

FOOTHILLS ELEMENTARY SCHOOL PLAN 2025-2026



Lheidli T'enneh hubeh keyoh whuts'odelhti.
Nts'ezla hubeh yun ts'uwhut'i,
ts'uzt'en ink'ez ts'unuwhulyeh.

We respectfully acknowledge the unceded
ancestral lands of the Lheidli T'enneh,
on whose land we live, work and play.

Our School

Foothills Elementary staff, students and families respectfully acknowledge the unceded ancestral lands of the Lheidli T'enneh, on whose land we live, work and play.

Foothills Elementary School is in School District #57 – Prince George B.C. Foothills has a large catchment area and is part of the DP Todd Family of Schools located at the foot of Cranbrook Hill in the west bowl of the city.

The current enrollment for this year is 202 students, with 9 class division.

Our mascot is the Falcon and we follow SOAR (Safety, Ownership, Achievement and Respect) as our Code of Conduct.

Foothills has a committed and supportive staff and offers: an art program – K- 7, a diversity club, chess club, rhythmic gymnastics club, library club, drama club and various sports clubs.

The school has always appreciated and benefited from the commitment and support of the parents and surrounding community. The PAC continues to play an active role in our school.



At Foothills we follow SOAR.

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Our Learning Goals

Goals:

- **Numeracy Goal**
 - All students will increase their learning of basic math facts. This will lead to an increase in the number of students who are able to reach grade level numeracy expectations by the end of the year.
 - All students will increase their ability to correctly solve word problems at their grade level. This will lead to an increase the number of students who are able to reach grade level expectations for numeracy by the end of the year.
- **Literacy Goal**
 - Reading:
 - Primary Students – All students will increase their phonological awareness and basic fluency skills. This will lead to an increase in the number of students who are able to read at grade level by the end of the year.
 - Intermediate Students– All students will increase their fluency and comprehension skills. This will lead to an increase in the number of students who are able to read at grade level by the end of the year.
 - Writing
 - All students will improve their writing skills. This will increase the number of students who are able to reach grade level expectations for literacy by the end of the year.

Strategies:

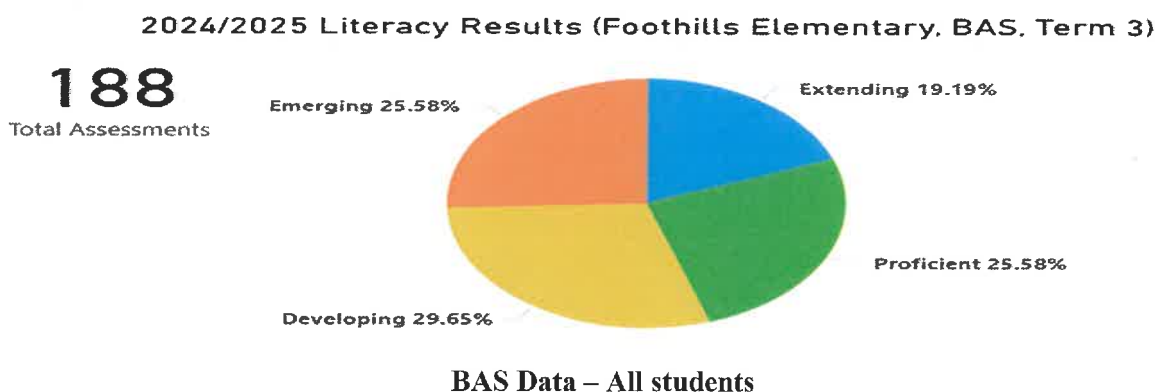
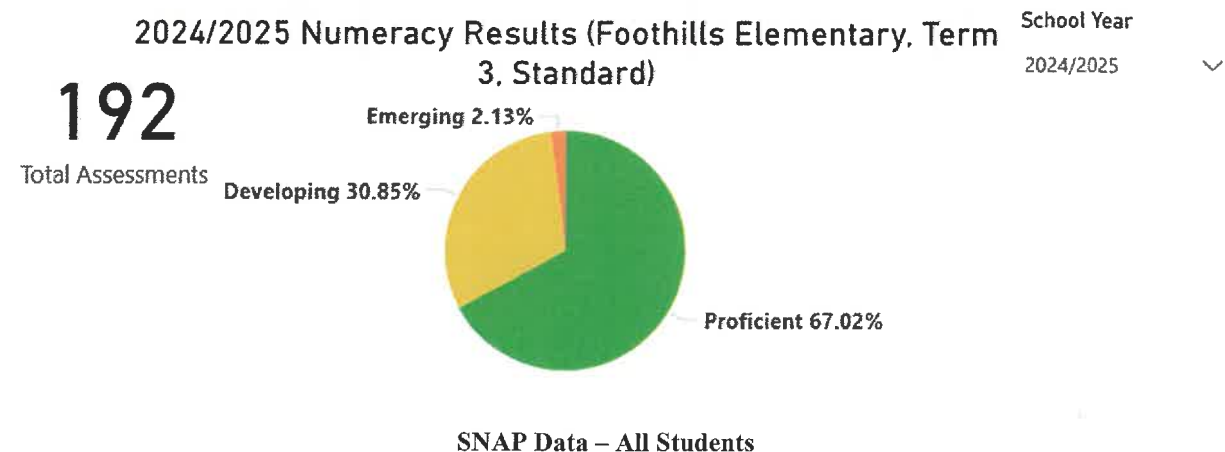
- Increase ways for students to have autonomy to show their learning and be engaged in their learning
- Highlight professional development opportunities within our District to determine best teaching practices for literacy and numeracy
- Teacher participation in the School District 57 pilot project using the Dynamic Indicators of Basic Early Literacy Skills (Diebels)
- Teachers will continue to utilize the following resources in their teaching depending on grade level taught:
 - Fountas and Pinnell: LLI interventions, Reading Mini Lessons and the Interactive Read Aloud kits (literacy)
 - UFLY (literacy)
 - Mathletics
 - Adrienne Gear (literacy)
 - ,Michael Heggerty (literacy)
 - Carol Fullerton (numeracy)
 - Learning A – Z : Raz Kids (literacy)
 - Grade 2/3 home reading program (leveled reading books)
- Continue to provide teacher collaboration with the Curriculum and Instruction Department on best literacy and numeracy practices, focusing on the goals of our school plan.
- More classroom instructional time for literacy and numeracy with a focus on direct instruction.

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Monitor/ Evaluate:

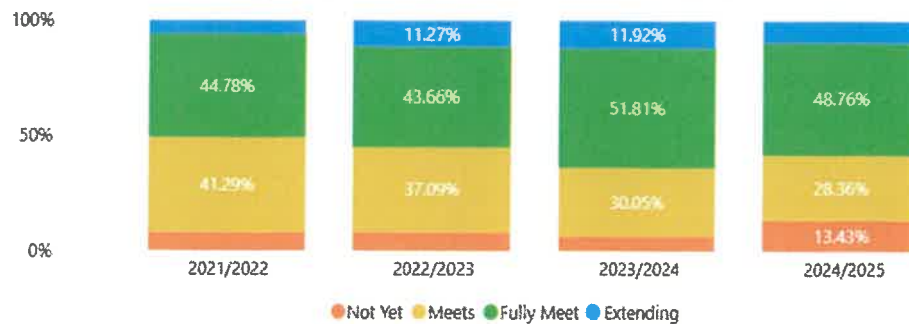
- Teachers will utilize the Student Numeracy Assessments (SNAP) and other classroom assessments to determine where students are in their numeracy learning. This will also act as a guide for further instruction.
- Teachers will utilize the district writing snapshot assessment and other classroom assessments to determine the writing levels of students. This will also act as a guide for further instruction.
- Teachers will continue to use the classroom-based reading assessment - Dynamic Indicators of Basic Early Literacy Skills (DIEBELS) to inform/guide student reading intervention needs.
- In some cases, the Benchmark Assessment System (BAS) will be used to inform/ guide reading intervention needs.
- Our English language learning and Learning assistance teachers, in collaboration with classroom teachers, will provide supports for our ELL/ LA students
- Our Resource teacher, in collaboration with classroom teachers, will provide supports for our Inclusive Ed students
- Our school team will analyze the Foundation Skills Assessments (FSA) for both grades 4 and 7. This data will be used to monitor our progress towards our goals. Staff would like to see an increase in both the Literacy and Numeracy “On Track” and “Extending” rates for our Grade 4 and 7 Students.
- Our school team will analyze our student data from the assessments of SNAP, Writing snapshot and Diebels in order to monitor our progress towards our goals. Staff would like to see an increase on all assessments to a level of “ Proficient ” or “Extending”

