



School Education Plan

January 13, 2025

Heritage Heights School



OUR STORY . . .

The Heritage Heights Story



2024 – 2029 EDUCATION PLAN YEAR 1

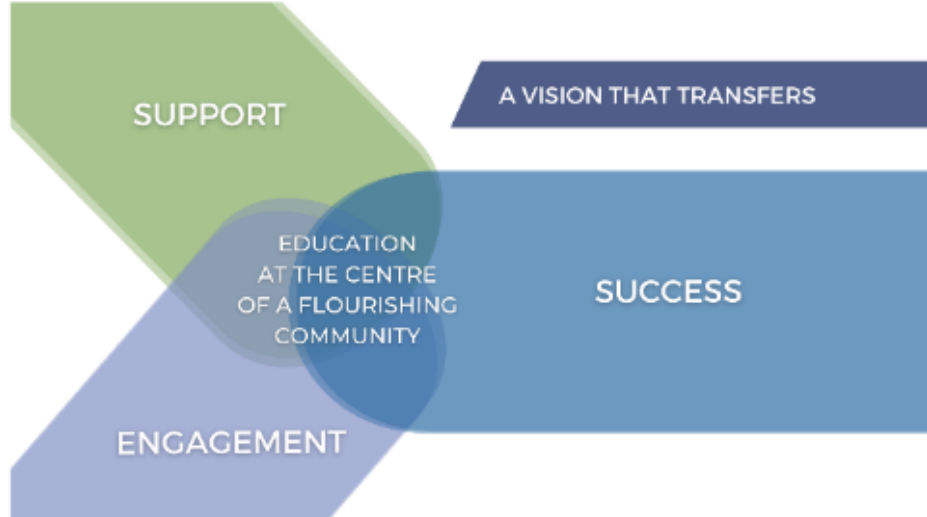
Heritage Heights

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OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		
	Teaching and Leading	
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.</p>	<p>Goal: Advance Excellence in teaching, learning and leading.</p> <p>Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).</p>	

OUR SCHOOL

Heritage Heights is a rural K-9 school steeped in community. We serve families from north of Okotoks, the area of De Winton and surrounding areas reaching to the Calgary limits. Many of our students are bussed to and from school daily. Our building is connected to the Scott Seaman Arena and St. Francis of Assis School, creating opportunities for community involvement.

Our instructional team consists of 21 teaching staff, 5 educational assistants, 2 administrators, 1 learning commons facilitator and an FSLC. A well-rounded learning team works diligently to meet students’ academic and social needs. We offer pre-kindergarten, part-time and full-time kindergarten, elementary (grades 1-6), and junior high (grades 7-9) programs. We added Before and After School Care (Star Kids) to the opportunities for families. Within our Career and Technology Foundations programming, students have access to Maker Space learning and exploration of innovation and creativity. With the support of the Learning Common Facilitator and classroom teachers, students are encouraged to explore their imaginations in coding, robotics and Design thinking. Courses for grades 7-9 include visual and graphic arts, fine arts, fitness and a number of outdoor pursuits. Our goal is to support students as they explore new areas of learning and develop some life-long interests. Through leadership initiatives, Student Matters and ad hoc advisory

KEY
INSIGHTS

Our Story of Engagement



Goal #1

Story of Engagement

Strengths:

87% of parents believe their child's learning is interesting

78% found the work to offer challenge

Increase of 10% satisfaction with access to supports

Growth:

Increase the student levels of engagement in CTF courses.

Increase the levels of quality education offered.

Increase parental levels of engagement in the school through volunteer opportunities, voice in child's education.



GOALS

Advance stakeholder engagement and communications by:

1. Promoting parental opportunities for collaboration within the school by:
 - Communicating upcoming events, meeting and needs in the newsletter
 - Increasing opportunities for parent voice (surveys, emails)
 - Identifying a parent council coordinator to use Signup Genius for volunteer opportunities
2. Increasing awareness of improvement measures within the community through:
 - Quarterly updates in the newsletter and at parent council meetings
 - Celebration memos to families
3. Creating learning opportunities and activities that challenge students toward excellence in learning
 - Provide opportunities to practice and master foundational skills
 - Provide extensions to learning through projects and CTF courses
4. Increasing student engagement
 - Increase student hands-on and experiential learning
 - Using Universal Design for Learning practices to increase students access to content
 - Review CTF curriculum with teachers in grades 5-9 to align with objectives and provide students voice/choice in the learning

Our Story of Support



Goal #2



The Story of Support

Strengths

- Students feel they can access support for learning (87%).
- Overall, students feel safe and cared for.
- Students are happy with ways to develop leadership skills.
- Husky Hour is being used for team building and cross-grades relationship building.

