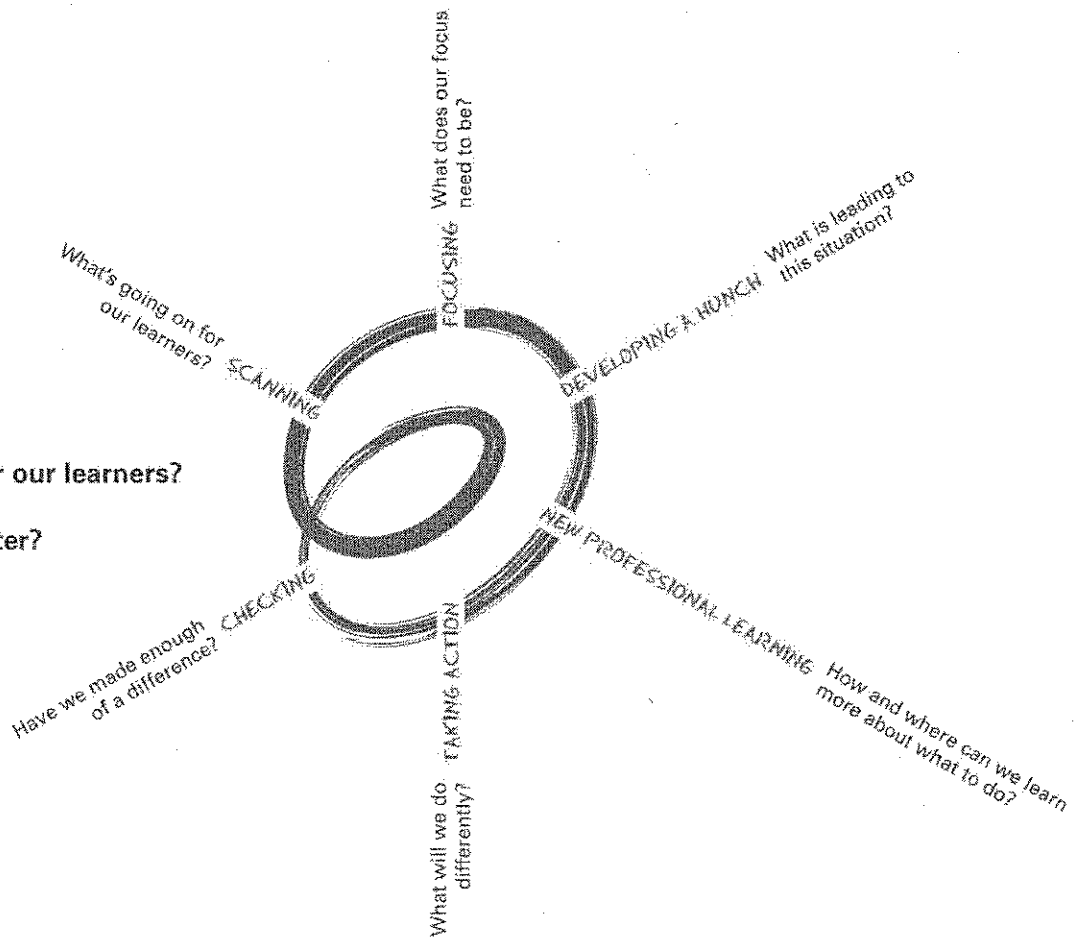


Cherry Hill Elementary School Growth Plan 2017-2018

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

School and Community Context:

- Cherry Hill Elementary School is a culturally, ethnically and socio-economically diverse school
- We also support student learning in innovative ways through our implementation of the use of SMART Boards and iPads
- Our school participates in basketball, volleyball, track and field, cross-country running and touch football
- Our school supports district initiatives such as Books for Bedtime
- Strong Start program, we have over 70 pre-school aged children registered with an average of 10 to 15 children attending each day which provides a warm introduction to our school community
- Our grade 5 and 6 students participate in Me to We
- School wide participation in Jump Rope for Heart
- This year we introduced a fine arts block to promote collaboration, project based learning and communication of learning in assemblies, our Remembrance Day ceremony was a great example of our school displaying student learning/initiatives based on the theme of “peace” and during the second term we focused on the theme of “Random Acts of Kindness”

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

Successes:

- PM Benchmarks used to identify growth in reading abilities and we notice growth for many of our students
- Students in grade 5/6 are involved in a buddy reading program to help our younger readers
- SBT and Learning Support identify students who require more intensive reading support
- As a school we are using classroom data to identify students who need more intensive intervention in academic areas as well as social emotional competencies
- Students are engaged in Passion Projects (May 26th)
- We continue building a positive school community through our “spirit days” i.e. Crazy Hair Day, Pirate Day etc.
- Promoting social emotional competencies through displays and initiatives
- Students appreciate getting recognized for their social emotional competencies with our “Gotcha” ticket system

Challenges:

- Many students are still acquiring the ability to self-regulate and improve their social emotional competencies (self-management, self-awareness, relationship skills, decision making and social awareness)

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?)

