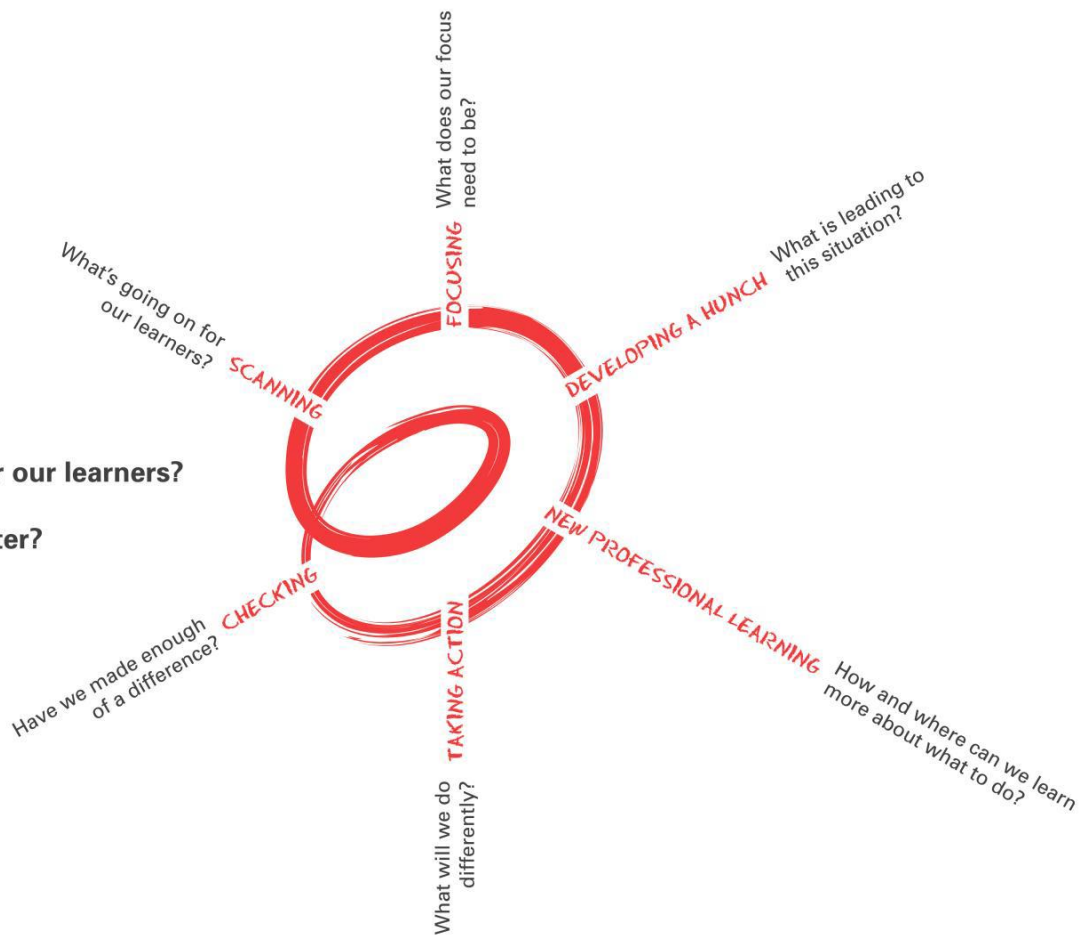




2017-2018



**What's going on for our learners?
How do we know?
Why does this matter?**

"Spirals of Inquiry for equity and quality" Judy Halbert and Linda Kaser



2017-2018

School and Community Context:

- Strong sense of community with parent and non-enrolling student programs and support from partner groups
- Population of approximately 225 students from Kindergarten to Grade 6 in a diverse community with a variety of learning needs (academic and social/emotional)
- Parent Advisory Council volunteers and supports our school daily
- Halq'eméylem, a First Nations language, is enjoyed by our Kindergarten-Grade 3 students on a weekly basis as supported by the Aboriginal Department
- Inclusive Support Program class to support academic and social/emotional needs
- StrongStart Centre for ages 0-5 share resources and gym time with Kindergarten.
- Mission Neighborhood Learning (West Heights Inclusive Program-WHIN) provides ABC program for 3-4 year olds
- Daily Breakfast Club supported by donations and PAC
- BC Fruit & Vegetable Program provides fresh fruit or vegetable products for our students every two weeks. Milk program provides milk or soy beverage bi-weekly for primary students
- Rotary Midday provides Blessings in a Backpack program for vulnerable students
- Neuro Emotional Literacy Program for parents includes workshops, child-care and dinner for families on a monthly basis and prod opportunity for staff
- Ready, Set, Learn events connect early learners
- Welcome to Kindergarten event for new families
- Highly involved Me to We program

Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

Successes:

