

# 2024/25 Highlands Elementary School

## School Growth Plan

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# About

Highlands has 254 students in Kindergarten through Grade 6, 14 classrooms, and a staff of 40. In the second year of this growth plan, Highlands Elementary School has welcomed over 80 students and staff members from the Amy Woodland team, making this year a dynamic and exciting place for learning. We have 124 primary learners and 86 intermediate learners.

Our growth plan is currently in its second year 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 Métis. Our school vision below follows the teachings of Ktunaxa Elder, Herman Alpine.

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

## School Highlights and Demographics



Highlands has 31 diverse ability learners who have an Individual Education Program who receive supports through Student Services.



We embrace social-emotional learning and teaching coping skills and self regulation techniques. Both administrators have received training in Trauma Informed Schools and Compassionate Systems Leadership.



We have 40 students who identify as having Indigenous Ancestry.



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.



We are a blended school with staff and students from both Highlands and Amy Woodland Elementary Schools.



# Class Reviews



Highland's Growth plan originated from class reviews. Administration 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.

*"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:

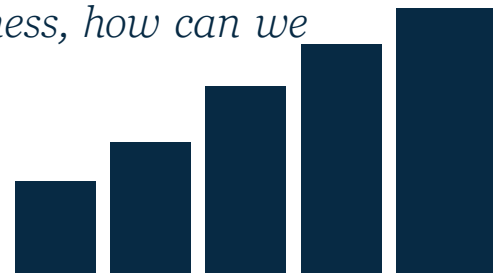
- Four teachers chose a specific Social Emotional goal.
- Four teachers chose specific Inquiry and Collaboration goals.
- Two teachers chose specific Self Regulation goals.

## 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?"*

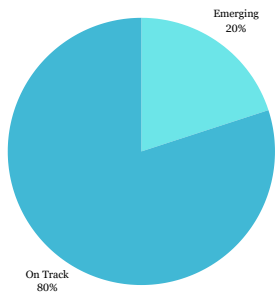


# Goal #1: Academic Achievement

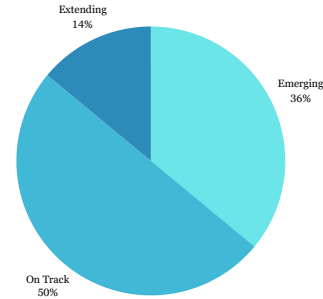
## Objectives

- 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**



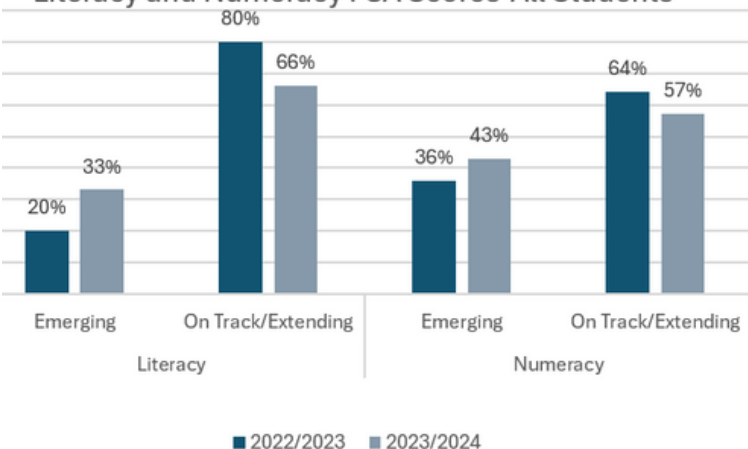
**FSA 2022/2023 Numeracy Results**



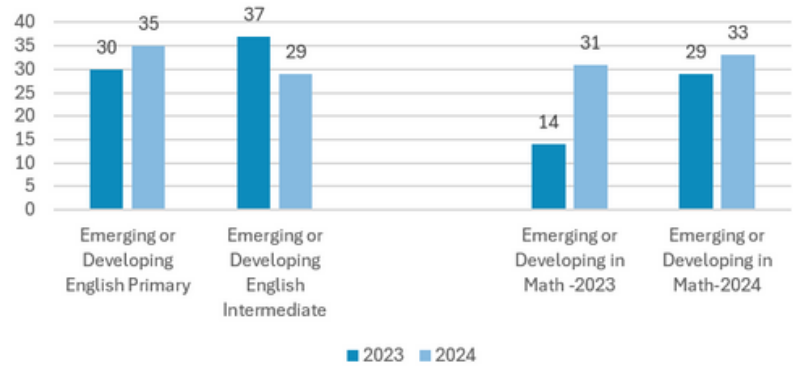
## Progress

In our second year, literacy and numeracy scores show an increase in the number of grade 4 students emerging and a decrease in the number of students On Track or Extending on the annual Foundations Skills Assessment exam. On final Learning Updates in all grades, the number of students Emerging or Developing increased in all areas except intermediate English Language Arts.

