

School Plan for Student Success

Hart Highlands 2021-2022

YEAR 1 GOALS, STRATEGIES AND OBJECTIVES: ACTIONS TOWARD OUR DISTRICT DIRECTIONS



This framework for education was developed in collaboration with our local Lheidli T'enneh and local Dakelh Elders, visually presented by Pam Spooner and created by Becky Dochstader.

About our School

Hart Highlands Elementary was built in 1977 and is located in the Hart. The following are some neighborhoods in our school community: Ridgeview, Panorama, Aberdeen and Grant Rd. areas. There are 364 students who attend Hart Highlands Elementary. We have 15 divisions this year – 7 intermediate and 8 primary divisions.

At Hart Highlands, our staff is passionate about providing rich learning opportunities for students. The students at Hart Highlands get to participate in activities such as our Annual Turkey Trot, Terry Fox Run, Cross-country running and many other extracurricular activities. Our PAC is a group of dedicated parents who fundraise and support our entire school throughout the year.

As a staff, part of our collaboration this 2021-2022 school year will be creating a mission and vision for Hart Highlands. As we come back together as a school community after the past few years, it is a great time to solidify our values and our plans moving forward as a school community.

School Planning Engagement Process

Our engagement process was designed to gather feedback from our community on what was important for our students to learn, what is valued in education and what our priorities should be for the next year. The engagement process provided us with input from over 100 people from our staff, students and parents/guardians. Our process included a Community Engagement online form, a Staff Engagement online form, in person staff working group and a student feedback session.

District Directions

School District No. 57 has identified 4 district directions that set our priorities for the next 5 years. These directions will guide our work.

- ♦ **Truth and Reconciliation**
Truth and Reconciliation Calls to Action are implemented throughout our system.
- ♦ **Equity of Access**
Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.
- ♦ **Wellness**
Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.
- ♦ **Learning**
Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Truth and Reconciliation

Over the next year we will work towards seeing the 94 Calls to Action outlined in the Truth and Reconciliation Commission of Canada (TRC) Report realized in our school district. We acknowledge the land we are on and respect the local language and culture of the area.

We will work with our Indigenous communities to help guide us in this work prioritizing the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

Year 1 Goals

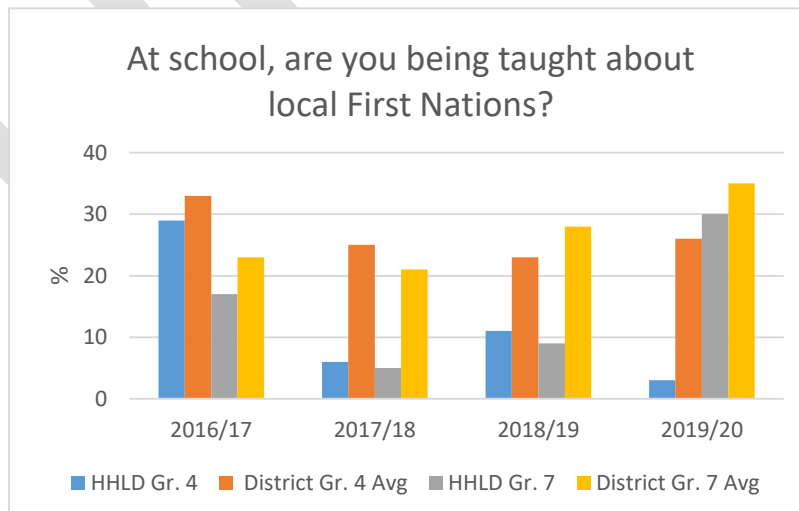
- 1. Build capacity collaboratively in our school community to authentically embed the Dakelh Holistic Learning Model, Indigenous knowledge and Ways of Knowing**
- 2. Enhance trauma informed and resilience approaches in our schools**

