

School Education Plan 2020-21

School: Heritage Heights

Our Vision

Engagement, Support and Success for Each Learner

Our Mission

Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them.

Our Commitments



Our Priorities

Engagement: *Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.*

Support: *Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.*

Success: *Ensure and maintain division-wide excellence in teaching, learning and leadership.*

Optimum Learning is achieved through

Engagement
for each learner

Support
for each learner

Success
for each learner

Outcomes

Outcomes

Outcomes

Division:

- Learners are engaged through communicating, collaborating and solving problems to advance education excellence.

Division:

- Learners contribute to and feel welcomed, cared for, respected and safe.
- Learners access a continuum of supports.
- Learners access mental health, wellness and well-being supports.

Division:

- Learners are successful.
- First Nations, Métis and Inuit Learners are successful.
- Learners are literate and numerate.
- Learners cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences.
- Learners develop learning competencies.
- Excellence in teaching, learning and leadership.

School:

- All teachers are instructors of literacy and numeracy throughout the disciplines.
- All teachers will provide differentiated instruction for all learners.

School:

- Mental wellness drives all other learning goals for our school.
- Committing to the Leader in Me curriculum as a language, guiding principles for practice

School:

- Learning experiences should be designed to engage all students in authentic tasks.
- Learning should be shared, both outside of the school and within.

	<p>and supportive structure for developing leadership.</p>	<ul style="list-style-type: none"> • Students should be provided with opportunities for voice and choice.
<p>Indicators</p>	<p>Indicators</p>	<p>Indicators</p>
<p>Division:</p> <ul style="list-style-type: none"> ◦ The school engages students and their families, staff and community in a shared vision for student success. ◦ The school employs a cycle of evidence-based continuous improvement to inform on going planning, and priority setting and to build capacity. ◦ Ongoing stakeholder engagement practices ensure the school identifies and responds to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students. ◦ The school anticipates local and societal needs and circumstances and respond with flexibility and understanding. ◦ The school uses evidence from a variety of sources to ensure informed, responsive and transparent decision-making to improve student learning and achievement. 	<p>Division:</p> <ul style="list-style-type: none"> ◦ Students are active, healthy and well. ◦ Students demonstrate understanding and respect for the uniqueness of all learners. ◦ Learning environments are welcoming, caring, respectful and safe. ◦ Learning environments meet learner needs, emphasize a sense of belonging and high expectations for all. ◦ Students and families work in collaboration with the school to support learning. ◦ Continuum of supports and services enhance achievement and success for all learners. ◦ Structures and systems support learning and meets the needs of students, families, staff and communities. 	<p>Division:</p> <ul style="list-style-type: none"> ◦ Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. ◦ Students achieve learning outcomes, demonstrating strengths in literacy, numeracy and competency development. ◦ Students learn for transfer by applying knowledge, skills and understanding of concepts in a variety of contexts and situations. ◦ Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. ◦ The school community applies resources needed to support First Nations, Métis and Inuit student success. ◦ Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ◦ Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice. ◦ Collaboration between teachers, leaders, students and families and other professionals enables optimum learning. ◦ Teachers and leaders use a range of data and evidence to inform cycles of evidence-based continuous learning.
<p>School:</p> <ul style="list-style-type: none"> • Student continuous Leading Your Own Learning Survey and 	<p>School:</p>	<p>School:</p> <ul style="list-style-type: none"> • Develop learner agency by providing students with voice,

<p>anecdotal comments report improved understanding of mindset in relation to literacy and numeracy.</p> <ul style="list-style-type: none"> • PLCs meet at regularly scheduled times focused on student learning needs. • Teachers work collaboratively using synchronous and asynchronous meeting structures. • Staff Survey and FSD PLC Surveys. • Continuum of Supports in place and posted (Focus areas: Literacy, Numeracy). • Increased teacher repertoire of high yield instructional strategies – staff survey. • PLC meeting notes/minutes related to school wide numeracy and literacy strategies. • PLCs demonstrate how they have differentiated or changed their instruction/assessment • Teacher exit slips from PD. • Professional learning days and staff learning meetings focus on literacy, numeracy (differentiated instruction with UDL lens). • Creation of Teacher Assessment Toolbox for literacy and numeracy. • K to 3 professional learning in Lively Letters program to support phonological and phonemic awareness. 	<ul style="list-style-type: none"> • Establishment of monthly Lighthouse (Leader in Me) meetings. • Common language of 7 Habits/leadership embedded in school culture. • Teacher and student confidence in understanding SEL competencies (surveys). • Student identified local and global charities. • Increased staff awareness of social emotional concerns in students (SOS-Q, ATM, PSST). • Increased understanding of anxiety, positive self-talk, mindfulness, growth mindset, confidence. • Student Design Thinking Project (Student Matters). • Increase in buddy activities to facilitate sense of belonging and community. • Classroom/community circles. • Visible student leadership recognition (leadership nominations weekly). • Spotlight on Mental Health – build in newsletters Mind Up, Zones, Wellness, etc. (newsletters, Instagram). • Professional learning around 5 components of Psychological First Aid and Dimensions of Wellness. 	<p>choice and ownership opportunities to engage with learning.</p> <ul style="list-style-type: none"> • Use STEAM learning projects where appropriate to drive learning and engagement. • Implement use of design-thinking process in planning. • Highlight student achievement and work through sharing, virtually or through gallery walks. • Increase communication/sharing with community through platforms such as: Instagram, Facebook page, Twitter, school website and Husky Minute videos.
<p>Performance Measures</p>	<p>Performance Measures</p>	<p>Performance Measures</p>
<p>Provincial ◦ Accountability measure of parent involvement.</p>	<p>Provincial ◦ Accountability measures of Safe & Caring.</p>	<p>Provincial ◦ PAT & Diploma Results.</p>

