



Highland Park Elementary School

School Learning Plan 2025-2026



School Context

Highland Park Elementary School is a Kindergarten to Grade 5 School in Armstrong, B.C., with approximately 300 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.

Given the SD83 value of EQUITY, specific information related to the performance of HPE students of Indigenous ancestry, as priority learners, in Literacy and Numeracy as well as perceptions of wellness and belonging has been included. This document outlines areas to celebrate and areas identified as a focus for future growth.

[CLICK HERE](#) to access the SD83 Enhancing Student Learning Report 2024 – 2025. [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.

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...

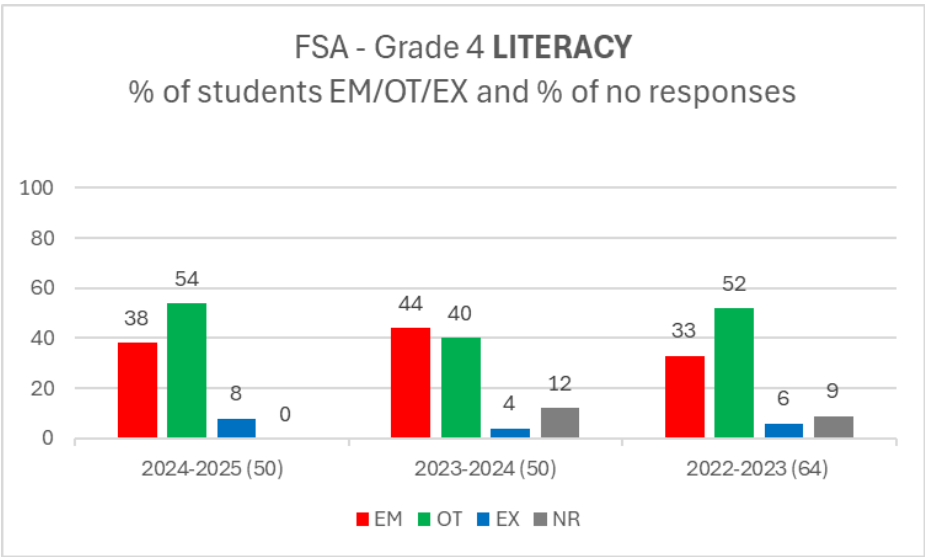
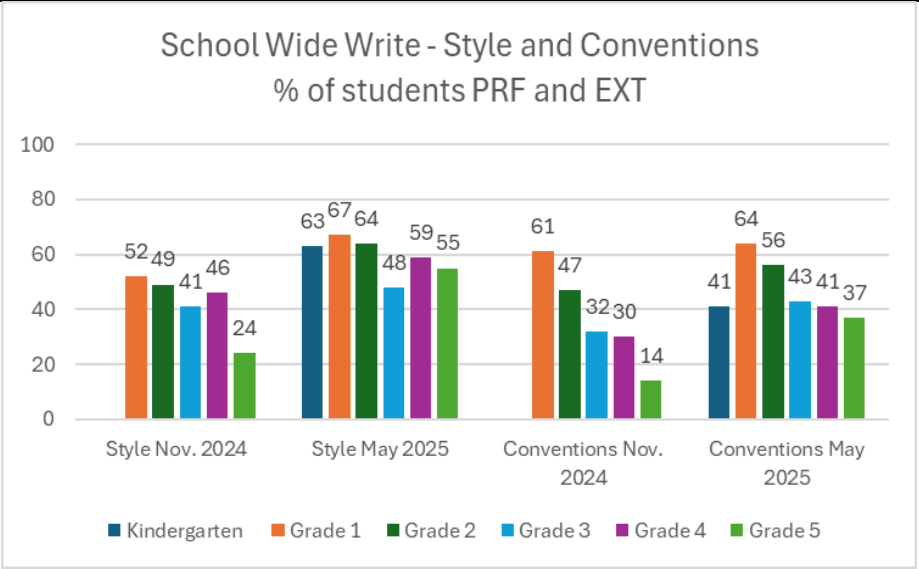
Literacy Goal:	Numeracy Goal:
To improve student Literacy skills, in particular, the specific writing areas of STYLE (impact of language – sentence fluency, word choice, voice) and CONVENTIONS (spelling, grammar, punctuation).	To improve student Numeracy skills through the development of critical concepts as identified 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:
<ul style="list-style-type: none">• Implement the use of <u>6 + 1 Traits</u>, by Ruth Culham, including Write Trait Crates for each grade level team• Implement <u>Writing Power</u>, by Adrienne Gear, resources to support instruction of a variety of writing genres• 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)	<ul style="list-style-type: none">• 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

