HIGHLAND PARK ELEMENTARY
School Learning Plan 2026-2027

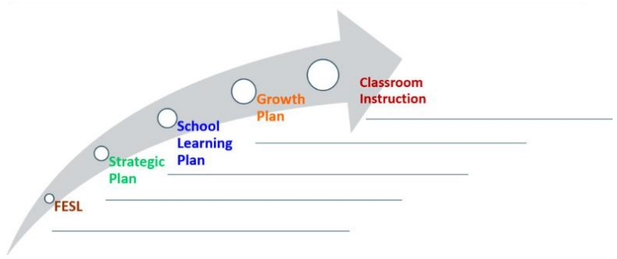
School Context:

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

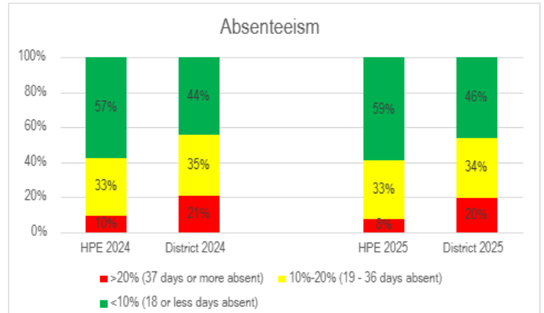
Highland Park Elementary School is a Kindergarten to Grade 5 School in Armstrong, B.C., with currently 288 students and approximately 40 staff members. Approximately 14% of students have an Individual Learning Plan. Almost 20% of our student population are of Indigenous Ancestry. CLICK HERE to learn how to say the new name of our School District

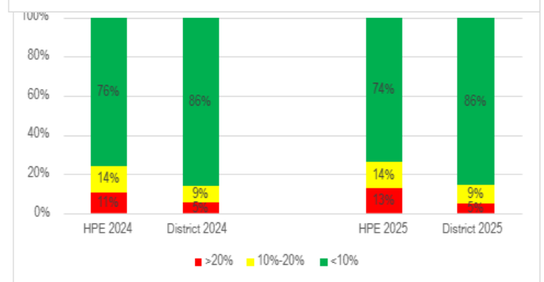
The City of Armstrong is in the heart of the Spallumcheen Valley, between the sunny Okanagan and the peaceful Shuswap Valleys. Mountains, valleys, streams, and lakes surround this picturesque town that consists of many "farming first" families that value nature. Our community is socio-economically diverse, so we find opportunities to wrap families in supports and programs inside and outside of our school.

Given the SD83 value of EQUITY, specific information related to the perceptions of HPE students of Indigenous ancestry on indicators of wellness and belonging have been included. This document outlines areas to celebrate, and areas identified as a focus for future growth. SD83 has increased it's focus on attendance. As a result, our school is now including this data in our school learning plan to raise awareness of the correlation between attendance and achievement. We note that while 33% of students are missing 10% - 20% of school (19 – 36 days), 8% are missing more than 20% of school (minimum 37 days). Comparatively speaking, our >20% is half of what the district is experiencing for the year. In addition, we have implemented changes to our class review process that occurs at the start of every school year to ensure academic/behaviorsl information regarding our priority learners are shared with teachers for planning purposes.



CLICK HERE to access the SD83 interim Enhancing Student Learning Report 2025 – 2026. CLICK HERE to access previous Enhancing Student Learning Report.
CLICK HERE to access the District Strategic Plan 2023 – 2028. The goal areas outlined in our School Learning Plan are aligned to the focus areas outlined in the aforementioned documents.





It is important to note that while we are working with percentages, 1% is equivalent to approximately 2.8 students. FSA (Foundational Skills Assessment) and SLS (Student Learning Survey) provincial data represent Grade 4 student responses only. In instances where Indigenous student results are reported, the number of respondents is small, which can result in greater year-to-year variability and may limit the reliability of comparisons over time.

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, SD No. 73 Non-Fiction Writing Assessments…

Literacy Goal:	Numeracy Goal:
To improve student Literacy skills, in particular, the specific writing areas of STYLE (impact of language – sentence fluency, word choice, voice) and CONVENTIONS (printing, spelling, grammar, punctuation).	**To improve student Numeracy skills through the development of critical concepts as identified by staff (from SNAAC results) at each grade level:** **Grade K** – Subitizing to ten (essential for number sense - how amounts are composed of smaller parts without counting and "how many more to ten"). **Grade 1** – Addition and Subtraction to 20 - doubles facts (automatic) and near doubles strategy. **Grade 2** – Subtraction to 100 – decomposition and compensation strategies. **Grade 3** – Subtraction to 1000 – decomposition and compensation strategies. **Grade 4** – Multiplication of 2- or 3-digit numbers by 1- digit number using area model and distributive property strategies. **Grade 5** - Multiplication of up to 3- digits by 3- digits using area model and distributive property strategies AND Division of up to 3- digits (dividend) by 1- digit (divisor) using repeated subtraction and decomposition strategies.
Strategies and Actions:	**Strategies and Actions:**
• Implement the use of 6 + 1 Traits, by Ruth Culham, including Write Trait Crates for each grade level team • Implement Writing Power, Powerful Thinking and Powerful Writing Structures by Adrienne Gear, resources to support instruction of a variety of writing genres – with particular emphasis on STYLE and CONVENTIONS • Co-create criteria with students in relation to what's important, what matters, what counts when it comes to STYLE (sentence fluency, word choice and voice) and CONVENTIONS (spelling, grammar, punctuation) • Incorporate self/peer assessment opportunities for GOAL SETTTING to support the development of next steps connected to success criteria • Encourage student goal setting process (as part of CSL requirement) to include a goal in writing – style and conventions in particular • Refer to Writing continuum resources to support clarity on next steps – Writing Samples and Targets from SD23 ELP and Aspen Park Continuum • Coordinate consistent School Wide Write Practices (implement SD83 Protocol)– data collection November and May and disaggregate data to determine Style, Meaning, Form, Conventions and Overall to monitor growth in style and conventions. • Continue to provide collaboration time for interested grade level teams to collaborate and plan instruction using the SWW data to improve writing results for students • Incorporate the newly developed Literacy K-4 Progressions • Patterns of Power – Inviting Young Writers into the Conventional Language, Jeff Anderson • Explore Word Origins (UFLI) • Explore Small Groups, Big Results – Julia Lindsey • UFLI and Haggerty in primary classes with LST support in these areas	• Utilize the Critical Concepts Scope and Sequence for each grade level (K-5) – this tool serves as a guide on how to teach grade level concepts in relation to previous concepts and connections to upcoming concepts in Numeracy • Continue to provide opportunities for grade level teams to collaborate and plan using data from the SNACC to improve numeracy results for students. Administer the previous grade level SNACC in the fall to students in grades 2 – 5, and the grade level SNACC late Spring • Provide opportunities to students to reflect on their learning and set goals in relation to critical concepts in Numeracy • Encourage student goal setting process to include a goal related to Numeracy goal areas identified • Incorporate elements from the SD83 Comprehensive Numeracy Framework in all classrooms – including 1 hour a day of numeracy focus • Incorporate the newly developed Numeracy Progressions K-4 • Use Numeracy Resources from SD83 Curriculum Resources TEAM – including daily questions, differentiated problems of the week, Math Investigations, and Esti-Mysteries • Use approaches from Mathematical Tasks for the Thinking Classrooms, Liljedahl • Continue to provide opportunity for teachers to participate in Numeracy Residency with SD83 Numeracy Helping teachers • In October of the 2026 – 2027 school year, we recently received a small amount of helping teacher time (.1) that is currently being allocated for supporting teachers and students to improve results in our identified goal areas in Numeracy • Explore classroom approaches to meet the needs of all learners (UDL) • Focus on the importance of attendance for continuity of learning and achievement

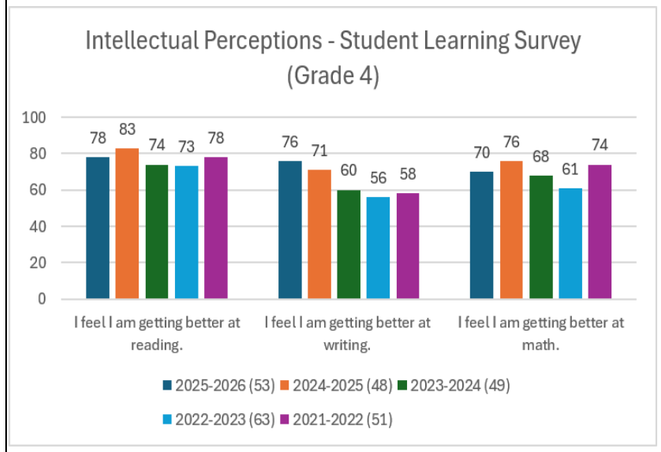
- Incorporate elements from the SD83 Comprehensive Literacy Framework in all classrooms – including 90 – 120 minutes of literacy instruction a day
- Implement mandatory early literacy screening practices including ELP for kindergarten and Dibels 8 for grade 1 – 3 and 2 grade 4 classes.
- Incorporate POPEY Structured Literacy Block Checklist (K-3)
- Look at ways to further segregate our data in the area of style and conventions to inform our collective efforts even more
- Explore classroom approaches to meet the needs of all learners (UDL and MTSS)
- Focus on the importance of attendance for continuity of learning and achievement

Data to Inform/Support Literacy Goal:

Student Learning Survey (Perceptions of Academic Achievement – reading and writing) – grade 4
Whole School Survey (Perceptions of Academic Achievement) – K-5
FSA Literacy
School Wide Write
ELP data, Dibbles (early primary), EDI

Data Analysis/Narrative:

The following chart is from our Student Learning Survey results for the past five years representing grade 4 students' intellectual perceptions. Students are given the options of strongly agree, agree, neither agree or disagree, disagree and strongly disagree and don't know. This graph represents the percentage of students reporting positively about their progress – strongly agree or agree. Our 2025 – 2026 results show a slight decline in their perceptions of their progress in reading with a slight increase in writing.



When we compare the percentage of students who are reporting positive perceptions of academic progress in reading and writing at HPE with the district wide results, our Highland Park Elementary grade 4 students are on par. 78% of HPE grade 4 students report getting better at reading which is the same as the District wide results. 76% of HPE grade 4 students report getting better at writing which is slightly higher than the District wide result of 74%. Our percentages of HPE grade 4 students who are indicating they do not know if they are getting better is encouraging in most areas, it is significantly less than the district response. For reading, the percentage of students who don't not know if they are progressing is 0% compared to 6% district wide. For writing, results remain the same as the district at 4% indicating they do not know if they are progressing.

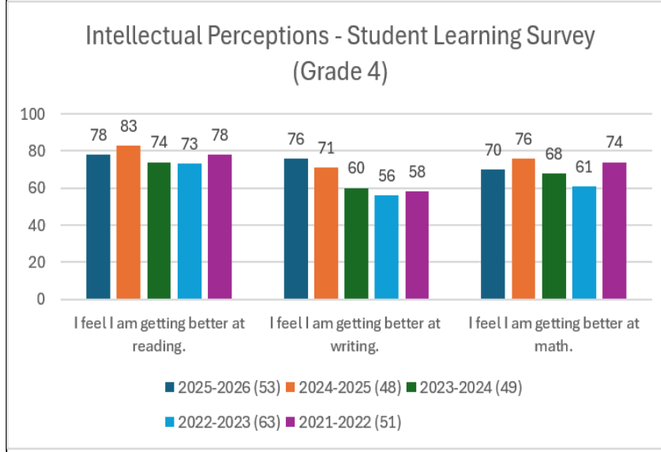
Our staff agreed it was important to learn about the academic perceptions of all our students, not just the grade 4s. We implemented a whole school survey that was administered to students in K, 1, 2, 3, 5 by student leaders. This survey asked the same questions in the Student Learning Survey administered to our grade 4 students. When there is a gap in the grade 4 data (<100%) it is because of students that indicate don't know or chose not to answer on the Student Learning Survey, which were not options on the whole school survey.