Data : The 2024-25 Assessments



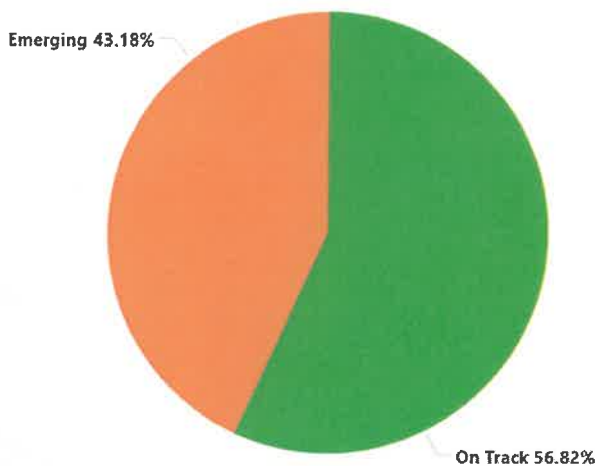
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Writing Snapshot Trend (Foothills Elementary, Term 3)

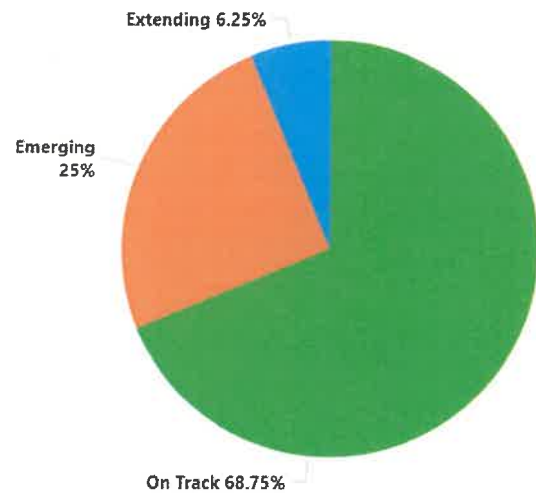


Writing Snapshot Four Year Trend – All students

2024-2025 FSA Numeracy
Foothills Elementary, Grade 4



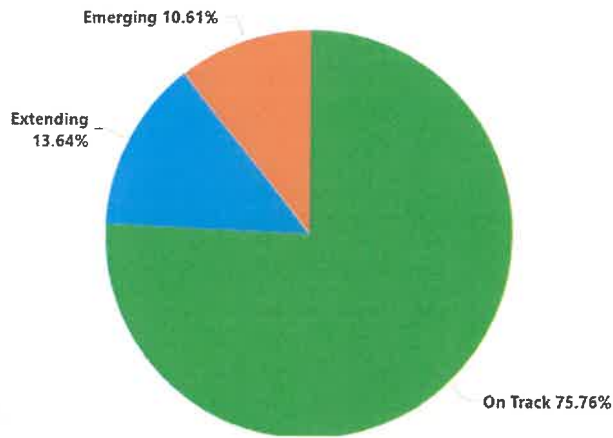
2024-2025 FSA Literacy
Foothills Elementary, Grade 4, Non Special N



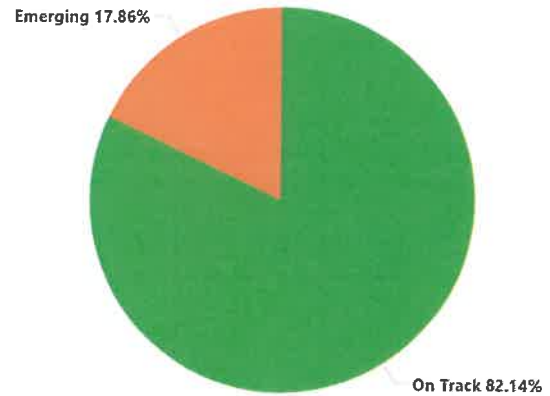
Grade 4 FSA Data

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2024-2025 FSA Numeracy
Foothills Elementary, Grade 7



2024-2025 FSA Literacy
Foothills Elementary, Grade 7



Grade 7 FSA Data

Truth and Reconciliation

Goal:

- Staff and students are continuing their work on honoring and implementing Indigenous ways of knowing and being in our school.

