov-June) • Common approach to basic fact fluency in Div I&II with a focus on vocabulary • Knowledge Hook Pilot in Div III (Sept-June) • Build staff capacity with complex student profiles and instructional strategies (Sept-June) • Evidence based CRMs – how are we supporting student needs and moving students along the continuum? (Sept-June) • Introduce design thinking as a process to empower students to solve authentic challenges and problems (Sept-June) 	<ul style="list-style-type: none"> • CMHA Pilot – Essential Understanding: We All have mental health. 3 pillars of Care: care for students, care for staff, care for parents (Nov) • Understanding Design Thinking Process (Sept) • PD for staff presentation on resiliency (Ryley Hatchard) (Jan) • Identify strengths/supports already in place that encourage IR (Nov) • YouthSmarts initiative (Oct) • Youth Smarts, Student Matters (Nov, Feb, April) • Naming the SEL competencies (Sept-June) • Zones of Regulation (Div I) (Sept-June) • Dare (gr 5) (Nov) • Mind Up (gr 5) (Sept-June) • Problem Solver (gr 4) (Sept-June) • 4th R (Div III) (Sept-June) • Husky Hour (Day 4) • Buddy classes (Sept-June) • Big Brothers Big Sisters mentors (Tuesdays) • Leader in Me (Sept-June) 	<ul style="list-style-type: none"> • Communication Document – what we commit to as a staff and what we ask of parents as partners (Sept) • Infographic – what does Heritage Heights offer your child? (Feb) • Instagram to celebrate student learning links to Twitter and website (Nov) • ASCA – attend School Council Meeting (Spring 2020) • Thought Exchange – Ron Richhart (Spring 2020) • Cultures of Thinking (Dec) • Monthly classroom and office newsletters (Sept-June) • Maintain a welcome climate and culture (Sept-June) • CMHA pilot – parents as partners (Nov) • STEM residency – Parent Association as partners in the funding and planning of the residency (Jan)
<p>GOAL ONE: Success for all learners</p> <p><i>Heritage Heights staff will collectively meet the learning needs of ALL students through high quality instruction, assessment and intervention</i></p>	<p>GOAL TWO: Support for all learners</p> <p><i>Heritage Heights staff will promote mental health wellness and resiliency in all students as leaders.</i></p>	<p>GOAL THREE: Engagement for all learners</p> <p><i>Heritage Heights staff will effectively engage stakeholders in our learning community.</i></p>
Evidence	Evidence	Evidence
<ul style="list-style-type: none"> ✓ Teachers work collaboratively (with collective efficacy) rather than in isolation (what do we meet about?) ✓ Increase in Staff survey, HH PLC Continuum and FSD PLC survey ✓ Increase in Acceptable Standard & Standard of Excellence on PATs ✓ Improvement in divisional literacy and numeracy assessments (GRADE, RRST, F&P, MIPI) ✓ Continuum of Supports in place and posted ✓ Increased teacher repertoire of high yield instructional strategies – staff survey ✓ LCs attending PLC meetings, facilitate UDL through instructional design ✓ PLCs demonstrate how they have differentiated or changed their instruction/assessment ✓ Teacher exit slips from PD ✓ PLC and CRM meeting minutes ✓ Students move along the Student Continuum Chart based on evidence ✓ STEM Residency January 2020 	<ul style="list-style-type: none"> ✓ Pilot focus groups lead the co-design of program to support identified issues ✓ Common language of 7 Habits/leadership embedded in school culture ✓ Classroom Mission Statements ✓ Teacher and student confidence in understanding SEL competencies (surveys) ✓ 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 CMHA identified issues, SOS-Q, ATM, PSST) ✓ Student focus groups ✓ Increase in buddy activities to facilitate sense of belonging and community (Student Matters) ✓ Classroom/community circles ✓ Visible student leadership recognition ✓ SOS-Q increase in internal resiliency, utility of school ✓ Spotlight on Mental Health – build in newsletters Mind Up, Problem Solver, 4th R, Zones, Instagram 	<ul style="list-style-type: none"> ✓ Communication Document ✓ Infographic on website ✓ Increase in satisfaction on Parent Survey ✓ Increase in participation and results on APR ✓ Increased alignment between APR and HH Parent Survey ✓ Increased attendance at School Council meetings ✓ Increase student attendance ✓ Parent input and participation on the Thought Exchange ✓ CMHA parent focus group