Growth

- Create a robust model for academic, social, emotional learning supports.
- Continue working with Indigenous leaders to create a deeper understanding of ways of knowing and the Circle of Courage.
- Support staff in creating or maintaining a work-life balance through shared information and modeling

GOALS

Advance wellness and well-being by:

1. Creating a robust model for student success

- Identify student areas of need for intervention (academic, social, emotional)
- Create and post a visual model of available supports for increased visibility
- Review data (SOSQ, student wellness survey) in a timely manner to identify and support individuals

2. Providing clear, supportive and on-going conversations with staff about their supports (colleagues, benefit plans)

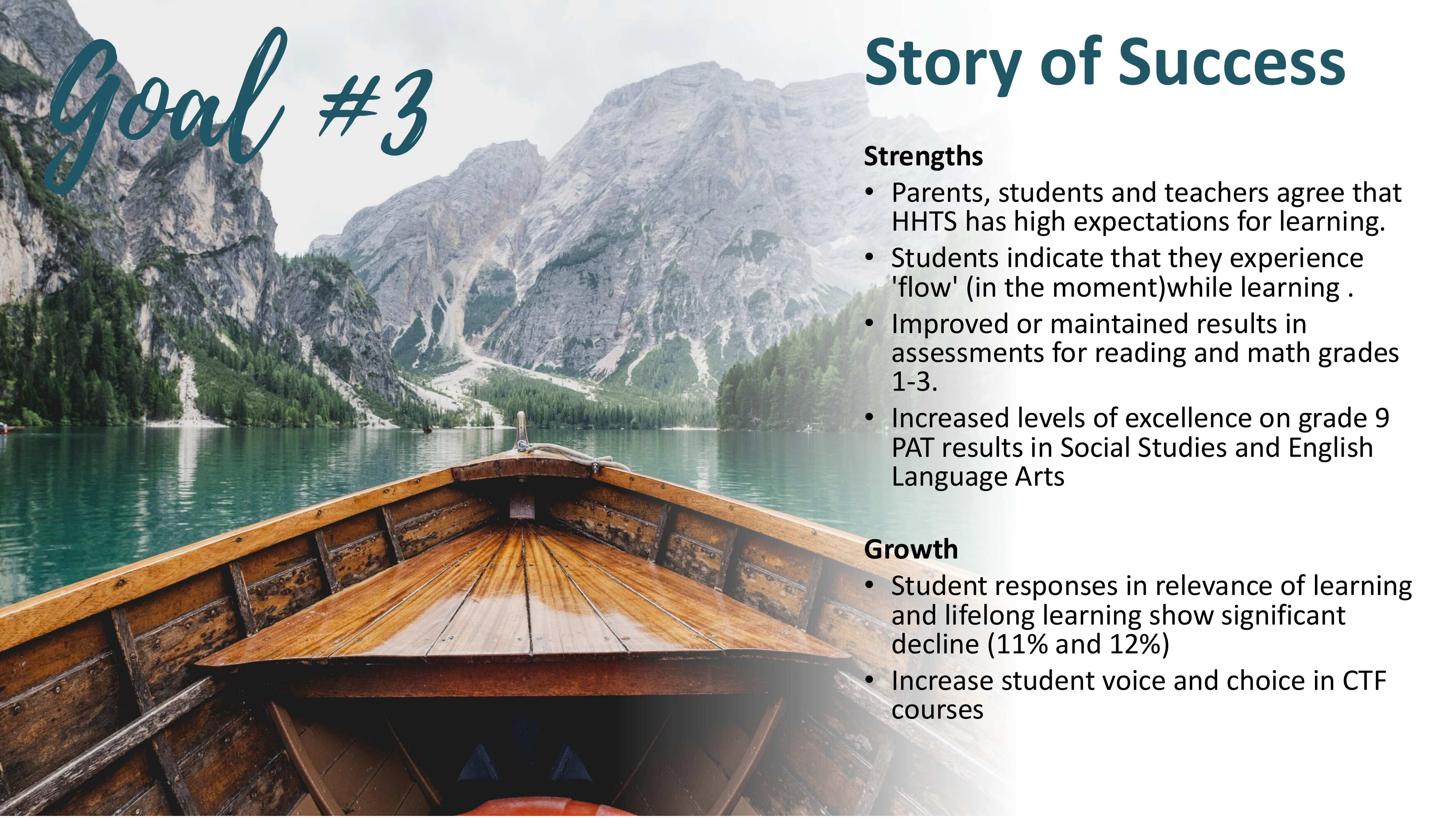
- Share resources as they come forward
- Model work-life balance for staff hours of work

3. Developing an understanding of the Circle of Courage, Restorative Practices

- Work with Charity Tegler and Elder Saa'kokoto to increase an understanding of Indigenous ways of conflict resolution/character development

Our Story of Success





Goal #3

Story of Success

Strengths

- Parents, students and teachers agree that HHTS has high expectations for learning.
- Students indicate that they experience 'flow' (in the moment) while learning .
- Improved or maintained results in assessments for reading and math grades 1-3.
- Increased levels of excellence on grade 9 PAT results in Social Studies and English Language Arts

Growth

- Student responses in relevance of learning and lifelong learning show significant decline (11% and 12%)
- Increase student voice and choice in CTF courses

GOALS

Advance innovation and design by:

1. Focusing on cross-curricular and project-based learning experiences

- Review curriculum documents and ensure alignment for courses
- Refine rubrics to ensure alignment with the updated assessment descriptors and curriculum documents
- Build capacity using the expertise of the learning commons facilitator to work with teachers

2. Explicitly planning for relevance in learning and accessing community experts in various fields

- Advance career education to provide students with real world experiences that prepare them for their future.
- Create partnerships with agencies to develop skills (ATB, Jr. Achievement)
- Provide authentic leadership opportunities for students (Veteran's Food Bank, Terry Fox, Heart of Hope)
- Connect school leadership initiatives, leadership classes and Student Matters for robust student voice
- Use ad hoc student groups for gathering student voice on matters of importance to them (dress code, playground safety, etc).



**WE ARE
PROUD TO BE
HUSKIES**

EXCELLENCE - INTEGRITY - LEADERSHIP



Foothills

SCHOOL DIVISION