Data to Inform/Support Numeracy Goal:

Student Learning Survey (Perceptions of Academic Achievement - Numeracy) – grade 4
Whole School Survey (Perceptions of Academic Achievement) – K-5
FSA Numeracy
SNACC – District Wide Numeracy Assessment of Critical Concepts

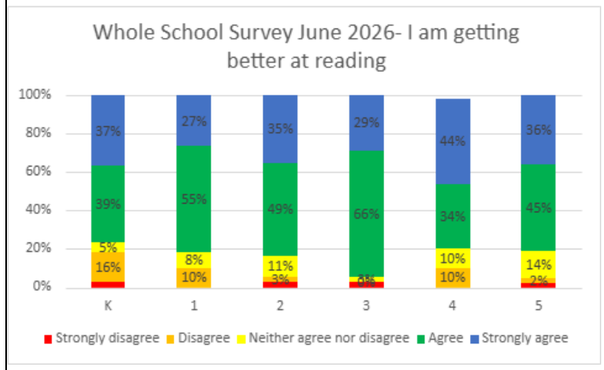
Data Analysis/Narrative:

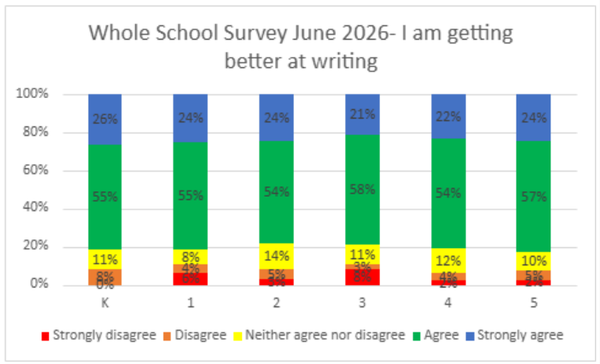
The following chart is from our Student Learning Survey results for the past five years representing grade 4 students' intellectual perceptions. Students are given the options of strongly agree, agree, neither agree or disagree, disagree and strongly disagree and don't know. This graph represents the percentage of students reporting positively about their progress – strongly agree or agree. Our 2025 – 2026 results show a slight decline in the perceptions of their progress in math from 76% to 70%.



When we compare the percentage of students who are reporting positive perceptions of academic progress in math at HPE with the district wide results our Highland Park Elementary grade 4 students are slightly behind. 70% of HPE grade 4 students report getting better at math while 75% report positively district wide. The percentage of HPE students who are indicating they do not know if they are getting better at math is only at 1% which is encouraging compared to the 7% reported in the district wide responses.

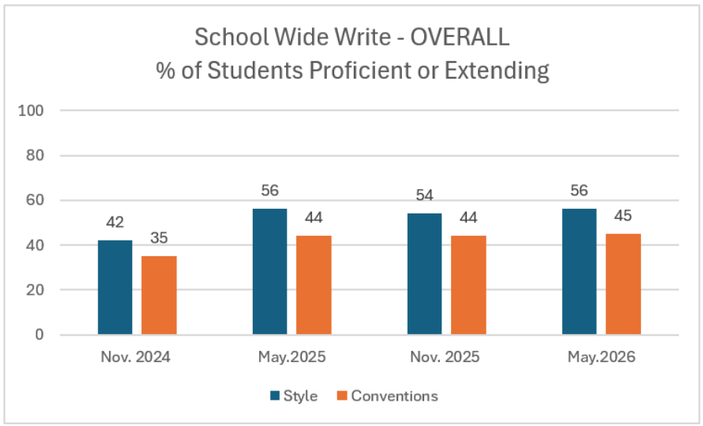
Our staff agreed it was important to learn about the perceptions of all our students, not just the grade 4s. We implemented a whole school survey that was administered to students in K, 1, 2, 3, 5 by student leaders. This survey asked the same questions in the Student Learning Survey administered to our grade 4 students. When there is a gap in the grade 4 data (<100%) it is because of students that indicate don't know on the survey or chose not to answer, which were not options on the whole school survey.





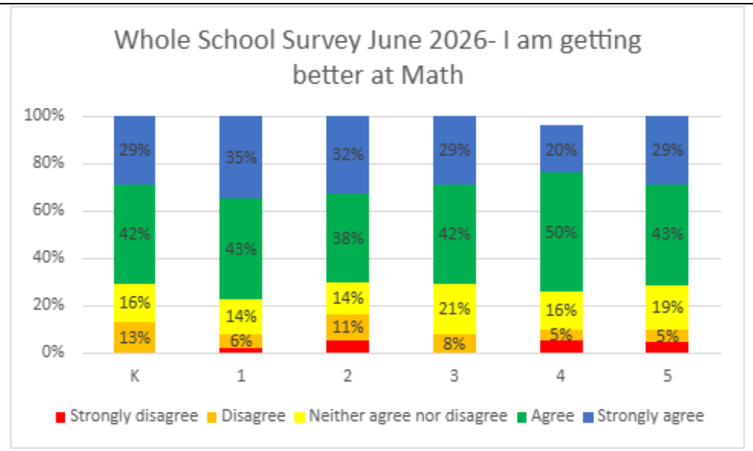
With respect to progress in reading, the range of positive student perceptions is from 76% - 95%

In each of the grade levels, the majority of students are expressing positive perceptions (strongly agree or agree) about their progress in writing. The range of positive student perceptions reported (strongly agree and agree) is from 76% - 81%.



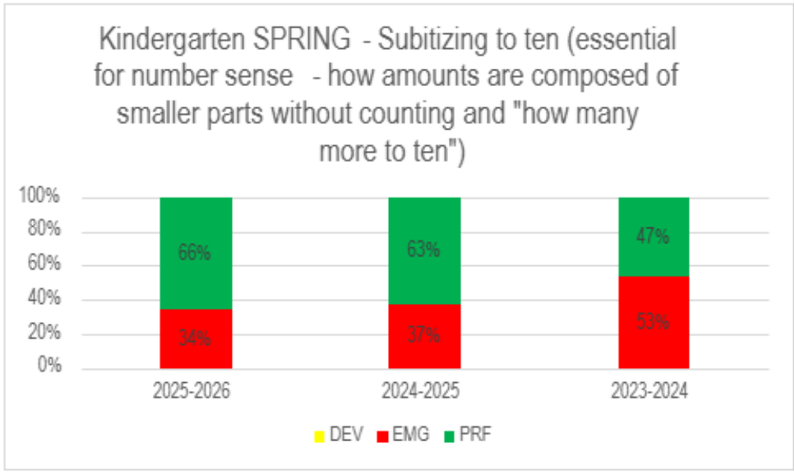
Overall, with our goal setting focus, and working on strategies to develop greater student clarity about what they are learning (learning intentions), why it's important (relevance) and how they will know when they achieved it (success criteria), more students will feel more positive about their progress in all areas – reading, writing, and math.

In the 2024 – 2025 school year, we moved beyond collecting one overall level in writing and started to collect data from teachers based on school wide writes in the areas of meaning, style, form and conventions to allow us to specifically monitor student progress in STYLE and CONVENTIONS. The following chart represents the percentage of our students, school wide, who are proficient or extending in the specific writing areas of style and conventions based on school wide write data. This information shows that continued growth in the areas of style and conventions is needed.



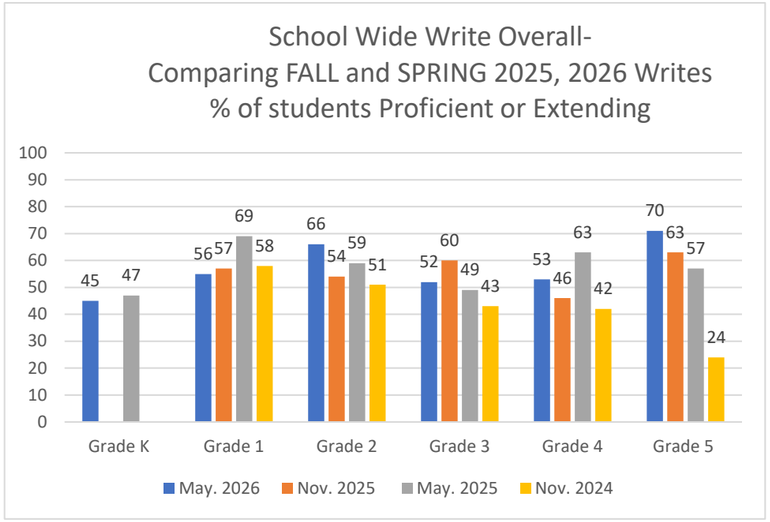
In each of the grade levels, the majority of students are expressing positive perceptions about their progress in math. The range of positive student perceptions reported is from 70% - 78%. This range is lower than the perceptions in literacy. We can see we have more students selecting responses that indicate neither agree or disagree, disagree and strongly disagree.

In regards to the specific goals identified by teachers in each grade level based on the results in the SNAAC, the following charts demonstrates student progress. In the 2023-2024 school year we worked to move our goal areas to more specific, grade based goals.



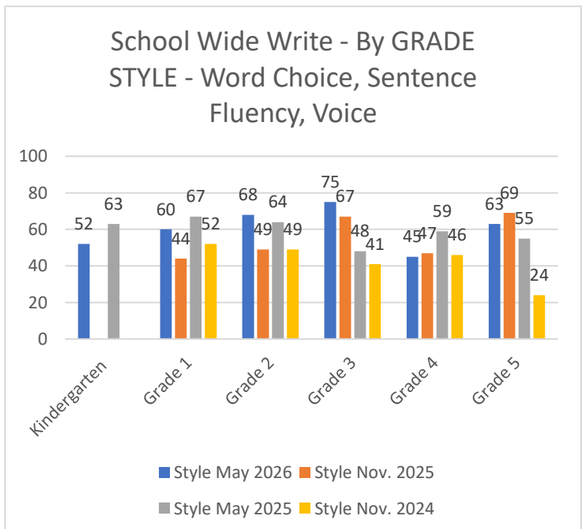
The subitizing data from our Kindergartens at HPE demonstrates improvement over the past three years, with an increasing percentage of students meeting proficiency in this foundational number sense skill. In Spring 2025-2026, 66% of Kindergarten students were proficient, compared to 63% in 2024-2025 and 47% in 2023-2024, representing a 19-percentage-point increase over two years. Correspondingly, the percentage of students in the Emerging category decreased from 53% in 2023-2024 to 34% in 2025-2026. These results suggest that targeted instruction focused on subitizing, composing and decomposing numbers, and understanding quantities without counting is having a positive impact on student learning. While the majority of students are now demonstrating proficiency, continued attention to early number sense development will help further reduce the proportion of students who remain in the Emerging category.