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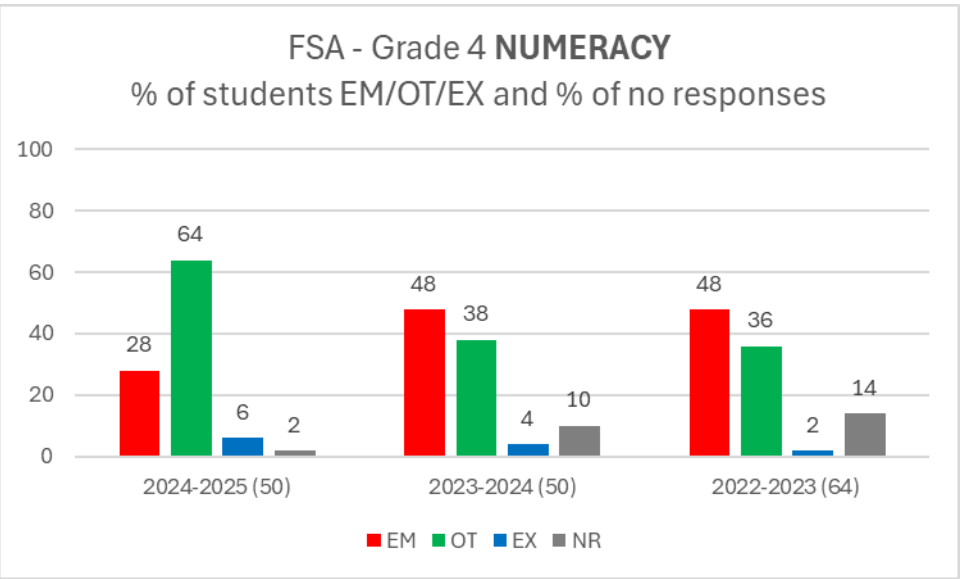
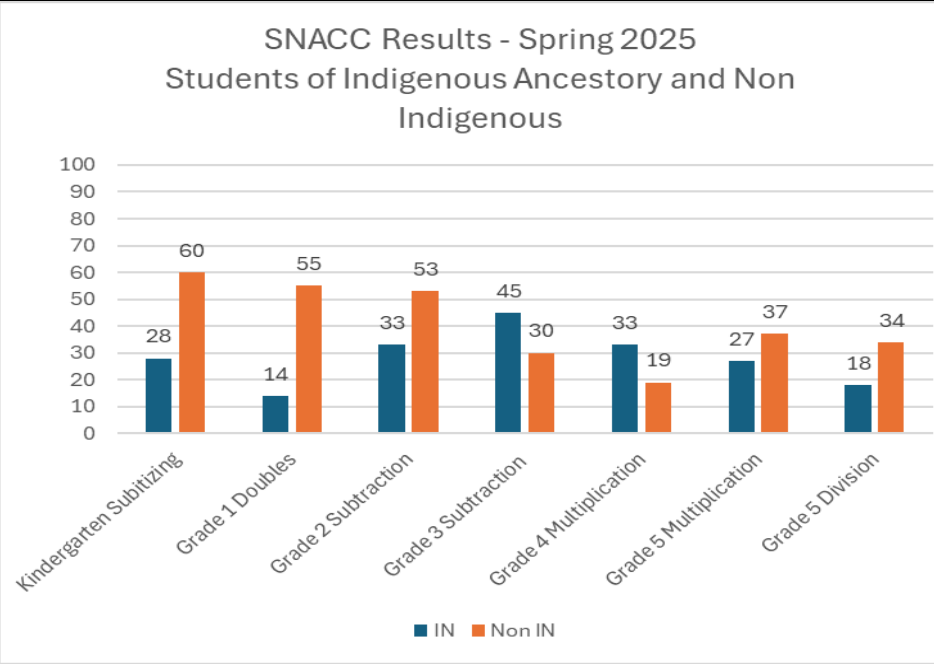
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<ul style="list-style-type: none">• Incorporate self/peer assessment opportunities to support the development of next steps connected to success criteria• Refer to Writing continuum resources – Writing Samples and Targets from SD23 ELP and Aspen Park Continuum• Coordinate consistent School Wide Write Practices among grade level teams – 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 grade level teams to collaborate and plan using the SWW data to improve writing results for students• Encourage student goal setting process to include a goal in writing – style and conventions in particular• Incorporate “No Excuse” Spelling Word lists at each grade level (Adrienne Gear)• <u>Teaching Phonics and Word Study in Intermediate Grades</u>, Wiley Blevins• <u>Patterns of Power – Inviting Young Writers into the Conventional Language</u>, Jeff Anderson• UFLI and Haggerty in primary classes with LST support in these areas• Incorporate elements from the SD83 Comprehensive Literacy Framework in all classrooms• 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)	<ul style="list-style-type: none">• 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• Incorporate elements from the SD83 Comprehensive Numeracy Framework in all classrooms – including 1 hour a day of numeracy focus• Use Numeracy Resources from SD83 Curriculum Resources TEAM – including daily questions, differentiated problems of the week, Math Investigations, and Esti-Mysteries• Use approaches from <u>Mathematical Tasks for the Thinking Classrooms</u>, Liljedahl• Encourage student goal setting process to include a goal related to Numeracy goal areas identified• 8/14 classrooms exploring Math Up resource – find ways to encourage collaboration among our Math Up teachers• Continue to provide opportunity for teachers to participate in Numeracy Residency Opportunity• Explore classroom approaches to meet the needs of all learners (UDL)																																	
Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:																																	
