

University Highlands Elementary School Growth Plan

2021-2022

Since opening in 2010, University Highlands has maintained school goals and objectives in relation to three themes: Community, Sustainability, and Inquiry-based Learning. Each year we have examined our progress and looked for ways to become more sophisticated and effective in our pedagogical practices in order to support each of the learners in our school. We understand that evidence-based practices take time to learn, implement and show results. We have implemented initiatives in each theme area focusing on key questions to guide our collaborative work, with the intent to build and grow an innovative and dynamic school culture that offers students multiple ways to engage with teaching and learning. We have welcomed the participation of five main stakeholder groups: Families, Burnaby School District, the City of Burnaby, UniverCity and Simon Fraser University and we have strong partnerships with each.

Our plan is focused on ways of being in community that positively enhance student learning now and into the future, and therefore our measurement tools are largely qualitative, emphasizing teacher and student voice. Our Parent Advisory Councils has been instrumental in refining our questions and providing appropriate measurement tools along the way. Their work in bringing teacher and student voices to the fore is invaluable.

Following Halbert and Kaser's Spirals of Inquiry model we use professional development days to *scan* our own knowledge along with emerging student needs. We reviewed data showing areas of student and staff need. We began to *focus*. We have worked with District and Provincial leaders in Social Emotional Learning determined to narrow our focus, enhance our learning, and take effective action. The goals and objectives of our 2018 and beyond plan reflect the results of our scanning and focusing, and provide direction for taking action over time.

As a growing school we take pride in knowing each child well. Our school-based team is highly effective and meetings always involve parents and when appropriate, outside resources (e.g. District Resource and/or Helping Teachers, MCF, medical professionals, behaviour analysts). Quality instruction is the foundation of our programming for all students and we use the Response to Intervention model to structure intensive, targeted intervention where needed. We have a collaborative, wrap-around approach to ensure our vulnerable students are well supported by many. English Language Learners have access to small group and whole class intervention via the Sheltered Instruction Observation Protocol (SIOP) model. We have integrated a Collaborative Teaching model with our Learning Support Team to support learning in the classroom, as well as small group student support for specific skill (literacy and numeracy) an approach to supporting student learning. This has been very successful in opening our practice to multiple ways of teaching and learning and supporting all learners. Teacher learning is critical for student learning.

We are currently exploring new ways of reporting in many of our primary and intermediate classrooms. This project contributes to our school plan as we learn to more tightly align our goals, instruction, assessment and reporting practices. Involving students in assessing their learning and setting academic goals promotes self-management, a core competency in the C.A.S.E.L. Model of Social and Emotional Learning. Moving forward, we will continue to use the Heart Mind Index as a tool to measure student success. We know that if we explicitly teach to the connection between self-awareness and management, all students, especially those struggling to build a success identity or regulate their emotions, will show improved academic progress. We will know our struggling learners are being positively impacted when we see them use strategies to self-manage, increased on-task behavior, and make significant academic progress. Moving forward we will continue to focus explicitly upon improving student ability to solve problems peacefully and improving student personal writing. As we refocus these goals, we will create a baseline of data against which we can measure and determine overall student success.

Goal 1: Using the Core Competencies, students will increase in their ability to learn, and effectively implement, self-awareness and self-management strategies that maximize their learning potential and ability to solve problems peacefully.

Objectives	Strategies & Data Collection
<p>We have revised our SEL goal under the larger umbrella of Growth Mindset. By creating a common thread that connects our goals, we feel that the School Growth Plan will become more meaningful creating connection and alignment between the goals.</p> <p>When we explicitly teach specific strategies to build self-awareness and self-management skills, then students will show an increased capacity to solve problems peacefully, as measured by student self-assessments (gr. 4-7) and teacher assessments (gr. K-7).</p> <p>When we explicitly teach to the connection between self-awareness/management & learning, all students, especially those struggling to build a success identity and to regulate their emotions, will show improved academic progress as their capacity to learn will increase. We will know this is making a difference when we see students effectively using strategies to self-manage, increased on-task behaviour, and significant reading improvement. This will be measured by following specific students over time noting reading progress (Report Card &/or Benchmark Reading Assessment) and ability to self-regulate (Teacher Assessment of SEL). We will also look for ways to connect this goal to our Annual Indigenous Plan:</p> <ul style="list-style-type: none"> • Connections to self, each other, our school and this place • Environmental stewardship and connection to earth • Gratitude to place and connection • Being an ally • Looking at acknowledging who you are, where you are from and what you hold dear – really understanding our connection to the land and each other • 7 Sacred Teachings – striving to honour and practice 	<p><u>Whole school strategies</u></p> <ul style="list-style-type: none"> • Using the language of Growth Mindset. • Engage in professional development opportunities to explore a variety of resources to support learning in the 5 core competencies included in the CASEL model (e.g. Zones of Regulation, MindUP, RULER) • Collect data: <ul style="list-style-type: none"> ○ Fall & Spring – teacher and student self-assessments • Continue to connect our 4 beliefs (respect, responsibility, kindness, safety) and the Core Competencies to SEL and the health of our community. <p><u>Explicit teaching strategies to meet objective</u></p> <ul style="list-style-type: none"> • Teach the Social Responsibility Core Competency – Peaceful Problem Solving • Use an evidence-based program (RULER, Zones, MindUP) with opportunities to practice self-awareness/management, using stories, games, role-play to learn skills. Practice in artificial and natural settings. Use strategies during office visits. • Explicitly connect SEL strategies to improved learning potential to help students understand its academic purpose.

Goal 2: Using the Core Competencies and the **5 Writing Traits** as a guide, students will set *personal writing goals* to reflect and identify their independent strengths and areas for growth in their writing.

Objective	Objective & Strategies/Data Collection 2018 & beyond
<p>We continue to explore our writing goal, under the larger umbrella of Growth Mindset. By creating a common thread that connects our goals, we feel that the School Growth Plan will become more meaningful creating connection and alignment between the goals.</p> <p>We will measure student engagement and success by creating a writing goal that will promote their self-reflection and the Core Competencies. We will use the BC Performance Standards Writing as a standard assessment: Grade 1: Writing from Experience Grades 2-7: Personal Writing</p> <p>We will also look for ways to connect this goal to our Annual Indigenous Plan:</p> <ul style="list-style-type: none"> • School Wide Writing Project: Who I am in connectedness to place? (cultural connections) • 7 Sacred Teachings – striving to honour and practice 	<p><u>Whole School Strategies</u></p> <ul style="list-style-type: none"> • Students will continue to: <ul style="list-style-type: none"> ○ engage in reflective practices to show and deepen their ability to think critically and creatively as they investigate essential questions ○ accurately assess and report their learning progress to parents using documentation ○ make learning visible to parents, encouraging meaningful dialogue about what happens in school <p><u>Explicit teaching strategies to meet objective</u></p> <ul style="list-style-type: none"> • Make lesson purpose clear and explicit to students • Teach & practice reflective & goal language • Provide timely, descriptive feedback • Resources: <u>BC Writing Performance Standards</u>, <u>Making Thinking Visible</u>, <u>How to Give Effective Feedback to Your Students</u>, <u>BC Ministry of Education Redesigned Curriculum</u>, <u>Creating Thinking Classrooms</u>