



HIGHLAND PARK ELEMENTARY SCHOOL

School Learning Plan 2023-2024



School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

Highland Park Elementary School is a Kindergarten to Grade 5 School in Armstrong, B.C., with 325 students and 40 staff members. The City of Armstrong is in the heart of the Spallumcheen Valley, between the sunny Okanagan and the peaceful Shuswap Valleys. Mountains, valleys, streams, and lakes surround this picturesque town that consists of many “farming first” families that value nature. Our community is socio-economically diverse, so we find opportunities to wrap families in supports and programs inside and outside of our school.

Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, Non-Fiction Writing Assessments

Literacy Goal:

To improve student Literacy skills, in particular, the specific writing areas of style (impact of language) and conventions (punctuation).

Strategies and Actions:

Use a variety of formative assessments to guide Tier 1 interventions (classroom instruction). Provide on-going professional learning and resources that supports literacy instruction and assessment. Frequent communication with parents/caregivers regarding student progress.

Data to Inform/Support Literacy Goal:

FSA data, Report Card data, Student Learning Survey data, Grade to Grade transitions, PM Benchmarks, School Wide Write data.

Data Analysis/Narrative:

Current data is still being collected and analyzed, however, SWW data and PM Benchmark data have consistently been below District averages.

Numeracy Goal:

To improve student Numeracy skills, in particular, to decipher and solve word problems in the critical concepts identified at each grade.

Strategies and Actions:

Use a variety of formative assessments to guide Tier 1 interventions (classroom instruction). Provide on-going professional learning and resources that supports numeracy instruction and assessment. Frequent communication with parents/caregivers regarding student progress.

Data to Inform/Support Numeracy Goal:

FSA data, Report Card data, Student Learning Survey data, Grade to Grade transitions, District Numeracy Assessment (SNACC) data.

Data Analysis/Narrative:

Current data is still being collected and analyzed, however, SNACC data and FSA data have consistently been below District averages.

Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

Strategic Priority: Human and Social Development - In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i> - Goals must be focused on measuring a sense of belonging. - Potential data sources may include the School District No. 83 EDI Environmental Scan, Student Learning Survey, and student focus groups.	Strategic Priority: Developing a Culture of Well-Being - In the School Learning Plan, the Developing a Culture of Well-Being goal must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i> - The goal must be focused on STUDENT well-being. - Potential data sources may include the School District No. 83 EDI Environmental Scan, Student Learning Survey, and student focus groups.
Sense of Belonging Goal:	Student Well-Being Goal:
To improve student skills in demonstrating 2 of the 4 quadrants of Circle of Courage at school (Generosity & Belonging).	To improve student skills in demonstrating 2 of the 4 quadrants of Circle of Courage at school (Independence & Mastery).
Strategies and Actions:	Strategies and Actions:
Support Social Emotional Learning through the work of the Inclusive Education department. Support Restorative Action to strengthen relationships. Develop and provide on-going opportunities for staff to expand their understanding of, and commitment to, inclusive, anti-racist, and anti-oppressive practices. Bridge Program Teacher, Erik Von Niessen, and other caring adults, will implement Zones of Regulation, Mental Health Literacy, and Circle of Courage in class lessons.	Provide universal snack and meal programs at all schools. Develop and provide trauma-sensitive informed professional development for all staff. Implement professional learning focused on diversity, cultural awareness, cultural safety, and inclusive practices. Spirit Days each month, Territory Acknowledgement at assemblies, and Indigenous flags displayed in our gym. Our IEW, Laura Dolha, develops and strengthens relationships with Indigenous students and families.
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:
Student Learning Survey data, Grade to Grade transitions, “Aboriginal How Are We Doing?” Report, Attendance rates, Office referrals.	Student Learning Survey data, Grade to Grade transitions, “Aboriginal How Are We Doing?” Report, Attendance rates, Office referrals.
Data Analysis/Narrative:	Data Analysis/Narrative:
Current data is still being collected and analyzed, however, based on our school data, 58% of students feel 2 or more adults care about them, 72% of students believe they have more than 1 adult they can trust, and 63% feel like they belong at our school. This goal is 2 of the 4 Circle of Courage quadrants, we will use the same data to analyze both.	Current data is still being collected and analyzed, however, based on our school data, 58% of students feel 2 or more adults care about them, 72% of students believe they have more than 1 adult they can trust, and 63% feel like they belong at our school. This goal is 2 of the 4 Circle of Courage quadrants, we will use the same data to analyze both.

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Strategic Priority: Career Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*
- In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.

Strategies and Opportunities for Career Development:

To improve student skills in developing competencies necessary to be successful in a career pathway of their choice. Engage students in goal-setting and self-assessment related to core competencies, career pathways, and programming. Utilize SpacesEDU to collect and curate student's learning journeys. Offer opportunities for parents/caregivers to learn about trades, career pathways, and dual credit programming.

Resources and Professional Learning

Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.

- Powerful Writing Structures PLC Cohort – Adrienne Gear
- Collaboration with Reading Teacher (Kelly Gontar)
- Literacy for the Early Years (POPEY) and UFLI
- Heggerty Phonological Awareness Program in Primary classes
- Circle of Courage Program/Karmen Krahn
- Mind Up Program/Zones of Regulation Program/SEL Program
- Collaboration with Bridge Teacher (Erik Vonniessen)
- Office Referral Tracking/Lunch & Recess Behaviour Tracking

School Learning Plan Consultation Process

Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.

- Initial blank SLP distributed to each staff member to submit ideas
- Staff Meeting conversations about process and invitations to participate on the Committee
- 3 SLP Committee Meetings (April, May, June)
- Presentation at PAC Meeting to parent community (May)
- Newsletter information shared with HPE community
- "Farmstrong" Family of schools joint Pro-D Days focused around SLP goals and collaborative data sharing.

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