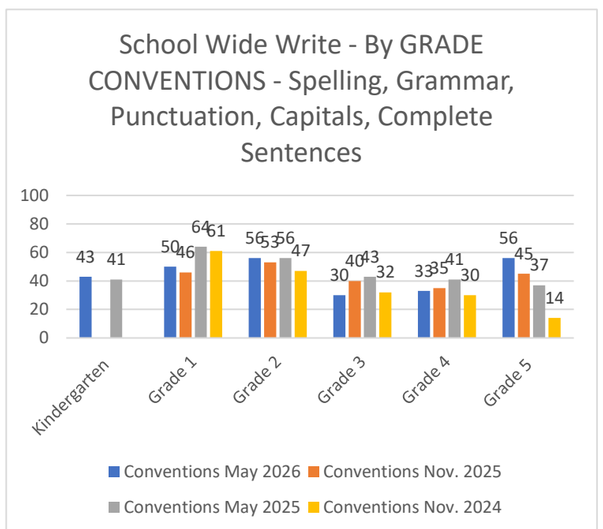
The chart to the right shows the percentage of students proficient or extending OVERALL (all areas of writing) by grade. While in 2024 – 2025 school year we noticed an increase from the November to the May write, in the 2025 -2026 data, there is a decrease from the Nov. results to the May results in grade 3. In addition, the overall improvements were greater in the 2024 – 2025 data. However, when comparing cohorts, we notice an increase in many grade levels from the May 2026 data blue bar and the grey bar from the year prior (May 2025) – the same grouping of students, for the most part. For example, in grade 1, the data shows an increase from 47% to 55%, in grade 2 a slight decline from 69% to 66%, in grade 3 a decline from 59% to 52% in grade 4 a slight increase from 49% to 53% and in grade 5 a slight increase from 63% to 71%.



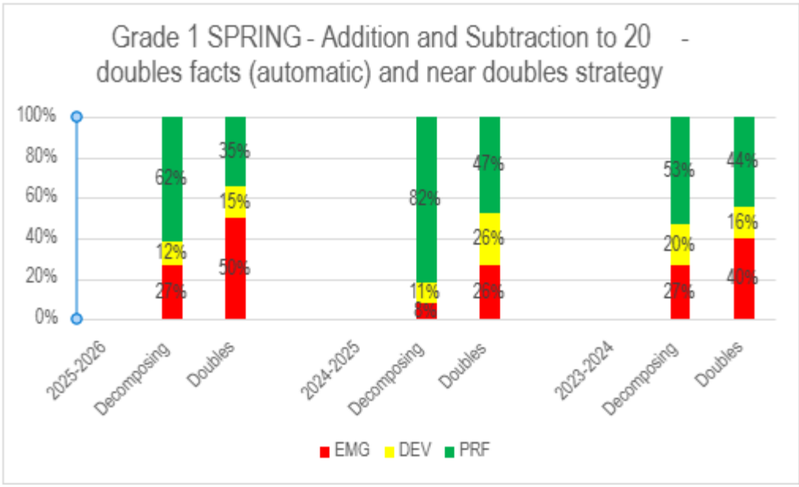
With the implementation of a mandatory school wide write starting in the 2026 – 2027 school year throughout SD83 and guidelines for greater consistency and less subjectivity with the assessment of student writing samples, we are hoping to advance student results with greater effectiveness.

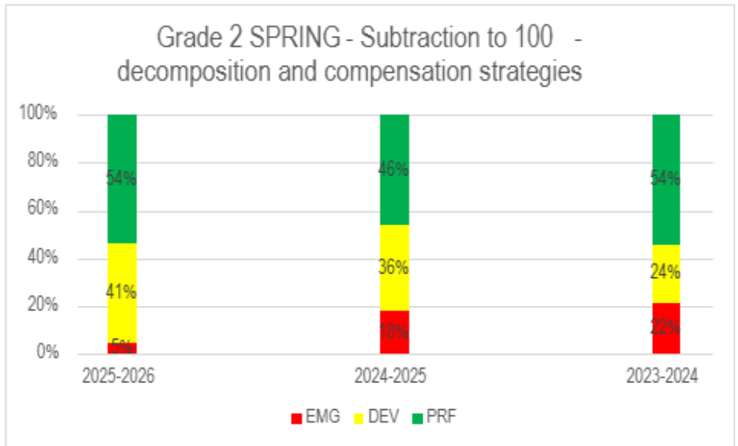
When we narrow again to look more closely at the specific area of STYLE and CONVENTIONS (see below), the following chart shows the percentage of students Proficient or Extending at each grade level.





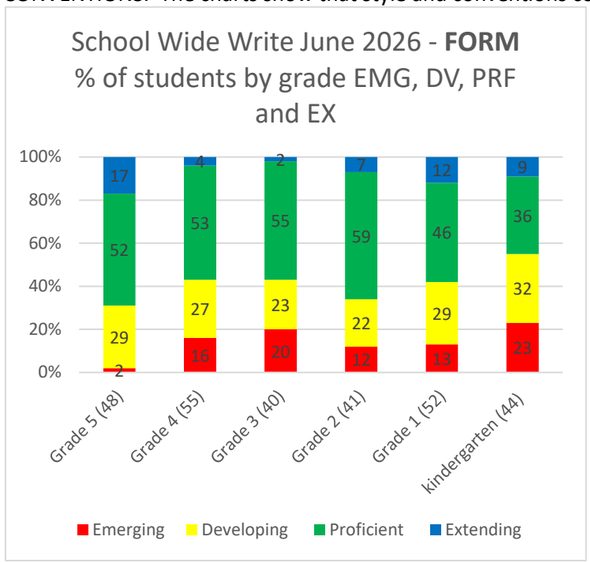
The data from the Grade 1 students at HPE highlights decomposing numbers as an area of strength, with 62% of students demonstrating proficiency in 2025-2026, an increase from 53% in 2023-2024. This suggests that focused instruction on part-part-whole relationships (ie. 5 + 3 =8) and flexible number thinking is positively impacting student learning. In contrast, doubles and near-doubles fact fluency remains an area for growth. While proficiency increased to 47% in 2024-2025, it declined to 35% in 2025-2026, with half of students currently performing in the Emerging category. These results indicate a need for continued emphasis on automatic recall of doubles facts and the use of near-doubles strategies to strengthen students' computational fluency and support more efficient mental math.

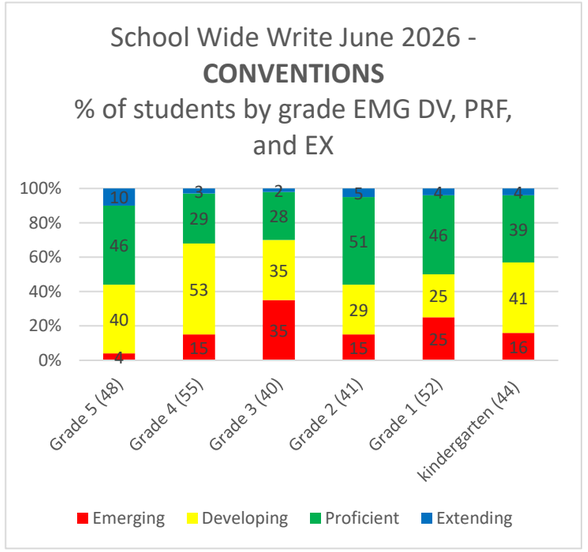


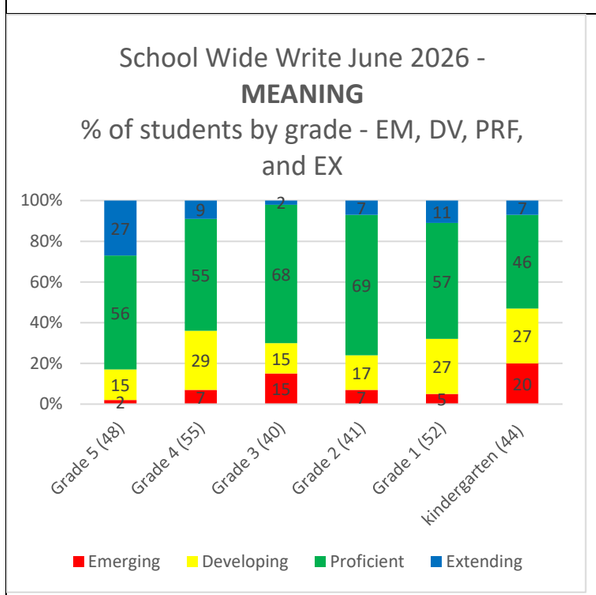


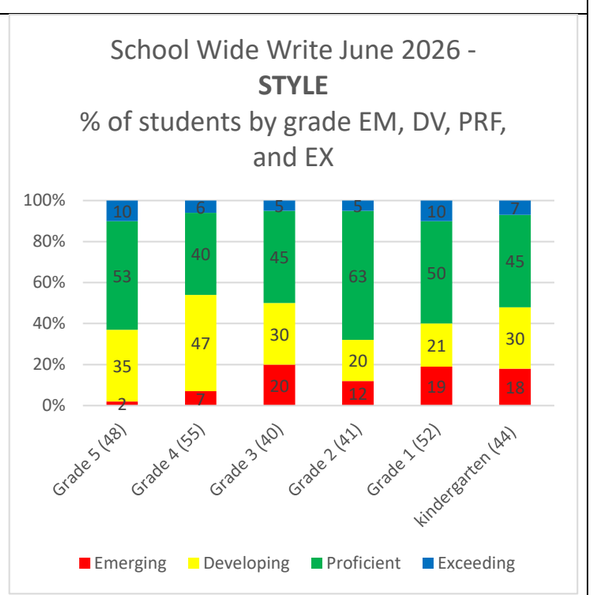
The subtraction results from grade 2 students at HPE highlight a significant area of growth in their use of decomposition and compensation strategies for subtraction to 100. In 2025-2026, only 5% of students were in the Emerging category, a substantial improvement from 18% in 2024-2025 and 22% in 2023-2024. At the same time, the percentage of students achieving Proficient remained strong at 54%, matching the 2023-2024 result and increasing from 46% in 2024-2025. While a considerable proportion of students (41%) remain in the Developing category, the sharp reduction in Emerging learners suggests that targeted instruction is successfully moving students toward a stronger understanding of subtraction strategies. Moving forward, continued emphasis on flexible thinking, number relationships, and efficient problem-solving strategies will support more students in transitioning from Developing to Proficient.

The graphs below represent results from the June 2026 school wide write by writing area – MEANING, STYLE, FORM and CONVENTIONS. The charts show that style and conventions continue to be areas in need, more so than meaning and form.

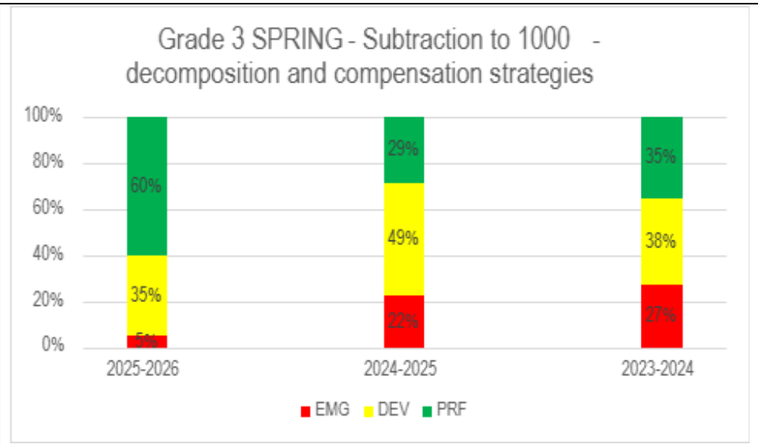




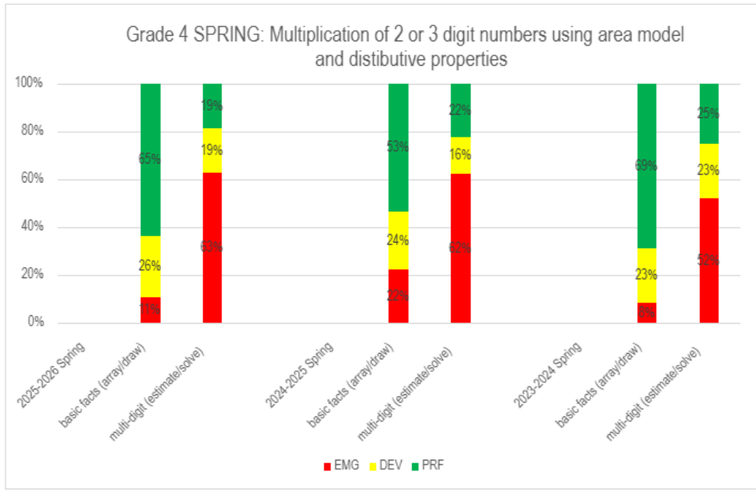




CLICK HERE to access School Wide Write Results for June 2026 by Grade Level.