- Foundational skills in literacy and numeracy continue to improve. Data will continue to be gathered in the class to monitor gains. School based team recommend interventions. Early primary parents read in classes daily and home programs are supported
- Learning Support Team monitors assessment by using bar graphs to indicate number of words early primary students gain
- Strategies are used to support students' self-regulation skills. Encouraging connections to the building through the school wide Buddy Reading Program, volunteering for equipment sign out, Breakfast Club and office monitors have a positive effect. Participation in school sports and Me to We also provide leadership opportunities and leading assemblies
- Technology and hands on activities are interest areas



2017-2018

Challenges:

- More parents indicating anxiety is a concern with their child
- Self-regulation
- Technology and hands on activities are an interest area that need further support

Focus: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Continued focus on foundational skills (literacy, writing, numeracy)
- Social and Emotional Learning-build relationships
- Core Competencies: Communication, Thinking, Personal and Social using inquiry based approach

Continue to provide opportunities for positive connections to the school through involvement in the class, between classes and with programs, volunteering, clubs and sports.

Continue with school wide usage of Seven Sacred Teachings

Continue exploring Explore Critical Thinking Consortium www.tc2.ca

Continue accessing district resources Siwal Si'wes Library <https://swwlibrary.com/> and sd75curric

Continue with trauma informed practice such as 'Resilience' film and Neuro Emotional Literacy program(NELP)

Inquiry Question: (State what your driving question will be.)

Will using a growth mindset and an increased focus on core competencies: Communication, Thinking (critical and creative), Personal and Social (positive social and cultural identity, personal awareness and responsibility, social responsibility) improve the level of student engagement, competent independent and collaborative learning and academic achievement?

Hunch: (What is leading to this situation for your learners?)

- Continued opportunity for teacher collaboration to focus on the direction of the curriculum transformation at the Ministry level will be a benefit. The shift to the inquiry based approach is based on the goal of improving engagement and the creative and critical competencies.
- Self-regulation skills provide the opportunity for students to be ready to focus on learning.

New Professional Learning: (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- Continue with district teacher representative for curriculum/assessment
- Connect with other schools to explore inquiry, project based learning and outdoor education
- Increase knowledge of technology and its' application
- Jump Math as a foundational resource
- Joyful Literacy
- Growth Mindset for students and staff



Checking: (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

- On-going teacher collaboration
- Formative Assessment/Continuous assessment
- Engagement in learning
- Monitor student progress in Inclusive Support programs, English language learners and English as a Second dialect reports
- Learning Support Team monitors early primary students by using bar graphs with goal of 'popping' 300 words
- Attendance and punctuality rates
- If no changes, explore further supports through School Based Team such as student learning or behavior plans

Connection to the District Goals or Directions:

Inquiry based approach supports the District's goal of the educated citizen

District Goals	West Heights Community School Connections
<ul style="list-style-type: none"> • Thoughtful, able to learn and to think critically and who can communicate information from a broad knowledge base 	<ul style="list-style-type: none"> • Emotional and social regulation-Zones of Regulation and CALM program • Critical and communication competencies • Project research leading to beginning with an hypothesis and learning how to apply to real world by making presentations in class or school wide
<ul style="list-style-type: none"> • Creative, flexible, self-motivated and who have a positive self-image 	<ul style="list-style-type: none"> • Creative competencies • Continue with Seven Sacred Teachings • Develop skill sets for future learning
<ul style="list-style-type: none"> • capable of making independent decisions 	<ul style="list-style-type: none"> • Self-esteem building by developing emotional and social learning skills • Me to We
<ul style="list-style-type: none"> • skilled and who can contribute to society generally, including the world of work 	<ul style="list-style-type: none"> • Employing the scientific method to learn real world experience in Science • Critical and creative competencies • Develop new skills for the future such as computational thinking • Digital Citizenship
<ul style="list-style-type: none"> • productive, who gain satisfaction through achievement and who strive for physical well-being 	<ul style="list-style-type: none"> • Social and emotional learning • Personal and Social competencies



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<ul style="list-style-type: none"> cooperative, principled and respectful of others regardless of differences 	<ul style="list-style-type: none"> The teaching of Halqemeylem as a way to introduce and develop respect for a comparative world-view Buddy Reading Program
<ul style="list-style-type: none"> Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world 	<ul style="list-style-type: none"> WITs program for behaviour Me to We

Communication Strategies: (How will you communicate your inquiry and your results to the school community?)

- Regular updates to the PAC
- Regular updates to all parents electronically

Parental/Community Involvement: (How will you work together as a school community to do this work?)

- Continued parent participation in Neuro Emotional Literacy program
- Continued parent participation in Neighborhood Learning Food Skills program
- Parent Primary reading programs
- Ready, Set, Learn events for early learners
- Promote connections to the school such as school wide events like PAC Movie Night and Sports Day

Submitted by:

This school growth plan has been written, reviewed and supported by:

Principal	Signature	Date
Superintendent	Signature	Date
Board Chair	Signature	Date



West Heights Community School Growth Plan



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