FSA data, Report Card data, Student Learning Survey data, Grade to Grade transitions, PM Benchmarks, School Wide Write data, UFLI data, Dibbles (early primary).	FSA data, Report Card data, Student Learning Survey data, Grade to Grade transitions, District Numeracy Assessment (SNACC) data.																																	
Data Analysis/Narrative:	Data Analysis/Narrative:																																	
<p>In the 2024 -2025 Student Learning Survey, 71% of students agree or strongly agree that they feel they are getting better at writing. This is significantly higher that the 60% reported in the 2023 – 2024 school year and comparative to the 72% district average reported for the 2024 – 2025 school year.</p> <div><p>School Wide Write - % of Student PRF and EXT</p><table><tr><th>Category</th><th>Nov. 2024</th><th>May. 2025</th></tr><tr><td>Style</td><td>42</td><td>56</td></tr><tr><td>Conventions</td><td>35</td><td>44</td></tr></table></div>	Category	Nov. 2024	May. 2025	Style	42	56	Conventions	35	44	<p>In the 2024 -2025 Student Learning Survey, 76% of students agree or strongly agree that they feel they are getting better at math. This is higher that the 68% reported in the 2023 – 2024 school year and slightly higher than the 73% district average reported for the 2024 – 2025 school year.</p> <div><p>SNACC Results by Grade Goal Area - Spring % of students PRF and EXT</p><table><tr><th>Grade Goal Area</th><th>2024</th><th>2025</th></tr><tr><td>Kindergarten Subitizing</td><td>47</td><td>63</td></tr><tr><td>Grade 1 Doubles</td><td>42</td><td>47</td></tr><tr><td>Grade 2 Subtraction</td><td>50</td><td>42</td></tr><tr><td>Grade 3 Subtraction</td><td>49</td><td>33</td></tr><tr><td>Grade 4 Multiplication</td><td>23</td><td>20</td></tr><tr><td>Grade 5 Multiplication</td><td></td><td>33</td></tr><tr><td>Grade 5 Division</td><td></td><td>31</td></tr></table></div>	Grade Goal Area	2024	2025	Kindergarten Subitizing	47	63	Grade 1 Doubles	42	47	Grade 2 Subtraction	50	42	Grade 3 Subtraction	49	33	Grade 4 Multiplication	23	20	Grade 5 Multiplication		33	Grade 5 Division		31
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The above graph shows % of students Emerging, On Track, and Extending as well as % of students with no responses.