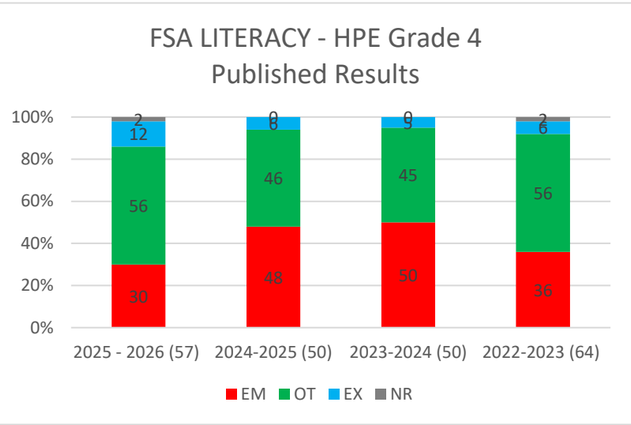


Students in Grade 3 at HPE demonstrated significant growth in their ability to use decomposition and compensation strategies for subtraction to 1000. In 2025-2026, 60% of students achieved proficiency, representing a substantial increase from 29% in 2024-2025 and 35% in 2023-2024. At the same time, the percentage of students in the Emerging category decreased dramatically from 27% in 2023-2024 and 22% in 2024-2025 to just 5% in 2025-2026. While 35% of students remain in the Developing category, the significant shift from Emerging and Developing to Proficient suggests that focused instruction on flexible subtraction strategies and number relationships is having a positive impact on student learning. Continued emphasis on mathematical reasoning and strategy selection will help move more students from Developing to Proficient while maintaining the strong gains achieved this year.



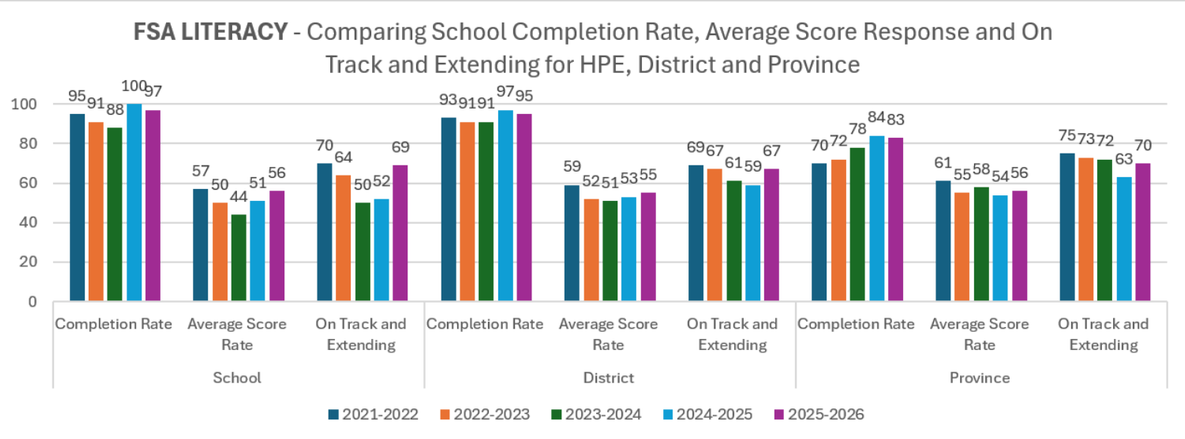
Grade 4 students at HPE demonstrated a solid understanding of foundational multiplication concepts, with 65% achieving proficiency in representing multiplication using arrays and drawings in 2025 - 2026. This reflects growth in students' conceptual understanding of multiplication. Applying this understanding to multi-digit multiplication problems using area models and the distributive property remains an area for continued focus, as proficiency has declined over the past three years and 63% of students are currently performing in the Emerging category which is consistent from the year prior. Continued emphasis on mathematical modelling and strategic problem solving will support students in transferring foundational skills to more complex tasks.

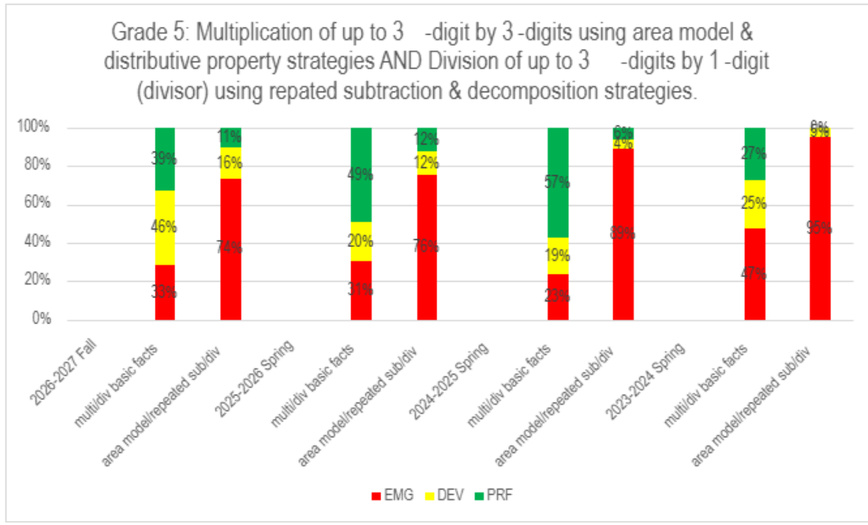
FSA Literacy:



The chart to the right shows the percentage of students in grade 4 Emerging, On Track and Extending for the last four years in Literacy – reading comprehension online and writing tasks in a booklet. In the 2025 – 2026 school year, we see a 18% decrease in the number of students emerging (based on 2024 – 2025) and an increase of from 52% to 68% (16%) in the On Track and Extending range. While the 2025 – 2026 results shows some good growth compared to all the years presented, we would like to see even less students in the Emerging range.

In the graph below, it is evident that our rate of completion is considerably higher that the province and in the last couple of years and slightly higher than the district. In addition, the percentage of students generating the correct number of responses on average is on par or slightly more that the district and province. With regard to the percentage of students on track or extending the results from our 2025 – 2026 FSA Literacy data shows that we are on par or performing slightly better than the province and district. The percentage of students on track or extending for the 2025 -2026 is on par with the province for the first time in the five years reported. Also, our 2025 – 2026 results are slightly better than the district. The last time our data was better than the district was in 2021-2022.

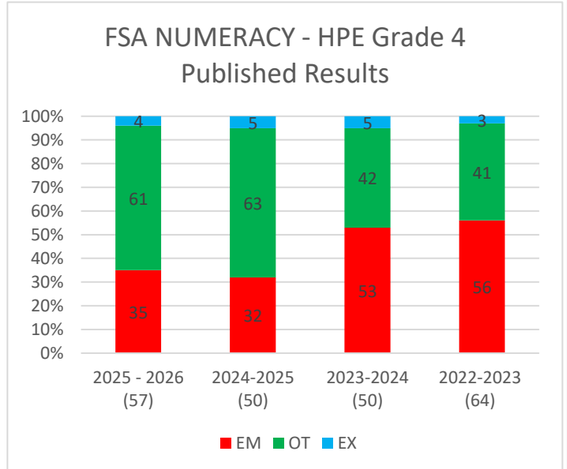


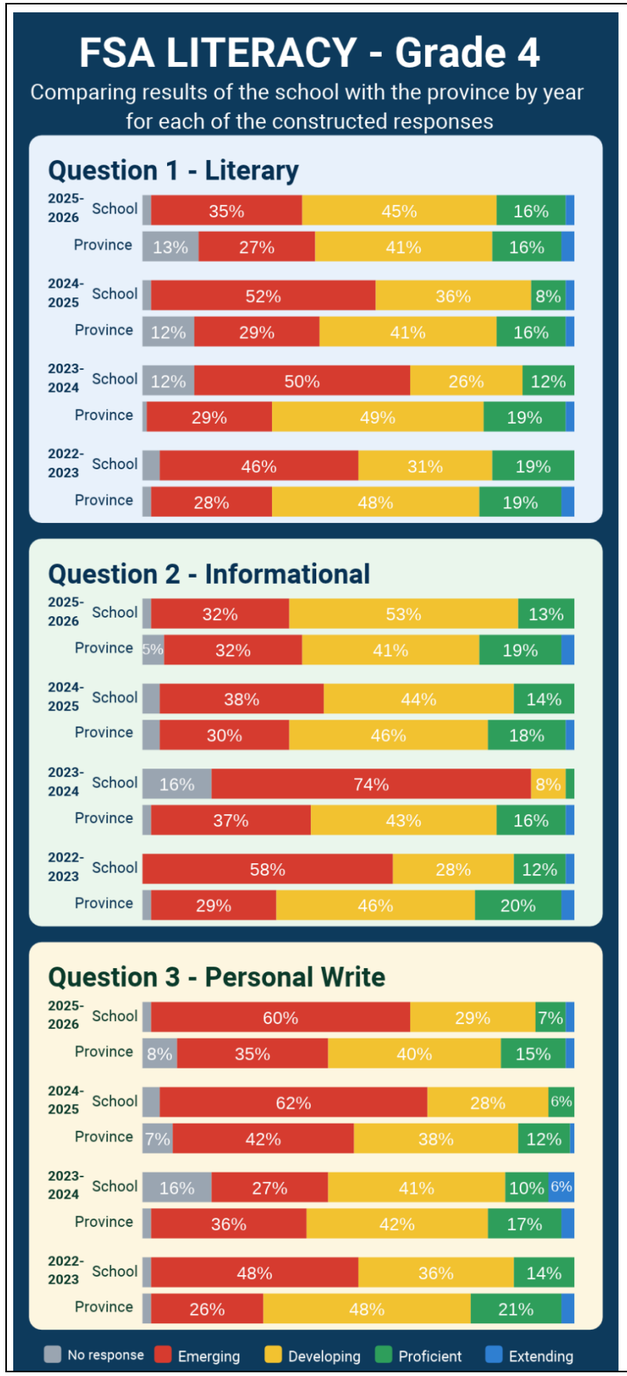


Grade 5 students at HPE demonstrated positive growth in multiplication and division over the past three years. Proficiency in basic multiplication facts increased from 27% in 2023-2024 to 49% in 2025-2026, with fewer students performing in the Emerging category. Students also showed improvement in applying area model, decomposition, and repeated subtraction strategies to solve more complex multiplication and division problems, with proficiency increasing from 0% to 12% and Emerging learners decreasing from 95% to 76%. While these results indicate meaningful progress, developing proficiency with multi-digit operations remains an important area of focus.