<ul style="list-style-type: none"> ◦ Accountability measure of continuous improvement ◦ Accountability Measure for overall quality of basic education. <p>Local</p> <ul style="list-style-type: none"> ◦ Structures, systems and strategies that ensure a continuous improvement cycle. ◦ Programs, services, strategies and local measures that demonstrate evidence-informed decision-making, stakeholder engagement, learning and capacity building. ◦ Evidence of improvement in structures and systems that support reflective and collaborative learning. ◦ Structures, systems and strategies that ensure ongoing stakeholder engagement. ◦ Programs, services, strategies and local measures that demonstrate learners communicate, collaborate, think critically and solve problems in advancing educational excellence through stakeholder engagement. ◦ Feedback gathered through ongoing stakeholder engagement demonstrates trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners ◦ Impact of stakeholder engagement in decision-making. 	<ul style="list-style-type: none"> ◦ Accountability measure of Student Inclusion and Access to Supports and Services. ◦ Accountability measure of parent involvement. <p>Local</p> <ul style="list-style-type: none"> ◦ Programs, services, strategies and local measures that demonstrate all learners contribute to and feel welcomed, cared for, respected and safe. ◦ Programs, services, strategies and local measures that demonstrate all learners access a continuum of supports. ◦ Programs, services, strategies and local measures that demonstrate all learners access mental health, wellness and well-being supports. ◦ Local measures including SOS-Q, Attendance, Suspension, Critical Response, Anecdotes/Stories of impact, Stakeholder Engagement & Feedback. 	<ul style="list-style-type: none"> ◦ High School Completion, Drop-out Rates, Transition Rates and Rutherford Scholarship. ◦ Accountability Pillar measures of Program of Studies, Education Quality, Active Citizenship & Life-Long learning. ◦ Accountability Pillar measure of Education Quality. ◦ Accountability Pillar measure of Teacher Professional Development. <p>Local</p> <ul style="list-style-type: none"> ◦ Processes, strategies and local measures that demonstrate advancements in literacy, numeracy, outcomes & competency development ◦ Local measures including Intellectual Engagement Student Survey, SOS-Q, PLC Survey, Stories of impact, Stakeholder Engagement & Feedback. ◦ Programs, services, strategies and local measures that demonstrate First Nations, Métis learners are successful & students, teachers and school leaders learn about experiences, treaties, agreements and the history and legacy of residential schools. ◦ Processes, strategies, local measures that demonstrate high quality design, instruction and assessment practices, as well as, excellence in teaching and leading.
<p>School: 80% or higher of staff report effective PLCs meeting structure and educational performance. Teacher based marks show students achieving an average of Proficient or higher on Literacy</p>	<p>School: Staff and students use the Habits Principles language regularly. 90% or higher of students report that they are safe at school and are learning the importance of caring for others, are learning</p>	<p>School: Continued improvement on parent satisfaction on Parent Survey (mid 90%) 10% increase in APR completion 10 parents regularly attend Council meetings (parent reps)</p>