Our FSA results (grade 4) in Literacy for the 2024 – 2025 school year show that 58% of non-Indigenous students are on track or extending and 88% of students with Indigenous ancestry are on track or extending. Over the last three years, our overall percentage of no responses are going down which is positive and shows that more students are at least attempting the reading and written tasks being asked of them.

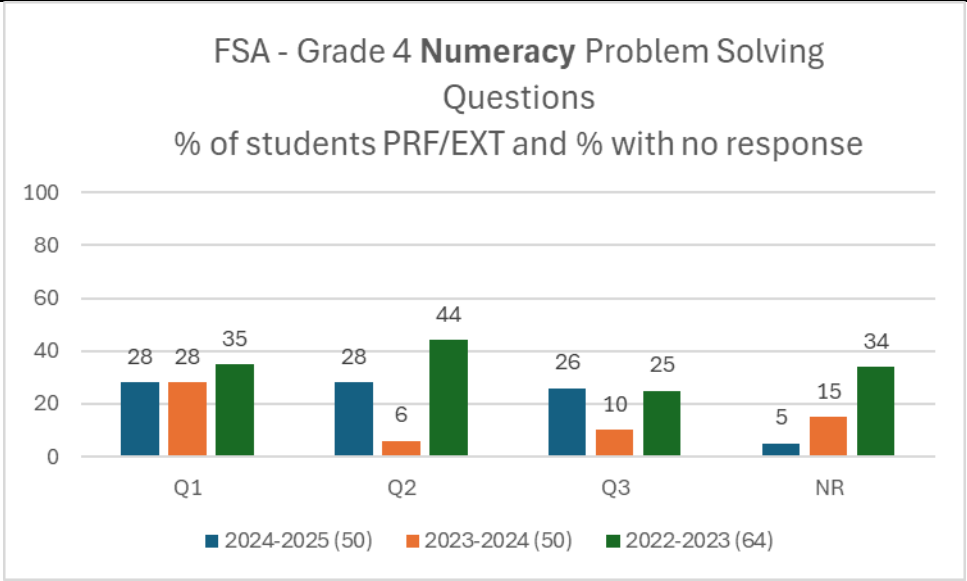
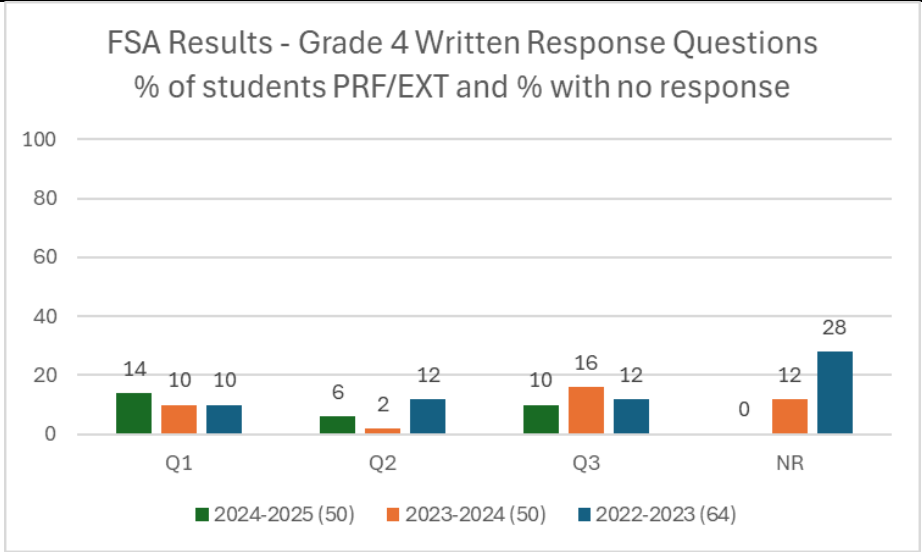


Our FSA results (grade 4) in Numeracy for the 2024 – 2025 school year show that 69% of non-Indigenous students are on track or extending and 88% of students with Indigenous ancestry are on track or extending. Over the last three years, our overall percentage of no responses are going down which is positive and shows that more students are at least attempting the problems being asked of them.