**Literacy and Numeracy FSA Scores-All Students**



**Percentage of Students Emerging or Developing on Final Learning Update**



# Goal #1: Academic Achievement

## Strategies

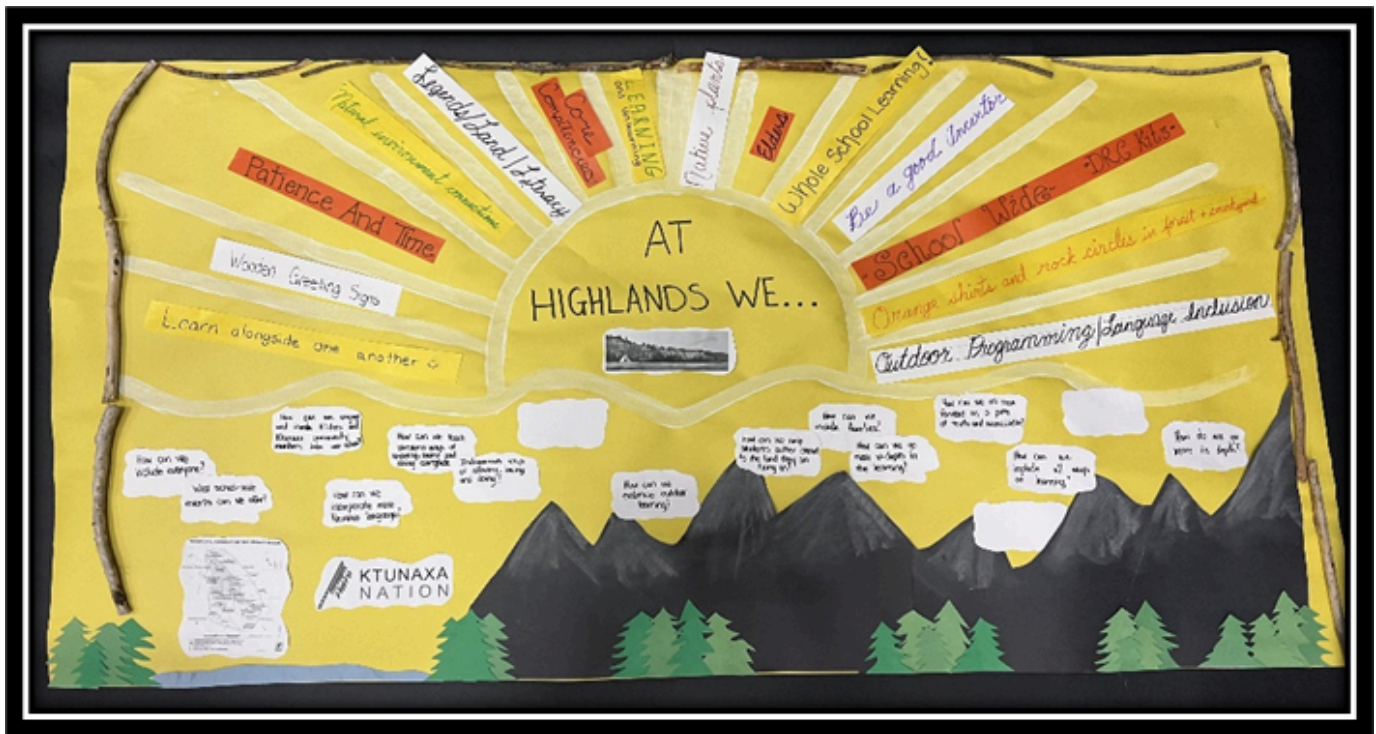
- Promote numeracy continuum and spiral learning in math.
- Increase collaborative inquiry among teachers (UFLI, Primary Theme Centres)
- Support PLCs as indicated on class reviews.
- Attend and support Acadience Workshops: Reading Grades 1-6 Essentials and Data Interpretation.
- Continue to work with District Literacy Teacher to interpret Acadience data and plan for differentiated literacy instruction.
- Portfolio and Self-Assessment Continuum of Student Learning for intermediates.
- Foster growth in the Core Competencies.
- Class buddy reading.
- Initiate a schoolwide reading incentive program.



# 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

- Create opportunities to enhance Indigenous knowledge of the land through our Indigenous Garden and outdoor spaces.
- Create signage for the plants in our Indigenous Garden.
- Support staff and students in the development of meaningful land acknowledgements.
- Continue to access the Community Forest and Idlewild Park to help students connect and deepen their relationship with indigeniety through the land and their local community.
- Advance Truth and Reconciliation by integrating Indigenous knowledge and teaching methods into classrooms.
- Support staff in including age appropriate content on residential schools, Treaties and Aboriginal peoples' historical and contemporary contributions to Canada.

# 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

- Support the continuation of relationship skills and emotional regulation programs such as but not limited to: Kids in the Know, Interoception Program, Colour Monster, E.A.S.E. Program, Yoga, Mind Up Program, Roots of Empathy Program.
- School-Wide Functions: Open House/Pizza Night, Pancake Breakfasts, House Team Competitions, Movie Nights and other community building events.
- Create a staff committee to analyze MDI and CHEQ data and bring suggestions forward to staff.
- Promote healthy relationships and teach qualities of friendship through our Youth Care and Counselling departments.
- Train all staff in Reframing Behaviour and work towards its implementation.
- Revise our Highlands School Code of Conduct