

2023/24

Highlands
Elementary School

School Growth Plan



About

Highlands has 178 students in Grades K-6 and an amazing and dedicated team.

Our Growth Plan is in year one, and has been shared with staff, our PAC group, and stakeholders.

We have strong community support, and are located in the Highlands subdivision of Cranbrook, on the traditional homelands of the Ktunaxa people and the chosen land of the Metis. Our vision supports our theme:

“Wherever you come from, you are important here!”

-Herman Alpine, Ktunaxa Elder

School Highlights and Demographics



Highlands has 18 diverse ability learners (10%) who have an Individual Education Program who receive supports through Student Services. We also have 66 students (37%) who are on a SLP caseload.



We embrace social-emotional learning and teaching coping skills and self regulation techniques. Both administrators have completed the Trauma Informed Schools Course.



We have 28 students (16%) who identify as having Indigenous Ancestry, who are supported with an Indigenous Education Support Worker, a beautifully designed Gathering Space that reflect their identity.



We embrace social-emotional learning and teaching coping skills and self regulation techniques. Both administrators have completed the Trauma Informed Schools Course.



We have a thriving music department including primary, intermediate, and concert band programs.



Highlands Elementary has an active PAC group who make a positive impact on the school community and provide significant financial support.



Class Reviews



We met with each homeroom teacher and with the support of our educational assistants, were able to complete a class review. These reviews focus on the class as a whole community of learners, identifying strengths stretches, and areas of need. The teacher is then able to reflect on the community of learners as a whole and set targeted goals.

“In this way we gain the big picture of the classroom, so that when we discuss the individual needs of students, we can do it in context to the classroom.”

(Brownlie & King, 2011, p.114)

Results of the class reviews:

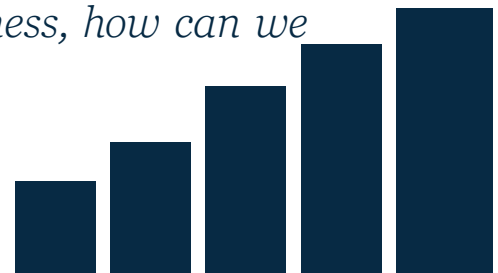
- Four teachers chose a specific Social Emotional goal.
- Four teachers chose specific Inquiry and Collaboration goals.
- Two teachers chose specific Self Regulation goals.

Primary Inquiry Questions:

- *“How do we meet the needs of all learners?”*
- *“What happens when we continue to support the need for self-regulation?”*
- *“When students are given more opportunities to learn and practice active listening skills, do they gain greater independence and increase their understanding?”*

Intermediate Inquiry Questions:

- *“How can we help each student move along their own continuum of learning and success?”*
- *“What happens when we give more opportunities for students to learn and practice active listening?”*
- *“In moving toward greater support for student wellness, how can we incorporate student input and choice?”*

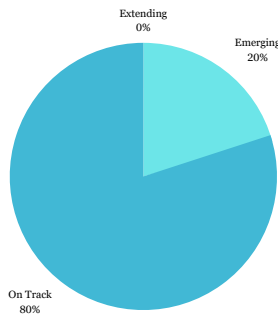


Goal #1: Academic Achievement

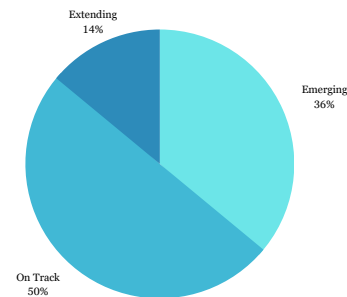
Objectives

- Based on report card data, 14% of primary students and 31% of intermediate students are “emerging” or “developing” in Math, and based on FSA data, 36% of students meet the emerging rate. How can we improve these results?
- Based on report card data, 30% of primary students and 37% of intermediate students are “emerging” or “developing” in Language Arts, and based on FSA data, 20% of students meet the emerging rate. How can we improve these results?

FSA 2022/2023 Literacy Results



FSA 2022/2023 Numeracy Results



- **Target:** Primary and Intermediate students will be supported with targeted skills and strategies, and will show an increase of 3% improvement in Language Arts and Math in 2024, 4% in 2025, and 5% in 2026.