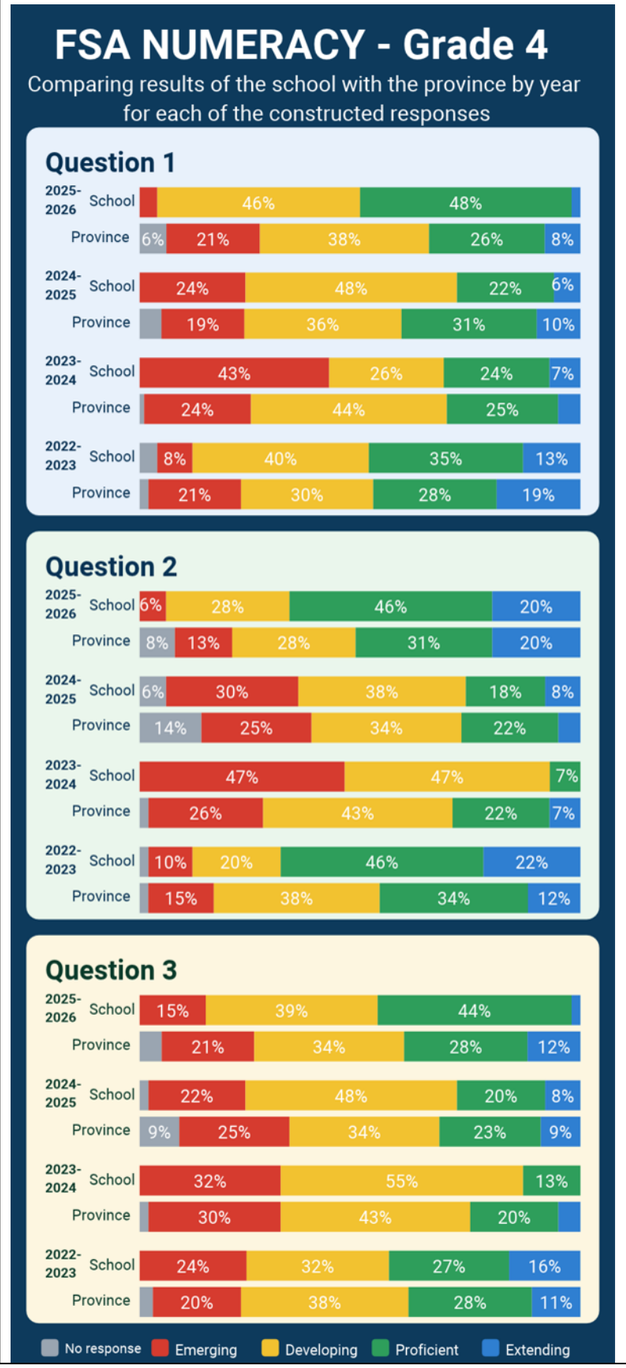
FSA (Foundation Skills Assessment) Numeracy:

The graph to the right shows the percentage of HPE students in grade 4 emerging, on track or extending over a four-year period in Numeracy. The Grade 4 FSA Numeracy results demonstrate encouraging growth in student achievement over the past four years. The most notable success is the steady increase in students achieving On Track or Extending, rising from 44% in 2022-2023 to 65% in 2025-2026, representing a gain of 21 percentage points. At the same time, the percentage of students in the Emerging category decreased substantially





When analyzing the written response sections, also known as Constructed Responses of the FSA in Literacy, some of the data in the 2023 – 2024 school year was masked as we had a small number of students chose one of the two themes presented, along with a high number of students with no responses. For that reason, the graph below shows the percentage of students achieving Proficient or Extending on their written response raw data. The Grade 4 FSA Written Response results demonstrate a notable area of growth in students' ability to write about and respond to text. In 2025-2026, the percentage of students achieving Proficient or Extending increased across all three writing tasks, with the strongest gains seen in Question 3 (Personal Write), which rose to 33%, more than doubling the previous year's result of 10%. Question 1 (Literary Text) also showed steady improvement, increasing from 14% in 2024-2025 to 22% in 2025-2026, while Question 2 (Informational Text) improved from 6% to 17%. While these gains are encouraging and suggest that instructional efforts are having a positive impact, fewer than one-quarter of students reached the Proficient or Extending levels in Questions 1 and 2, indicating a continued need to strengthen students' written communication, organization of ideas, use of evidence from text, and ability to elaborate on their thinking in writing. We will continue our efforts in personal writing with a focus on style and conventions.

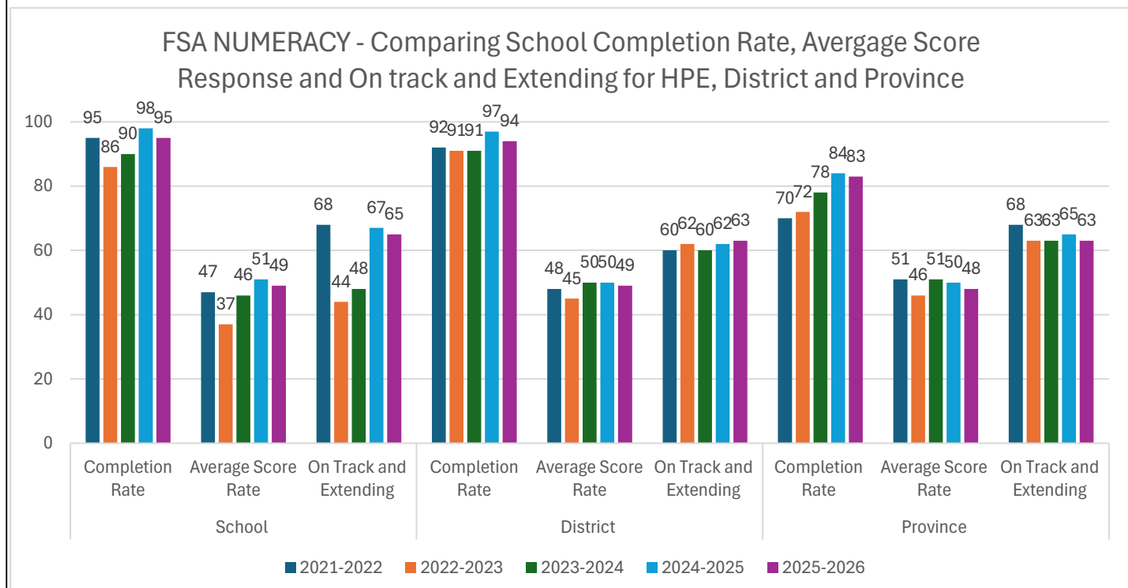


from 56% in 2022-2023 to 35% in 2025-2026, indicating that more students are meeting expected numeracy standards. While the proportion of students achieving Extending has remained relatively stable (3-5%), the growth in the On Track category suggests that instructional efforts are successfully moving more students toward Proficiency. Moving forward, a continued focus on deepening conceptual understanding and mathematical reasoning will help increase the number of students reaching Proficiency or Extending level while continuing to reduce the proportion of students in the Emerging category.

The graph to the right depicts the percentage of students Emerging, Developing, Proficient or Extending for each of the three constructed responses compared to the province. The 2025-2026 Grade 4 Numeracy results show a substantial improvement from the previous two years, with Highland Park students performing at or above provincial levels on most constructed response indicators. The most notable trend is the significant reduction in students performing in the emerging category and corresponding increases in the proficient category. For questions one, Highland Park grade 4 students in 2025 – 2026 exceeded the provincial proficiency rate by 22 percentage points. For question two, Highland Park grade 4 students exceeded the provincial proficiency rate by 15 percentage points. For question three, Highland Park grade 4 students exceeded the provincial proficiency rate by 16 percentage points. Student performance on the constructed-response questions varied by task, with 50%, 66%, and 46% of students achieving at the Proficient or Extending levels on Questions 1, 2, and 3 respectively. These results suggest that targeted instructional practices focused on mathematical thinking, communication, and problem solving are

having a positive impact on student achievement. Continued attention to complex, multi-step tasks and written mathematical explanations will help move more students from developing to proficient and extending level.

The Grade 4 FSA Numeracy results shown below indicates sustained growth over the past four years. Highland Park Elementary's completion rate remained high at 95%, demonstrating strong student participation. Most notably, the percentage of students achieving On Track and Extending increased from 48% in 2022-2023 to 65% in 2025-2026, representing a 17-point gain and matching the school's second-highest result over the four-year period. While the school's average score rate decreased slightly from 51% in 2024-2025 to 49% in 2025-2026, it remains above results from 2022-2023 and 2023-2024. Compared to both the district (63%) and province (63%), Highland Park achieved a higher percentage of students in the On Track and Extending categories (65%), suggesting that a greater proportion of students are meeting or exceeding expected numeracy standards. Overall, the data reflects positive growth in student achievement and indicates that instructional efforts in numeracy are supporting an increasing number of students in reaching proficiency.



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 – *Each student will feel welcome, safe, and connected to peers and adults in their schools.*
- Goals must be focused on measuring a sense of belonging.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

Sense of Belonging Goal:

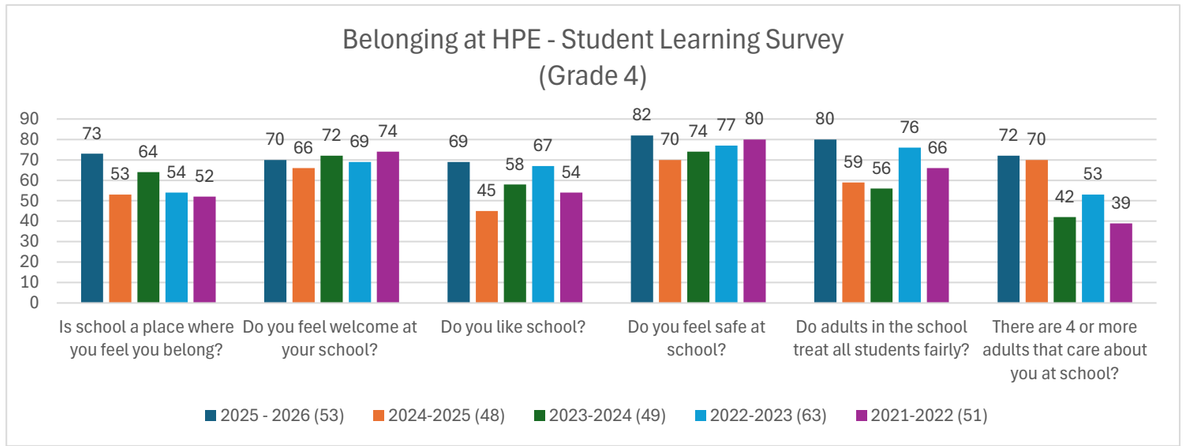
Strategic Priority: Developing a Culture of Well-being

- 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 – *Each student will feel socially, emotionally, and mentally supported within their schools and the district.*
- The goal must be focused on STUDENT well-being.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

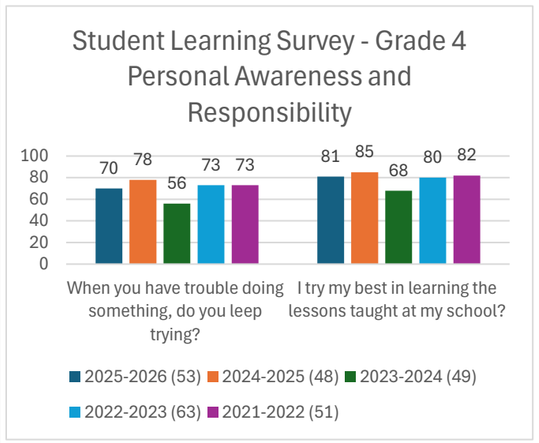
Student Well-Being Goal:

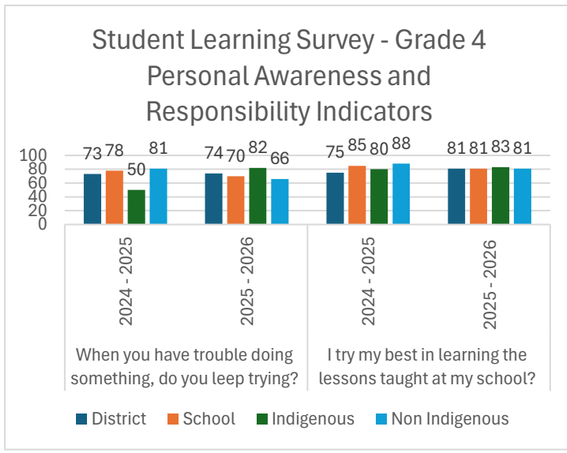
To improve students' sense of belonging at school by focusing on respectful student to student interactions including making choices that are expected and managing emotions in support of solving problems in peaceful ways (social awareness and responsibility).	To improve students' sense of well-being at school by focusing on goal setting, monitoring and assessing skills that build perseverance, resiliency and greater responsibility/ownership for their choices (personal awareness and responsibility).
Strategies and Actions:	**Strategies and Actions:**
• Implement the Problem Solving Wheel school wide • Explicitly teach respectful and expected behaviours (as they relate to BELONGING) at each monthly school wide assembly using newly developed school generated HUSKY STRONG acronym - What does it mean to be Husky STRONG? Seek safe solutions, Take care of each other, Respect EVERYONE, Own your actions, Never give up, and Growing through goals • Adults visible and available during recess and lunch to support students' problem-solving attempts/efforts – ratio • Follow up lessons in classrooms by classroom teachers reinforcing topics taught at assemblies • Implement Social Thinking Curriculum (ie Superflex) in classrooms • Class meetings to reinforce problem solving and perspective taking skills • Teach about being an UPSTANDER and ways to and ways to stand up and speak out in support of those experiencing unkindness instead of being a bystander. Encourage students when they "see something", "say something" or walk away and report to an adult. Teach the definition of bullying. • Develop and implement whole school survey to monitor perceptions related to specific questions (obtained from Student Learning Survey) related to BELONGING • Develop team to explore and implement Restorative Practices (IIRP) • Continue to implement Behavioural Code strategies – Jessica Minnihan • Develop and implement a reflection sheet for students to use at the office to reflect on their HUSKY STRONG behaviour and promote a better understanding of how their actions impacted others	• Explicitly model goal setting, monitoring and assessing skills at each monthly school wide assembly (Principal to model learning names of all students as a goal) • Explicitly teach respectful and expected behaviours (as they related to WELLNESS) at each monthly school wide assembly using newly developed school generated HUSKY STRONG acronym - What does it mean to be Husky STRONG? Seek safe solutions, Take care of each other, Respect EVERYONE, Own your actions, Never give up, and Growing through goals – (ie perseverance, resiliency through the use of the Learning Pit [visible learning]) • Explicitly teach the importance of accepting responsibility for our actions, that it's okay to make a mistake and growth mindset approaches (Restorative Practices - IIRP) • Incorporate the use of learning intentions and success criteria to support goal setting, monitoring and assessing progress • Implement the three questions (visible learning) for students to engage in their learning 1. What are you learning? (learning intentions) 2. Why is it important? (relevance) 3. How will you know you learned it? (success criteria) • Zones of Regulation in some classes • Class meetings to reinforce problem solving and perspective taking skills • Develop and implement whole school survey to monitor perceptions related to specific questions (obtained from Student Learning Survey) related to student WELLNESS • Share out Mindful Moments (developed by our SD83 Student Support Services Dept) to staff and parents community – build concepts into whole school assembly • Create opportunities to celebrate our learning and share our learning with others • Continue to implement Behavioural Code strategies – Jessica Minnihan
Data to Inform/Support Sense of Belonging Goal:	**Data to Inform/Support Student Well-Being Goal:**
Student Learning Survey (Perceptions of Academic Achievement – reading and writing) – grade 4 Whole School Survey (Perceptions of Academic Achievement) – K-5	Student Learning Survey (Perceptions of Academic Achievement – reading and writing) – grade 4 Whole School Survey (Perceptions of Academic Achievement) – K-5
Data Analysis/Narrative:	**Data Analysis/Narrative:**
Student Learning Survey (Grade 4) results indicate that Highland Park students are reporting a stronger sense of belonging, connection, and safety at school than in previous years. Many of the indicators most closely aligned with our goal of promoting respectful interactions, emotional regulation, and peaceful problem-solving showed substantial improvement in 2025-2026 and compare favourably to district results. The most notable gains were in students' sense of belonging and connection to the school community. The percentage of students reporting that school is a place where they belong increased from 53% in 2024-2025 to 73% in 2025-2026, exceeding the district average of 64%. Similarly, 73% of students reported feeling welcome at school, compared to 66% the previous year and 63% district-wide. Student enjoyment of school also increased significantly, rising from 45% to 69%, well above the district average of 59%. Relationships with adults emerged as an area of significant strength. Eighty	Student Learning Survey (Grade 4) results suggest that Highland Park students demonstrate strong levels of perseverance, self-confidence, and engagement in learning, while continuing to develop greater ownership of their learning through goal setting, reflection, and student voice. Perseverance remains a strength. In 2025-2026, 81% of students reported trying their best in their learning and 74% reported continuing to try when learning is difficult, both results meeting or exceeding district averages and showing improvement over previous years. Students also reported increasingly positive perceptions of their personal well-being. Seventy percent of students reported feeling good about themselves, exceeding the district average of 64%, while only 13% reported that school makes them feel stressed or worried, slightly below the district average.

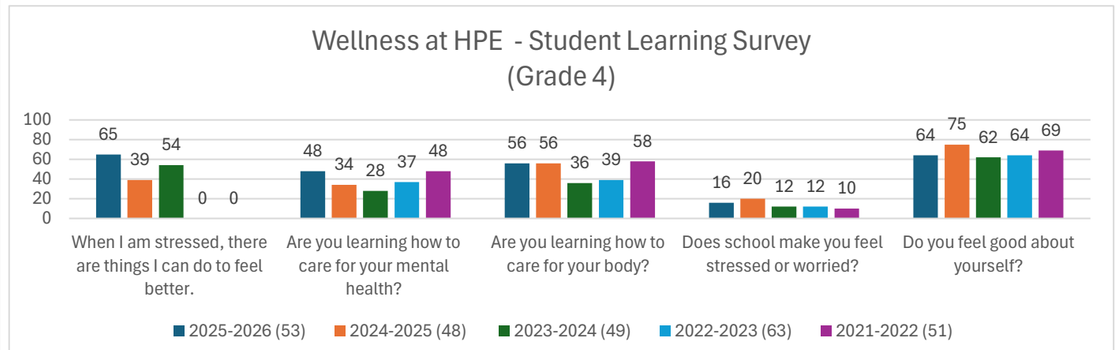
percent of students reported that adults treat students fairly, compared to 59% the previous year and 71% district-wide. In addition, 72% of students reported having four or more adults at school who care about them, exceeding the district average of 62% and representing a substantial increase from previous years. These results suggest that students experience Highland Park as a caring and supportive environment with strong adult connections. Students also reported increasingly positive perceptions of safety and social responsibility. Eighty-two percent of students reported feeling safe at school, the highest result in five years and above the district average of 80%. Students demonstrated strong awareness of school expectations, with 95% reporting they know how the school expects them to behave, exceeding both previous years and district results. Students also reported growth in key social responsibility skills, including thinking about the impact of their choices on others (63% compared to 56% the previous year) and learning how to solve problems peacefully (70% compared to 65% the previous year). The data also suggests progress in respectful behaviour and personal responsibility. Compared to previous years, more students reported thinking of others when making decisions (83% compared to 63% the previous year) and taking responsibility for their actions (76% compared to 71% the previous year). Students also reported greater confidence in accessing support from adults when problems arise, with 74% indicating they can get help from an adult at school when needed, above the district average of 72%. While the overall trend is highly positive, peer relationships remain the most important area for continued growth. Although 55% of students reported that students treat one another respectfully, this result, while substantially improved from 33% the previous year, remains below desired levels. As a result, continued emphasis on respectful peer interactions, emotional regulation, empathy, and peaceful conflict resolution remains an important priority. Overall, the data suggests that school-wide efforts to strengthen belonging through positive relationships, clear expectations, restorative approaches, and social-emotional learning are having a meaningful impact. The strongest areas of growth include students' sense of belonging, feelings of safety, connections with caring adults, understanding of behavioural expectations, and social responsibility. Continuing to strengthen respectful student-to-student interactions will help build on these positive gains and further enhance students' sense of belonging. We continue to develop common understanding based on what bullying means; while all bullying is unkind, not all unkindness is bullying. As part of our 2026 – 2027 strategies, we are working on implementing a HUSKY STRONG reflection tool when mistakes are made that aligns to supporting students to better understand the impact of their behaviour on others. Where data is missing, it is not available.