Strategies

- ♦ Support place-based land-based learning opportunities for all our students
- ♦ Offer drumming, Lahal and bannock making through district support staff to all of our students
- ♦ Provide weekly Culture Blocks that will be a collaboration between our Indigenous Education Worker and classroom teachers that will expose students to the Dakelh language and L'heidli T'enneh culture.
- ♦ Reference the Lheidli T'enneh Natural Calendar to guide our programming
- ♦ Classroom teachers will focus on the following with support from our IEW: numbers, animals, greeting, months and days of the week
- ♦ School newsletter will include Indigenous Education Section that consists of Dakelh language, cultural activities happening in our school and resources for families
- ♦ Through collaboration with our Indigenous Education Worker, we will increase Elders and Knowledge Holders in our school to support and mentor staff in the education of Residential Schools, Indigenous culture and Indigenous languages
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Provide professional learning to staff about Truth and Reconciliation Calls to Action and Trauma Informed approaches
- ♦ Encourage staff participation in Wednesdays are targeted as Indigenous days of learning throughout the year- Deconstructing Otherness

Success Measures

We will look to our Student Learning Survey administered at grades 4 and 7 and measure the % of students identifying that they are learning about local Indigenous content in schools. We expect to see an increase of 30% or higher of students reporting they are learning about local Indigenous and First Peoples in Canada by the end of this school year.



Equity of Access

School District No. 57 will be responsive in providing accessible educational opportunities for all students to achieve their goals. We will pay attention to the needs of our Indigenous learners, our children and youth in care, our students with diverse abilities/disabilities and our students learning in rural and remote communities.

We acknowledge that not all children learn the same way, and require diverse supports. It falls upon us to ensure all students have access to quality educational opportunities needed to be successful on their learning path.

Year 1 Goals

1. Create a continuum of support throughout the school to ensure all students have access to personalized learning.
2. Enhance our learning environments to build diverse supports for students to feel connected, engaged and safe to take learning risks.

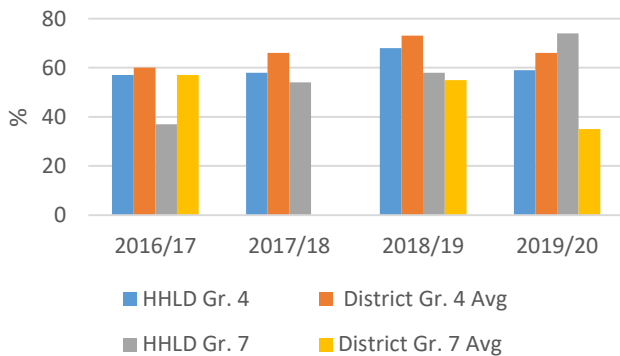
Strategies

- ♦ Increase our communication with students and families while developing personalized learning supports to remove barriers for their success
- ♦ Clarify and communicate our process for addressing racism and discrimination within our system
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Provide professional learning to staff about Continuums of Support at the school and district level
- ♦ Wednesdays are targeted as Indigenous days of learning throughout the year- Deconstructing Otherness.
- ♦ Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity

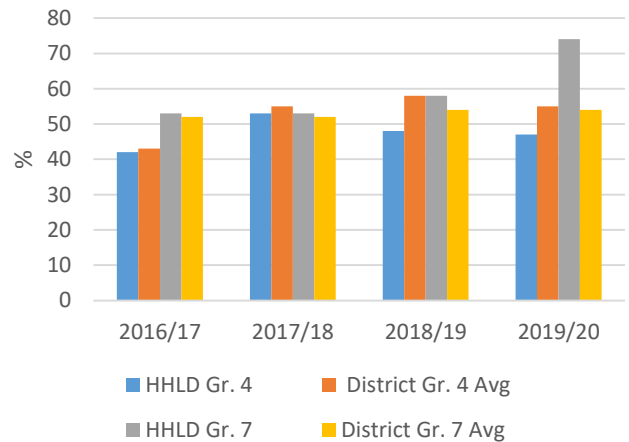
Success Measures

We will look to our Student Learning Survey administered at grades 4 and 7 and measure the % of students identifying supports student receive in schools. We expect to see an increase of 15% or higher of students reporting they are able to get information and advice, and extra help as needed.

At school, are you able to get the information and advice that you need (for example, from teachers or counsellors)?