- Promote and foster social emotional learning, research shows that explicitly teaching social emotional competencies can improve students’ academic achievement
- By focusing on the core competencies we know we will be addressing the needs of the “whole” child
- If our students have strong core competencies we know they will be more equipped for the “real world”

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

How will focusing on core competencies (Communication, Thinking and Personal/Social) improve a growth mindset for all students?

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

- Focusing on social emotional competencies will promote a positive self-awareness and improve students' confidence in putting forth their best effort, resulting in increased academic achievement.

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.)

- Learn more about the Spirals of Inquiry process, using "Spirals of Inquiry-For Equity and Quality" as a resource
- Introduce MindUp- Provide in-service about MindUp in staff meetings
- Introduce common language in regards to teaching students to self-manage and be more self-aware i.e. using green, yellow and red (traffic light and zones of regulation) for students to recognize their state of regulation
- Will learn more about JUMP math through Professional Development
- Invite Kate Patten back to our school to provide professional growth in understanding neuro-emotional strategies to use with our students
- Continue to integrate aboriginal perspectives into teaching

Taking Action (Describe the actions that you propose to take related to your inquiry. What will you do more of, less of, or do differently to improve outcomes for your students?)

- Initiate the Butterfly Project (David Suzuki Foundation)-many great opportunities to focus on the core competencies with this project
- Introduce an art club afterschool for some of our "vulnerable" students to promote positive self-awareness and give students a strategy for self-management
- Introduce an art program at lunch for social emotional learning
- Organize assemblies around the seven sacred teachings (respect, love, courage, honesty, humility, wisdom and truth) and celebrate students that are displaying characteristics of a growth mindset at these assemblies
- Experiment with MindUp
- Continue with school bulletin boards displaying gratitude, mindset, anti-bullying, positive affirmations, kindness etc.
- Continue with our Passion Projects which supports the development of Personal/Social, Thinking and Communication core competencies



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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?)

- Collate information from student self-assessment of core competencies (end of the year report cards)
- PM benchmarks
- Classroom assessment- formative and summative assessment
- Student climate surveys with focus on a growth mindset
- Track “Gotcha” tickets

Connection to the District Goals or Directions:

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

District Goals	Cherry Hill’s 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"> • Passion Projects and Cherry Hill’s Passion Fair
<ul style="list-style-type: none"> • Creative, flexible, self-motivated and who have a positive self-image 	<ul style="list-style-type: none"> • Our Gotcha’s promote a positive self-image • School bulletin boards that foster gratitude, growth mindset, and positive self-image (positive affirmations).
<ul style="list-style-type: none"> • capable of making independent decisions 	<ul style="list-style-type: none"> • Continue developing Core Competencies and student self-assessment
<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"> • A commitment to core competencies will develop valued attributes
<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"> • Core Competencies and a growth mindset
<ul style="list-style-type: none"> • cooperative, principled and respectful of others regardless of differences 	<ul style="list-style-type: none"> • Focus on themes such as “peace” and “Random Acts of Kindness”
<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"> • School display boards with messages of anti-bullying, kindness etc. • Me to We • Starfish Backpack program

Cherry Hill Elementary School

Growth Plan

2017-2018

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

- School website
- PAC Facebook page
- PAC Meetings
- Newsletter

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

- We receive tremendous parental support for our Remembrance Day assemblies, Christmas Concerts, Sports Days, Grade 6 Farewells etc.
- PAC holds regular PAC meetings, organizes special events such as Family Dance Night, Cake Walks etc.
- Each Friday our PAC ensures each student in the school receives food at recess as part of a food program to help students who may not have a sufficient snack
- PAC, along with COBs Bread have "free" bread available for families every Friday morning
- PAC supports technology initiatives with financial support for new iPad Apps
- Cherry Hill utilizes counselors from Fraser House to provide important information about drugs and alcohol
- We maintain connections with the Mission Springs Christmas tree contest and the Mission Christmas Bureau
- We support a Christmas food drive
- Our parents help support programs such as the Terry Fox Run and Jump Rope for Heart to promote healthy active living
- We work together with Communities in Bloom to support gardening initiatives at our school

Submitted by:

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

Darran Forrest

Principal

Darran Forrest

Signature

May 29/17

Date

Superintendent

Signature

Date

Board Chair

Signature

Date