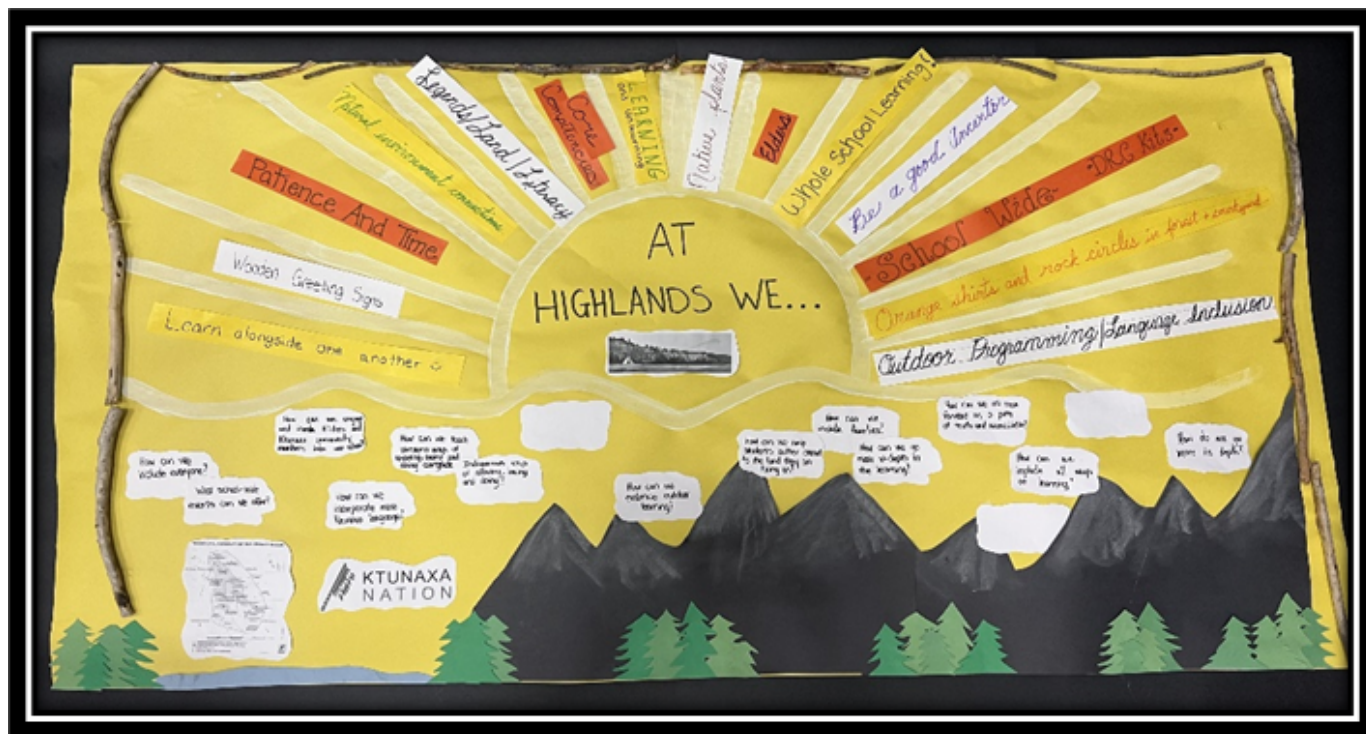
Strategies

- Promote numeracy continuum and spiral learning in math (Kristan will present this at a ProD).
- Continue to work with Kathy Conlin, District Numeracy Teacher.
- Increase collaborative inquiry among teachers (UFLI, Primary Theme Centres)
- Support PLCs as indicated on class reviews.
- Attend Common Math and Assessment Workshop (Grade 6)
- Attend and support Acadience Workshops: Reading K-6 Essentials and Data Interpretation.
- Continue to work with Erin Jones, District Literacy Teacher.
- Portfolio and Self-Assessment Continuum of Student Learning for intermediates.
- Collaborative Webinar Series: “*Fostering Literacy in Multi-Age Primary Classrooms: Pedagogy and Practises That Make a Difference for All Kids*”.
- Class buddy reading.

Goal #2: First Peoples Principles of Learning

Objective

- How can we welcome, engage, and learn from Elders and Ktunaxa community members within our school?



Strategies

- Have our IESW and students work with elders to identify the plants in our Indigenous Garden.
- Create signage for the plants in our Indigenous Garden.
- Ensure all spaces have welcoming wooden greeting signs in both English and Ktunaxa.
- Invite Tera Merkel to present on "Making Core Competencies Visible" (designed by Sheila O'Grady and Tera Merkel, SD5 Oct, 2018/modified Jan 2023) for our Indigenous Education District Professional Development Day.
- Support staff and students in the development of meaningful land acknowledgements.
- Host an Indigenous Fair in conjunction with the MBSS Warriors and Elders.
- Continue to access the Community Forest and Idlewild Park to help students connect and deepen their relationship with the natural world and their local community.
- Acknowledge that deep learning takes time and patience, and that we are a community of learners.

Goal #3: Social Emotional Learning



Objective

- Spend meaningful time together as a whole school community and in groups that span our programs.
- Students will learn and practice a variety of self regulation techniques to ensure they are grounded and regulated.

Strategies

- 6-session webinar series focused on “*Social and Emotional Competencies (SECs) and Practices for Educators*”.
- Interoception Program.
- Colour Monster.
- E.A.S.E. Program.
- Yoga.
- Mind Up Program.
- Roots of Empathy Program.
- Calm Connect Program.
- School-Wide Functions: Open House/Pizza Night, Pancake Breakfasts, House Team Competitions, Movie Nights.
- MDI Data
- Continue to work with Kim Richards, SEL Teacher.
- Reinforce the importance of growth mindset as a learner.
- Promote healthy relationships and teach qualities of friendship.