At school, are you able to get extra help when needed??



Wellness

We believe that in order for student to learn, they need culturally safe, caring, inclusive learning communities. As our world moves out of a pandemic, now more than ever we need to emphasis the support for mental health, physical health and overall well-being of our students, staff and families.

Year 1 Goal

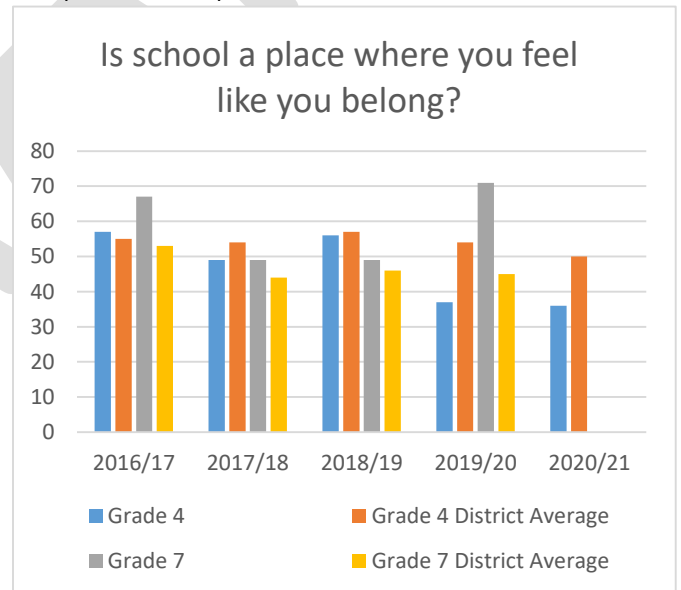
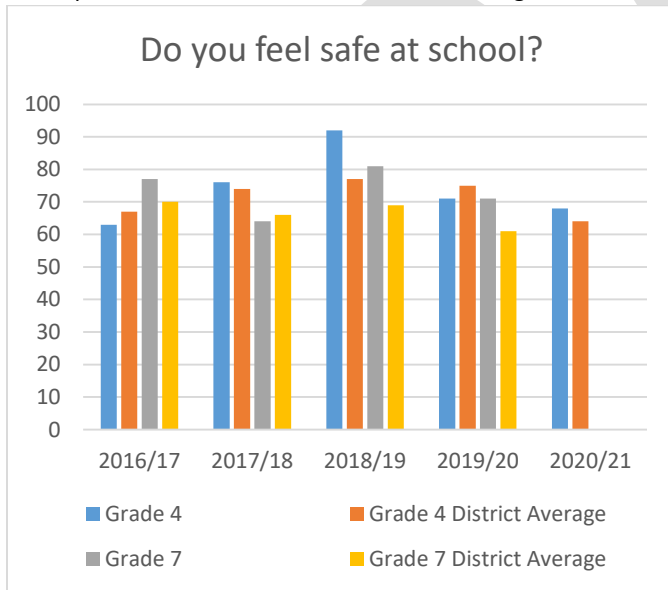
1. Create a systems approach to support equity, diversity, inclusion and belonging

Strategies

- ◆ Continue work towards schools that provide a sense of belonging for all students through various strategies.
 - Diversity audit of resources, Afterschool Art and Sport Programming, etc.
- ◆ Implement a breakfast program and lunch program to be accessed by student's in need
- ◆ SOGI Club
- ◆ Leadership Club
- ◆ Intermediate Lunch Monitors
- ◆ Weekly GOTCHA celebrations
- ◆ Walk and Talk – Monday, Wednesday, Friday morning
- ◆ Increase extra-curricular activities offered to students

Success Measures

Our Student Learning Surveys for our Grades 4 and 7 students help us identify a sense of belonging for our students. When students are connected and feel like they belong, they are successful. For this implementation cycle ending in 2022, we expect to see a 10% increase in students feeling like they belong for each year. We will also be looking for in increase in students knowing that at least 2 adults care about them and they have systems for support. Our overall measure of success will be students feeling safe at school. We expect a 10% increase in all students feeling safe at the end of this implementation plan in 2022.