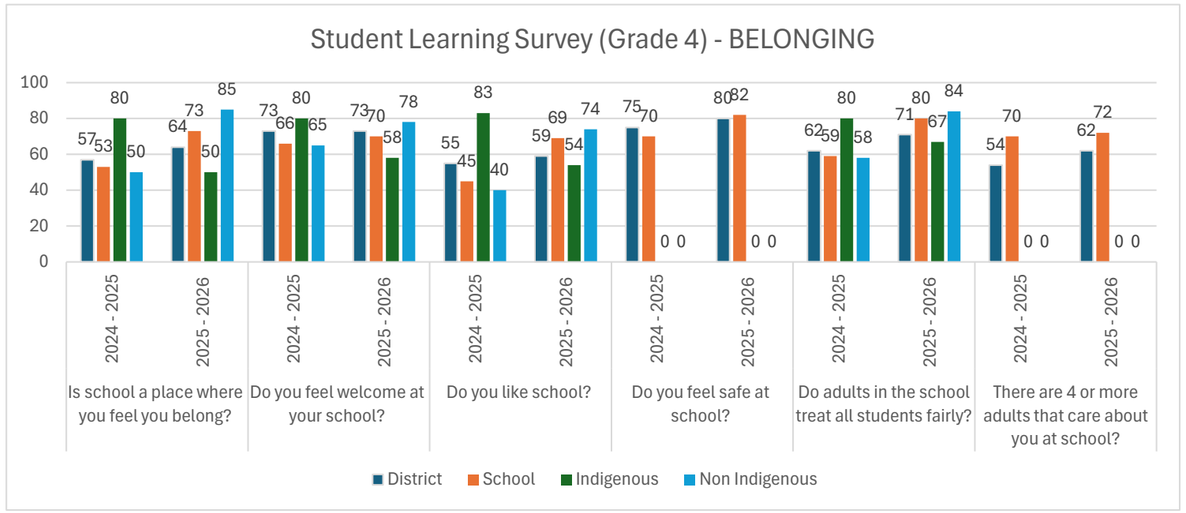


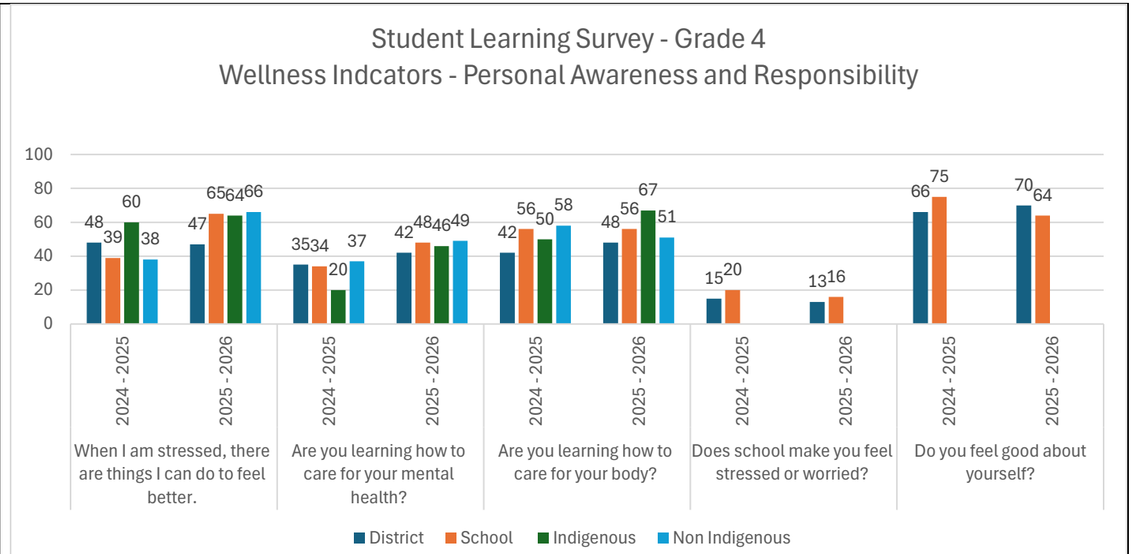
Several well-being indicators showed meaningful growth over time. Compared to previous years, more students reported knowing strategies to support themselves when stressed **(**47% compared to 39% the previous year) and learning how to care for their mental health (42% compared to 26%-37% over the previous four years). Students also reported increased understanding of healthy living habits, including regular breakfast consumption and daily access to healthy food at school. These results suggest that school-wide efforts to support self-regulation, mental wellness, and healthy lifestyles are having a positive impact. Student voice and agency data indicate positive movement toward greater ownership of learning. Compared to previous years, more students reported having choices in their learning (23%**,** up from 11% the previous year) and opportunities to work on topics that interest them (37%, up from 26%). In addition, 65% of students reported being taught how to improve their learning**,** exceeding the district average of 54%. These results suggest that students are increasingly able to identify strategies that support their success as learners. While progress is evident, opportunities for growth remain. Although student goal-setting results have improved over time, only 34% of students reported setting goals when learning something new**,** indicating that the school's continued focus on goal setting, monitoring progress, self-assessment, and reflection remains an important priority. Strengthening students' ability to articulate learning goals, monitor their progress, and recognize their own growth will further support the development of personal awareness and responsibility. Where data is missing, it is not available.

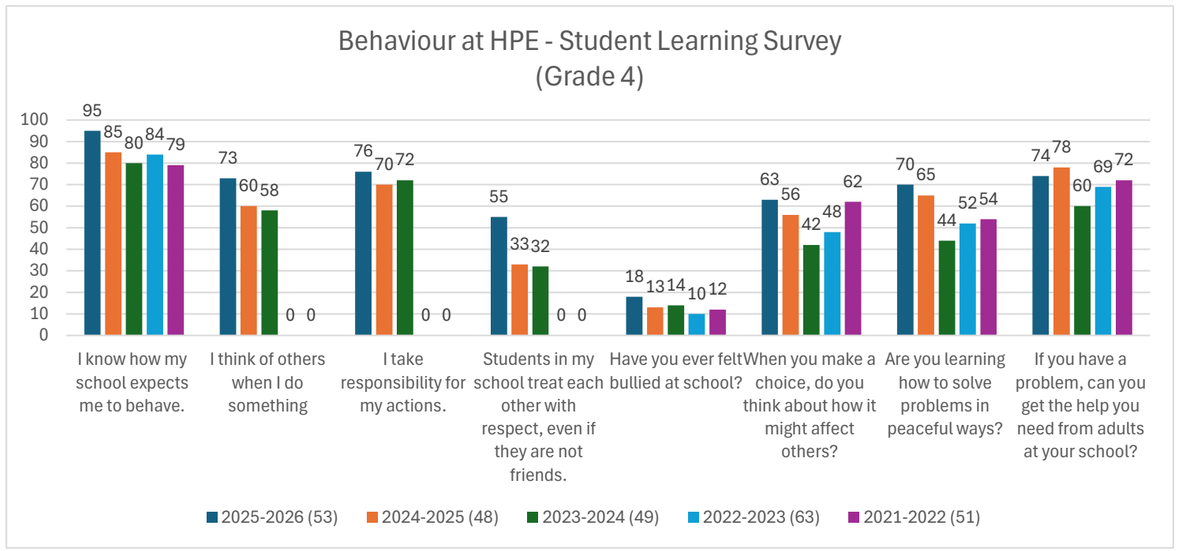


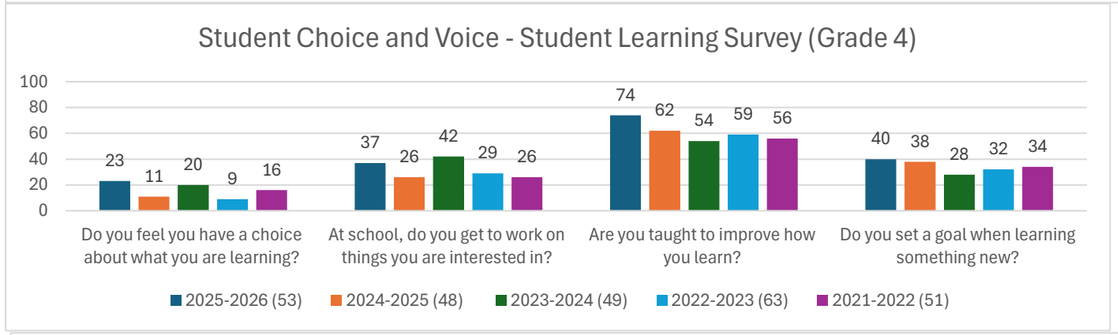


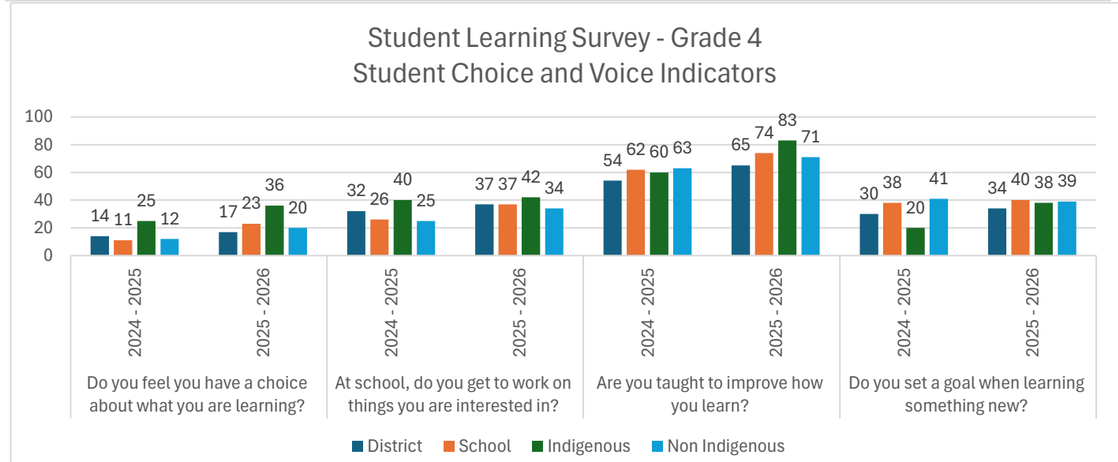








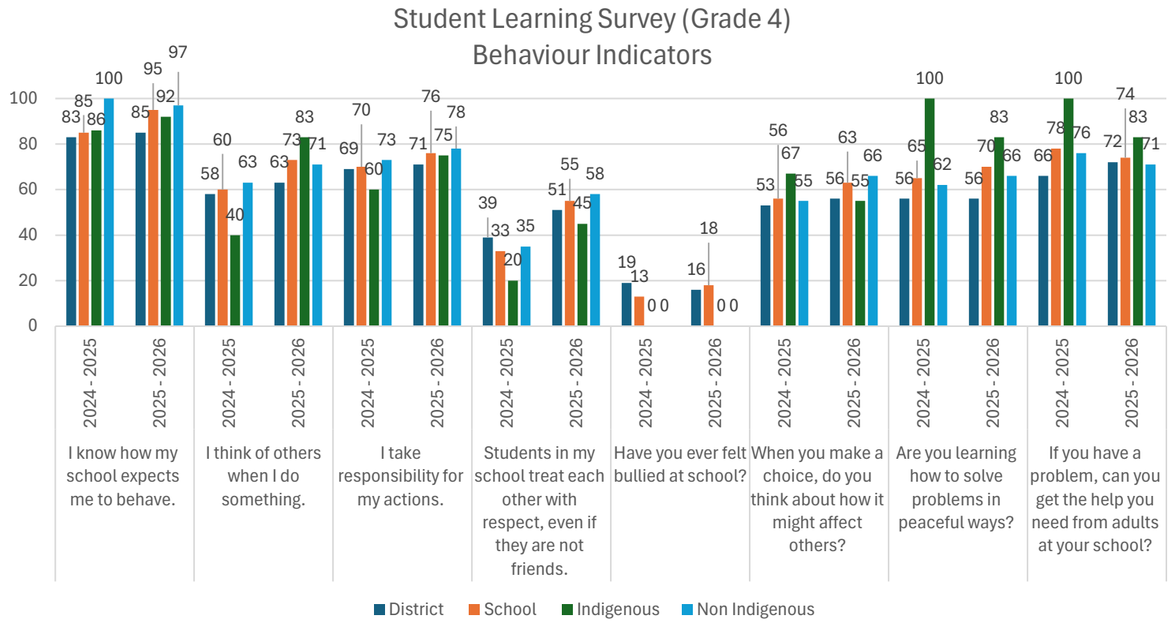


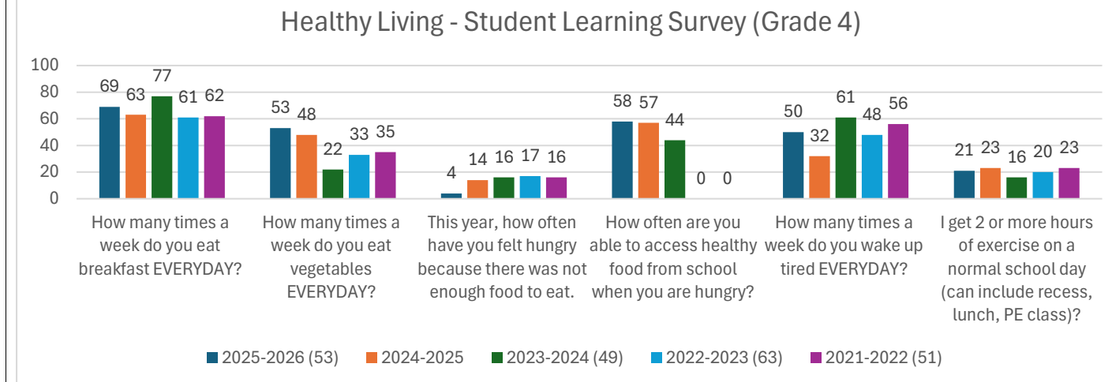


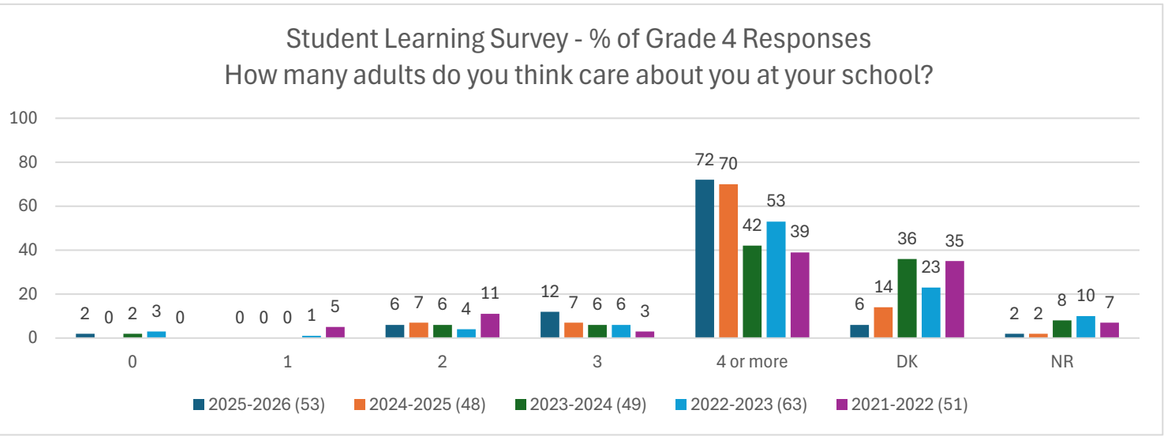
Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