<p>(reading mark) and Numeracy (Number strand) outcomes. In grade 9, 75% or higher percent average.</p> <p>Increase in number of students reading at grade level (decreased number of F&P assessments)</p> <p>100% teacher use of UDL design.</p> <p>Evidence of adapted assessments.</p> <p>Maintain or improve in literacy and numeracy assessments (GRADE, RRST, F&P, MIPI) with an understanding regarding COVID related gaps that may have occurred.</p> <p>K to 6: Full Fountas & Pinnell Assessment (7 to 9: targeted)</p> <p>Maintain or improve upon PAT</p> <p>Results in 2022 results for literacy and numeracy.</p> <p>Decrease in referrals of students for LLI intervention</p>	<p>respect for others and are treated fairly in school. (APORI Report based on winter survey).</p> <p>100% staff demonstrate language of 7 habits/leadership.</p> <p>100% elementary staff naming SEL competencies with students.</p> <p>10% of student body nominated for leadership/7habits.</p> <p>Buddy classes meet at least 2x/month.</p> <p>10% increase in internal resiliency and confidence reported on SOS-Q survey fall 2021.</p> <p>Z-score, in relation to utility of school measures on SOS-Q, increases above the average on 2021 survey results.</p> <p>Increase in students reporting positive peer relationships.</p> <p>Decrease in SOS-Q and Student Survey results related to feelings of anxiety.</p> <p>Use of Measurable Results Survey from Leader in Me.</p> <p>SOS-Q increase in internal resiliency, utility of school (junior high), self-confidence.</p>	<p>10% reduction in chronic attendance (beyond 10%)</p> <p>Increase in satisfaction on Parent Survey</p> <p>Increase in teacher understanding of STEAM and Design Thinking (HHTS Staff Survey)</p> <p>Increase in Utility of School reporting (SOS-Q)</p> <p>Increase in participation and results on APR.</p> <p>Increased alignment between APR and HH Parent Survey</p>
<p style="text-align: center;">Strategies</p>	<p style="text-align: center;">Strategies</p>	<p style="text-align: center;">Strategies</p>
<p>School: Grades K-3</p> <p>Foundations of Reading</p> <ul style="list-style-type: none"> ● Concepts About Print + Phonological Awareness and Phonics + Word Solving ● Implementation of Lively Letters ● Guided Reading <p>Concrete Mathematics</p> <ul style="list-style-type: none"> ● Balanced conceptual and procedural understanding 	<p>School: Grades K-3</p> <p>Social-Emotional Learning & 7 Habits</p> <ul style="list-style-type: none"> ● Zones of Regulation ● Explicit instruction of each of 7 Habits ● Students are taught the power of being responsible for their own actions; they are in charge of understanding themselves and their 	<p>School: All Grades</p> <ul style="list-style-type: none"> ● Develop learner agency by providing students with voice, choice and ownership opportunities to engage with learning. ● Use STEAM Learning projects where appropriate to drive learning and engagement.

embedded in instruction and assessment.

- Develop number sense through the use of concrete examples and arrays.
- Use running records to identify and plan supports for challenged learners.

Grades 4-6

Layers of Reading Development

- Differentiated instruction in word solving + fluency + vocabulary + comprehension
- Implementation of Book Clubs and reading response
- Development of writing frameworks both in narrative and expository

Fluency Mathematics

- Develop fact fluency and flexibility through ongoing formative assessment.
- Develop understanding of the nature of mathematics by connecting concrete to symbolic in a variety of ways.
- Develop a sense that we are all mathematicians through developing a math mindset.
- Knowledgehook

Grades 7-9

Layers of Reading Development

- Vocabulary + Comprehension
- Implementation of close reading and differentiated reading comprehension strategies (based on

influence over day to day interactions.

- Student Wellness Toolbox (focus on SEL competencies, exploring feelings, tools to regulate)

Grades 4-6

Social Emotional Learning/Wellness & 7 Habits

- Using Zones as a starting point, teachers will develop students' understanding of the biological underpinnings of emotional health through Mind-up Curriculum.
- 7 Habits embedded in instruction
- Student Wellness Toolbox (focus on anxiety, positive self-talk, mindfulness)

Grades 7-9

Leadership (7 Habits), Wellness and Mental Health

- Leadership sprint (all students)
- Mental Health Continuum (CMHA)
- 6 Most Important Decisions (Covey - 7 Habits)

- Implement use of design-thinking process in planning
- Highlight student achievement and work through sharing, virtually or through gallery walks.
- Increase communication/sharing with community through platforms such as: Instagram, Facebook page, Twitter, school website and Husky Minute videos.

<p>exposure to multiple genres)</p> <ul style="list-style-type: none">• Develop strategies and approaches to support productive and effective writing. <p>Flexibility in Mathematics</p> <ul style="list-style-type: none">• Develop student's ability to see the application and use of mathematical processes to support future goals and transfer.• Knowledgehook• Develop structures and practices that allow students to explore mathematics through engaging peer supported learning activities.	<ul style="list-style-type: none">• Dimensions of wellness• Student Wellness Toolbox (focus on anxiety and mindfulness)	
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