Learning

We will work to achieve engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Year 1 Goals

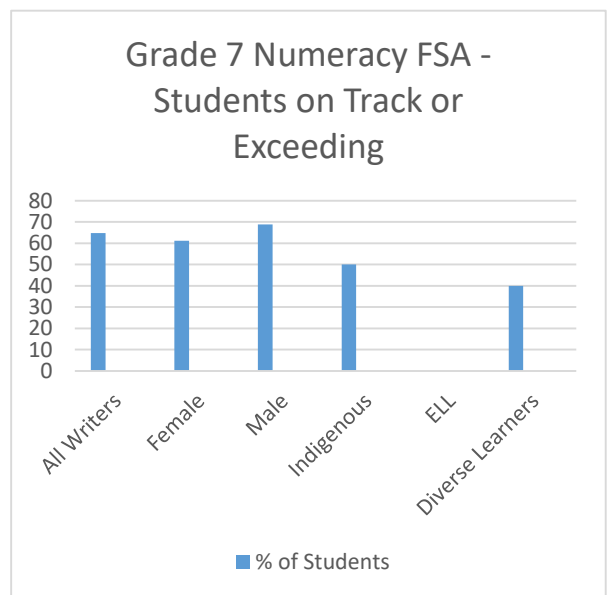
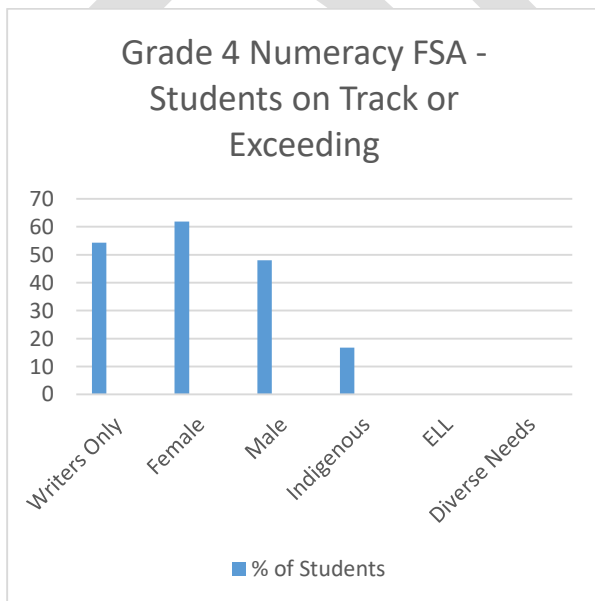
1. Increase numeracy and rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.
2. Enhance the district’s academic learning opportunities connected to people, place and land (Land based, Experiential, Passion based, Connected to Identity)

Strategies

- ♦ Focus on data dialogue to move from data as information to data that informs actions.
- ♦ Support continued work on looking for evidence of learning in multiple ways
- ♦ Provide professional learning to staff for Numeracy for k-7 teachers.
- ♦ Review resources for both literacy and numeracy in all schools to ensure current and culturally responsive resources are being used with students.
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
- ♦ Participate in a district numeracy assessment at each grade level in elementary school to monitor students’ progress
- ♦ Continue to support equity in our schools with professional development and supports for teachers to provide intervention in both literacy and numeracy
- ♦ Numeracy Night – invite our school community in to our school to participate in numeracy centers throughout the building
- ♦ Increase our inventory of picture books that promote numeracy
- ♦ All students – K-7 will learn numbers 1-10 in Dakelh
- ♦ Invest in Carole Fullerton resources and engage in a Book Club to explore resources collaboratively

Success Measures

We will look to our Foundation Skills Assessment to monitor our progress towards our goals. Our numeracy results continue to be of concern. We will provide more focus on numeracy instruction at the K- 7 levels and a new assessment will be administered annually at all grades to monitor our progress in a timelier manner. With enhanced focus on instruction, and ongoing assessment we expect to see a 10% increase on our Grade 4 and 7 FSA of student meeting or exceeding expectations.



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