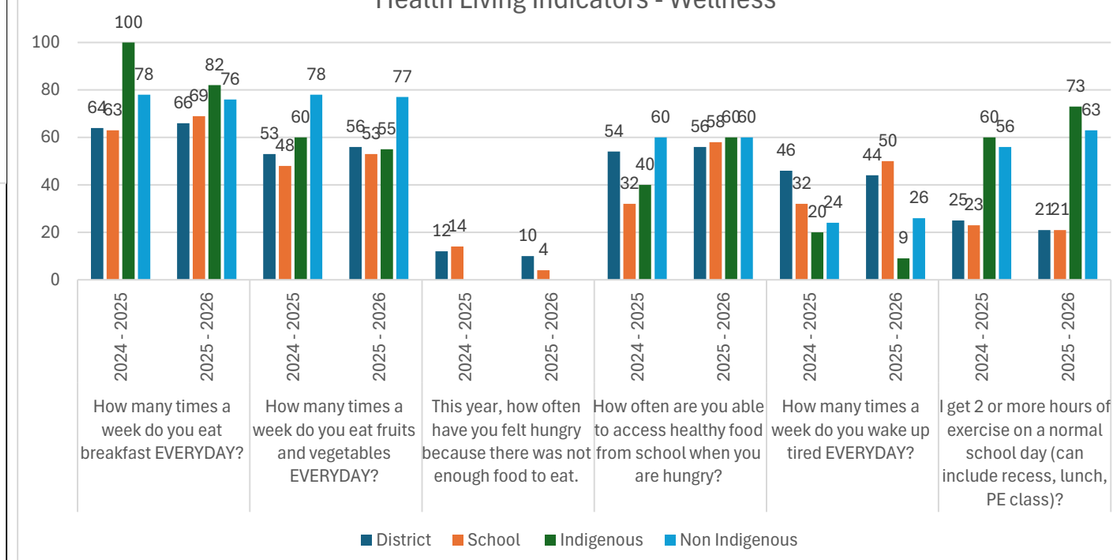
Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

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









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.

To improve student skills in developing competencies necessary to be successful in a career path of their choice . Engage students in goal-setting and self-assessment related to core competencies, career pathways, and programming.

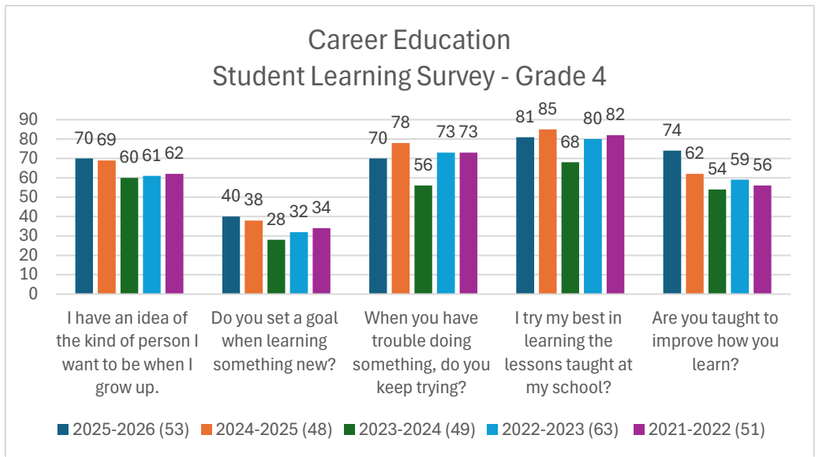
Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

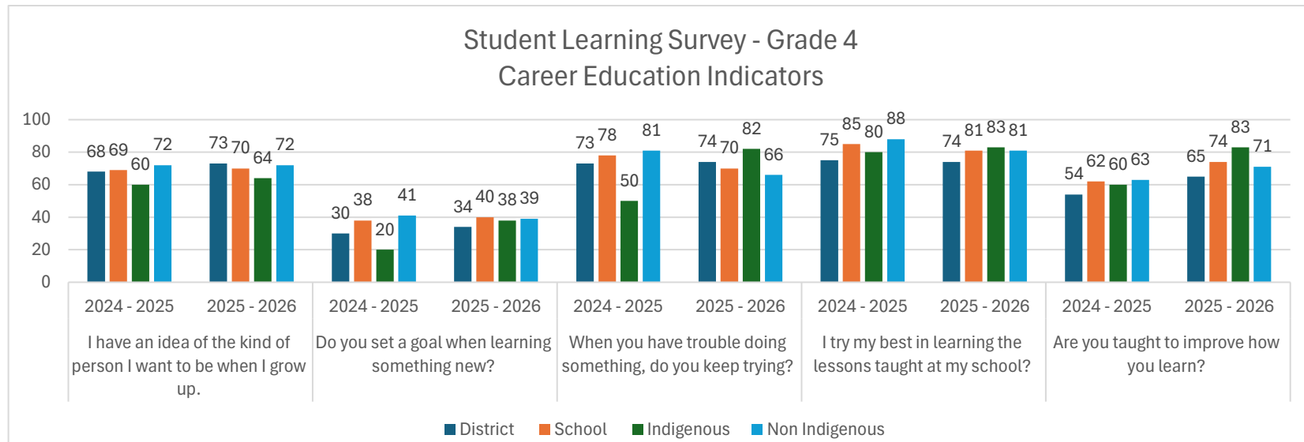
Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

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

Strategies and Opportunities for Career Development:

- Collect and curate student's learning journeys, specifically as it relates to their goal area – utilizing Spaces EDU, MyBlueprint where there is interest
- Continue to provide opportunities to learn about Spaces EDU/MyBlueprint utilizing our SD83 Ed Teach Helping teacher
- Implement authentic and meaningful approaches to goal setting, monitoring and self-assessment of progress toward goals, including supporting students in the collection of evidence toward their goal area and or core competencies
- Develop opportunities for students to review goals and strategies and celebrate academic successes (ie. Student Led Conferences)
- Offer opportunities for students to learn about trades, career pathways through a Career Fair – Jan./Feb. (our first career fair was in 2024 – 2025 school year).
- Offer Professional Development around setting more specific goals with students and incorporating student voice into the development of their goal and collection of evidence to show progress toward their goal area. Explore ways to keep students' goals at the forefront of their thinking.
- PVP to collate and share previous student goals with teachers





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.

Literacy Resources:

- 6+1 Traits of Writing by Ruth Culham, including Grade Team Write Trait Crates
- Writing Power by Adrienne Gear
- Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson
- Word Origins (UFLI) resources
- Small Groups, Big Results by Julia Lindsey
- SD23 ELP and Aspen Park Writing Continuum resources
- SD83 Comprehensive Literacy Framework
- Literacy Progressions K-4 and pathways
- UFLI Foundations resources
- Heggerty Phonemic Awareness resources
- DIBELS 8 assessment tools

Literacy Professional Learning:

- Invitation for Collaboration time for grade-level teams to co plan in an effort to improve results in writing – particularly style and conventions.
- Training and support in early literacy screening and intervention
- Learning connected to Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS)
- Ongoing learning regarding the SD83 Comprehensive Literacy Framework and Ministry of Ed. Literacy Progressions and Pathways

School Learning Plan Consultation Process

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

The development of Highland Park Elementary's School Learning Plan was informed through an ongoing collaborative process involving staff, families, Indigenous partners, and district personnel. School staff engaged in the analysis of multiple sources of evidence including Foundation Skills Assessment (FSA) results, Student Learning Survey data, School-Wide Write data, SNACC numeracy assessments, attendance data, and whole-school survey results. These data sets were reviewed throughout the year during staff meetings, collaboration sessions, and professional learning opportunities to identify areas of strength and areas in need of further growth/attention.

Consultation with District Indigenous Education Coordinator and representatives from Splatsin to ensure Indigenous perspectives, learner success, and a commitment to reconciliation were reflected in the plan. Staff also considered data related to Indigenous learners as part of the analysis and planning process.

Families were provided opportunities to contribute feedback through school surveys and through a Parent Information Session held on November 26, 2026, where the School Learning Plan priorities, school data, and proposed goals were shared and discussed. Parent Advisory Council (PAC) meetings were also used as a

- POPEY Structured Literacy Block Checklist (K-3)

Numeracy Resources:

- SD83 Critical Concepts Scope and Sequence
- SD83 Comprehensive Numeracy Framework
- Numeracy Progressions K-4
- SD83 Curriculum Resources Team materials including:
  - Daily Questions
  - Differentiated Problems of the Week
  - Math Investigations
  - Esti-Mysteries
- *Building Thinking Classrooms in Mathematics* (Peter Liljedahl)
- SNACC Assessment of Critical Concepts and Related Critical Concept Content
- *Developing Mathematical Thinking; The Strategies, Models and Lessons to Teach the Big Ideas k-2 and 3-5*

Belonging / Well-Being Resources:

- School wide Problem Solving Wheel
- Social Thinking resources including *Superflex*
- HUSKY STRONG framework and behaviour expectations related to the HUSKY WAY!
- Learning Pit and Visible Learning resources
- Zones of Regulation
- SD83 Mindful Moments resources
- Restorative Practices resources (IIRP)
- *Behaviour Code* supports and resources developed by Jessica Minnihan
- Student reflection tools aligned with HUSKY STRONG expectations

Career Education Development Resources:

- Spaces EDU
- MyBlueprint
- Student-led conference structures
- Career Fair experiences and community partnerships

- Development of consistent School-Wide Write assessment practices using the SD83 protocol

Numeracy Professional Learning:

- Continued Grade-level collaboration focused on SNACC data analysis and instructional planning
- Invitation to participation in SD83 Numeracy Residencies
- Support from SD83 Numeracy Helping Teachers where requested
- Professional learning focused on critical concepts and assessment practices
- Learning related to UDL and ensuring access for all learners

Belonging/Wellbeing Professional Learning:

- Restorative Practices (IIRP) offered
- Behaviour support and regulation strategies – *Behaviour Code* by Jessica Minnihan
- Continued Goal setting, self-assessment, and student ownership practices for student engagement
- Visible Learning practices including learning intentions, success criteria, and relevance for student engagement
- Social Thinking approaches and perspective-taking instruction

Career Education Professional Learning:

- SD83 EdTech Helping Teacher support for Spaces EDU and MyBlueprint as needed
- Professional learning focused on authentic student goal setting
- Learning related to student voice, self-assessment, and evidence collection
- Career education and career exploration opportunities connected to Career Fair

forum to review school data, discuss priorities, share progress, and gather feedback throughout the school year.

The School Learning Plan remains a standing agenda item during staff meetings and PAC meetings to ensure the goals remain visible and responsive to student needs. Progress monitoring includes ongoing review and sharing of data sources such as FSA results, Student Learning Survey results, Whole School Survey results, School-Wide Write results, attendance data, and other relevant achievement and well-being measures. This continuous cycle of consultation, information sharing, reflection, and data analysis supports collective responsibility for improving outcomes for all learners while maintaining a focus on equity, belonging, well-being, and academic growth.