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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 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:

- 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)
- Reinforce 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
- Explicitly teach 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
- 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 use in support of 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

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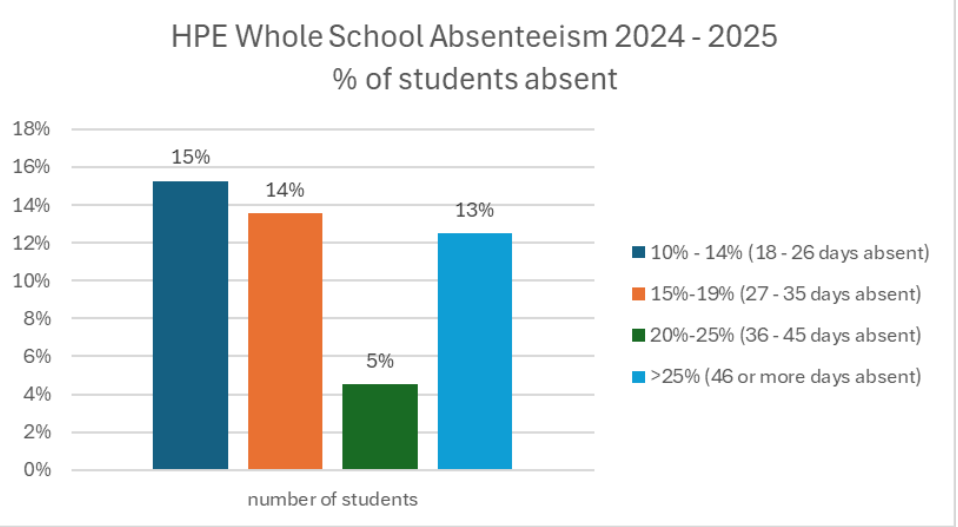
	<ul style="list-style-type: none">Develop and implement whole school survey to monitor perceptions related to specific questions (obtained from Student Learning Survey) related to student WELLNESSShare out Mindful Moments (developed by our SD83 Student Support Services Dept) to staff and parents community – build concepts into whole school assembly
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:
Student Learning Survey Data (Grade 4), School Survey K-5 (2025 – 2026 school year), Grade 3 - 5 whole class check ins with Principal	Student Learning Survey Data (Grade 4), School Survey K-5 (2025 – 2026 school year), Grade 3 - 5 whole class check ins with Principal
Data Analysis/Narrative:	Data Analysis/Narrative:
<p>In 2023 – 2024, 42 % of students indicated there are 4 or more adults that care about them at school. In 2024 – 2025, this number significantly increased to 70%. This is also significantly higher that the district result of 54%. We attribute this growth to more adults available for students on our playground to help them solve problems. It was also reported that 78% of students, when experiencing a problem, can get the help they need from adults at the school all or most of the time. This is significantly higher than district amount of 66% and the 60% reported by students in the 2023-2024 school year. Related to solving problems, 65% of students reported that they are learning to solve problems in peaceful ways all the time or most of the time. This is a notable increase from the 2023 – 2024 school year where 44% of students indicated the same and higher than the 2024 – 2025 district average of 56%. 100% of students of Indigenous ancestry reported they are learning to solve problems in peaceful ways all or most of the time.</p> <p>While improvement was noted in the number of caring adults being reported by students, we continue to work towards adults in the school treating all students fairly. In 2023 – 2024, 56% of students in grade 4 reported adults in the school treated students fairly, all or most of the time. In 2024 – 2025, 59% of students reported adults in the school treated students fairly, all or most of the time. This is slightly below the district amount of 62%. We are pleased that 85% of the students in grade 4 know how the school expects them to behave all or most of the time. This is an improvement from the 80% reported in the 2023 – 2024 school year and slightly higher than the district average of 83%. 100% of students of Indigenous ancestry reported they know how their school expects them to behave all or most of the time.</p> <p>We continue to work towards improving the number of students that:</p> <p>1. Feel like they belong – 53% of students in grade 4 at HPE report feeling like they belong all or most of the time. And while that’s not too far behind the district amount of 57%, it is something that we hope will improve with more targeted intervention around more respectful interactions between students. The 2024 -2025 data shows that 80% of students of Indigenous ancestry report that they feel like they belong all or most of the time.</p> <p>2. Feel welcome – 66% of students in grade 4 at HPE report feeling welcome at school all or most of the time. This is below the district amount of 73%. The 2024 – 2025 data shows that 80% of students of Indigenous ancestry report that they feel welcome all or most of the time.</p> <p>3. Like school – 45% of HPE students in grade 4 report liking school all or most of the time. This is below the district amount of 55%. The 2024 – 2025 data shows that 83% of students of Indigenous ancestry report liking school all or most of the time.</p> <p>4. Feel safe at school - 70% of HPE students in grade 4 report feeling safe at school all or most of the time. This is below the district amount of 75%. The data isolating our students of Indigenous ancestry is not available for this question on the SLS.</p>	<p>In 2024 – 2025, 38% of students indicated that they set a goal when learning something new all or most of the time. This is an increase from the 2023 – 2024 school year where 28% of students indicated they set a goal when learning something new all or most to the time and the 30% reported as the district average in the 2024 -2025 school year. When students were asked if they are taught to improve how they learn, 62% of students in 2024 – 2025 reported all or most of the time, which is higher that the 54% district result and last school year’s report which was 54%.</p> <p>Related to Personal Awareness, 56% of students indicated that when they make a choice, they think about how it might affect others all or most of the time. This is higher than last year’s data which reports 42% and this year’s district report of 53%. Also of note, we are monitoring and would like to see more improvement in students’ responses to thinking of others when they do something (60% of students reported thinking of others all or most of the time, a slight increase from the 58% reported last school and this year’s district average) and taking responsibility for their actions (70% of students indicated all or most of the time, a slight decrease from the 72% reported last year and in line with the 69% district average reported).</p> <p>Related to perseverance, in the 2024 – 2025 survey 78% of students responded to all or most of the time that they keep trying when they have trouble doing something. This is a significant increase from the 56% reported in the 2023 – 2024 school year and also higher than the district average of 73%. When asked if students tried their best in the lessons taught at school, 85% of students in the 2024 – 2025 school year indicated they did all and most of the time. This is a significant increase from the 68% reported in the 2023 -2024 school year and the 75% district average.</p> <p>We feel our attendance is important to consider for overall wellness and sense of belonging. We are working on developing greater awareness of this data and its implication on overall achievement and our learning goals. Overall, in 2024 – 2025, 132 students were absent 10% or more = 46% of our students missing at minimum 18 days of instruction.</p>

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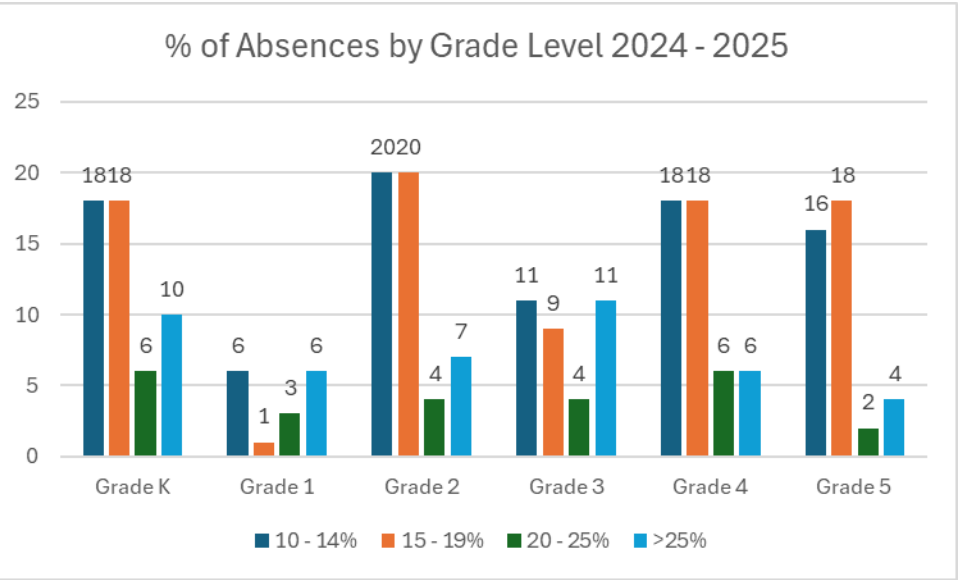
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5. Treat each other with respect, even if they are not friends – 33% of students reported that students treat each other with respect, even if they are not friends, all or most of the time. This is the same as the 2023 -2024 school year. We are slightly below the district report of 39%. The 2024 – 2025 data shows that 20% of students of Indigenous ancestry feel that students treat each other with respect, even if they are not friends, all or most of the time.



Students of Indigenous ancestry who are absent 10 – 14% (18 – 26 days) is 10%, those absent 15 – 19% (27 – 35 days) is also 10%, 20 – 25% (36 – 45 days) is 4% and >25% (46 or more days absent) is 4%.



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- ## Strategies and Opportunities for Career Development:

Strategies and Actions:

- Data to Inform/Support Career Development Goal:

- Student Learning Survey – monitoring responses to questions shown in the accompanying chart.
- In the 2025 – 2026 school year, we plan to implement a system to determine the percentage of students able to achieve their goal. This year PVP shared with staff the goal area for students from the previous school year. We provided professional development at the school-based level on developing goals with students with greater specificity and ways to engage students in the collection of evidence documenting progress toward their goal area.

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<div> <div>Data Analysis/Narrative:</div> <div> <div> <div>Career Education at HPE - Student Learning Survey</div> <div>(Grade 4)</div> <div>% of students reporting all or most of the time</div> <div> <div> <div>100</div> <div>80</div> <div>60</div> <div>40</div> <div>20</div> <div>0</div> </div> <div> <div>69</div> <div>60</div> <div>61</div> <div>62</div> <div>38</div> <div>28</div> <div>32</div> <div>34</div> <div>78</div> <div>56</div> <div>73</div> <div>73</div> <div>85</div> <div>68</div> <div>80</div> <div>82</div> </div> <div> <div>I have an idea of what I want to be when I grow up.</div> <div>Do you set a goal when learning something new?</div> <div>When you have trouble doing something, do you keep trying?</div> <div>I try my best in learning the lessons taught at my school?</div> </div> <div> <div>2024-2025 (48)</div> <div>2023-2024 (49)</div> <div>2022-2023 (63)</div> <div>2021-2022 (51)</div> </div> </div> </div> </div> </div>	
<div> <div>Resources and Professional Learning</div> <div>Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.</div> <div> <div>- Powerful Writing Structures/Writing Power (Adrienne Gear)</div> <div>- Collaboration with P/VP, Literacy Support Teacher, Instructional Leaders and LRT for explicit teaching and whole school coordination of SWW</div> <div>- Literacy for the Early Years (POPEY), UFLI</div> <div>- Heggerty Phonological Awareness Program in Primary classes</div> <div>- Circle of Courage focus to build community</div> <div>- School Wide Assemblies</div> <div>- Mind Up Program/Zones of Regulation Program</div> <div>- Collaboration with Behaviour Support Teacher (Erik von Niessen) and IEW (Laura Dolha) on whole school assembly focus and What it means to be Husky STRONG</div> <div>- UDL and inclusive practices for the success of ALL students including inclusive class review practices</div> <div>- Goal Setting Pro D</div> <div>- Connect to Learning Resources – Setting and Using Criteria, Portfolios, Conferencing and Reporting, Assessment, Self-Assessment and Goal Setting</div> <div>- Math Up</div> <div>- Wiley Blevins – Teaching Phonics and Word Study in the Intermediate Grades</div> <div>- Patterns of Power – Inviting Young Writers into the Conventions</div> </div> </div>	<div> <div>School Learning Plan Consultation Process</div> <div>Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.</div> <div> <div>- SLP goal areas and efforts are discussed at each staff meeting, PAC meeting and Newsletter as an ongoing effort to keep our focus at the forefront of our work.</div> <div>- Data connected to our goal areas and focus was reviewed with Splatsin Education Representatives in February</div> <div>- Data connected to our goal areas and focus was reviewed at PAC meeting for input in May and June and at staff meetings throughout the year.</div> <div>- May Staff Meeting conversation about SLP direction and process with an invitation to participate in planning meeting as well as an opportunity to collaborate around data even further</div> <div>- Splatsin representative attend school learning planning meeting on October 9</div> <div>- All Staff reviewed draft of SLP at Inservice Meeting in September and an opportunity to collaborate and provide input was given</div> <div>- Final draft to be presentation at PAC Meeting to parent community at November meeting</div> <div>- Final draft of our SLP will be available on our school website and in our November Newsletter for our whole school community</div> <div>- PRO D committee met in early September to review and align learning opportunities for school based days</div> <div>- PVP to meet with trustees on November 3</div> </div> </div>

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