Strategies:

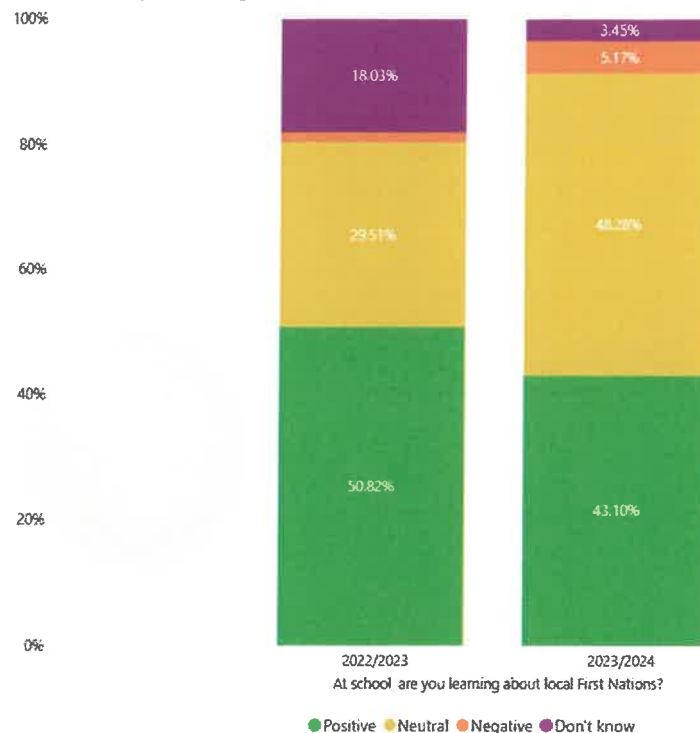
- Introduce a Dakelh word of the week during daily announcements
- Explicit teaching of Indigenous curricular competencies (First Peoples Principles of Learning)
- Continue to discuss and learn about Indigenous peoples in Canadian history, and the history and legacy of residential schools in all classes
- Learn and share the elementary version of the Dakelh Ways of Knowing
- Staff professional development on Indigenous Day of Learning
- Provide ongoing opportunities to share the Dakelh language within our school community with our newsletters and signs around our school
- Acknowledge the land in assemblies, announcements, staff meetings and PAC meetings
- Share Indigenous stories and knowledge during assemblies

Monitor/ Evaluate:

- Student Learning Survey (2025-26)
- We want to see an increase in the percentage of students that report they are learning about Local First Nations.

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At school, are you learning about local First Nations?



Equity of Access

Goal:

- Continue to build our learning environments to help students feel connected, engaged and encouraged in our school and about their lifelong learning.

Strategies:

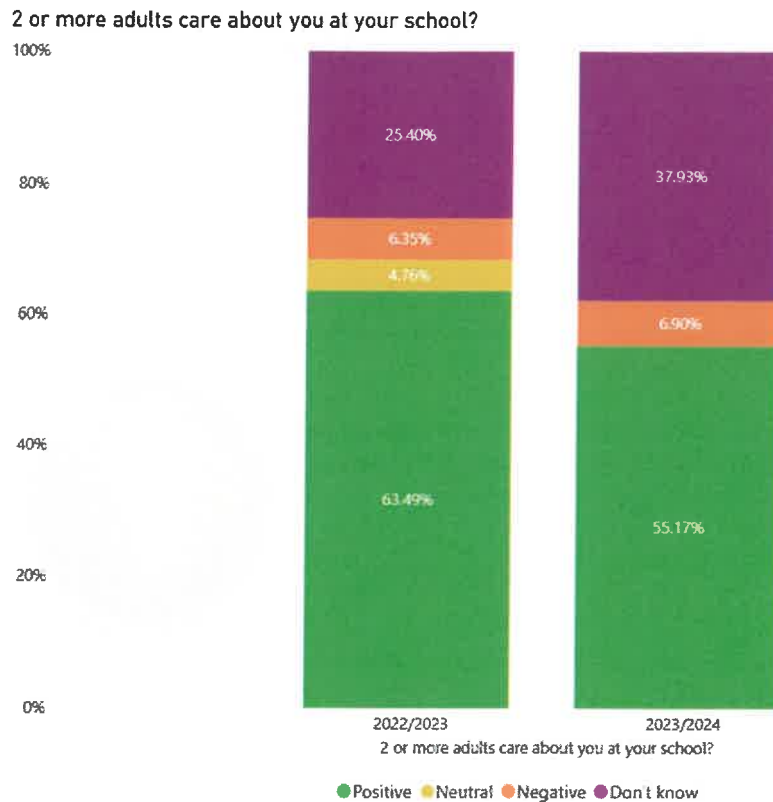
- Universal supports available for all students in classrooms
- Use inclusive tools available from Office 365 for our grades 4- 7 students
- Student Diversity Club at Lunch, open to students to collaborate on various topics such as Truth and Reconciliation, Mental Health, etc. They focus on monthly topics.
- Indigenous Ed students can access support from our IEW
- Students can access supports from their teachers and counsellor
- All staff will continue to make connections and develop positive relationships with all of our students
- Continue to provide opportunities for student connection and belonging through big buddies, field trips, and school clubs
- Continue to provide teacher collaboration with the Curriculum and Instruction Department on literacy and numeracy
- Healthy snacks are at the office
- Lunches provided for those in need

Monitor/ Evaluate:

- We will continue to monitor our supports provided with regular discussions at staff meetings.

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- Student learning Survey (2025-26). We want to see an increase in percentage of students that positively report that 2 or more adults care about them at school.



Wellness

Goals:

- To support equity, diversity, inclusion and belonging for our students.
- Improve student mental health by increasing mental health literacy understanding in the school.

Strategies:

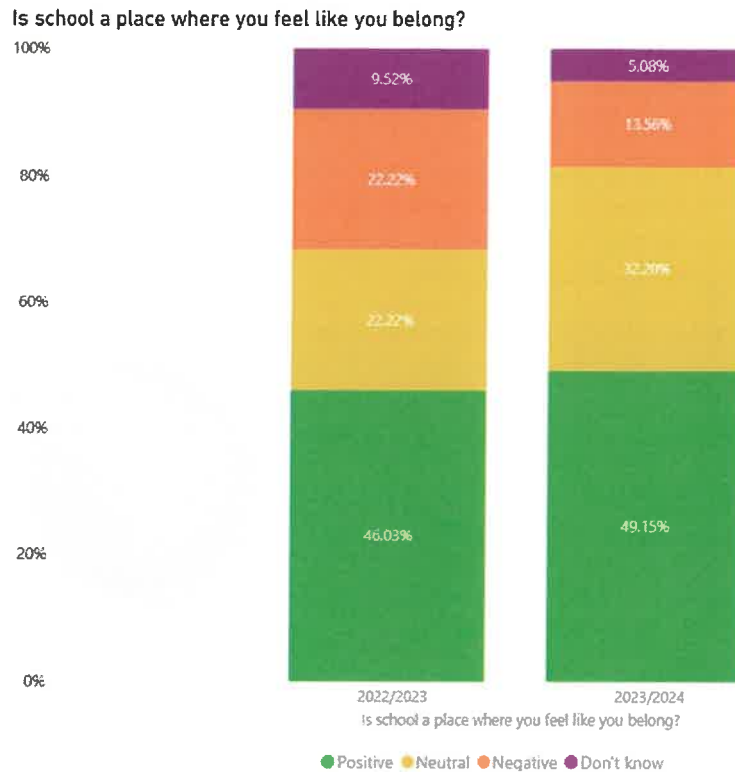
- Students in the Diversity clubs will provide student friendly events, announcements, and activities in the areas of diversity, inclusion and belonging at the school level
- Indigenous Education worker will continue to work with our Indigenous students and support them with their mental health and wellbeing
- Teachers and Educational assistants to support students with issues of friendships, wellbeing and belonging when needed
- Specific focus on National Indigenous Day (student focused) (whole school activities)
- Teachers will do various lessons on topics related to equity, diversity, inclusion and belonging as per the Physical and Health curriculum guidelines for each grade
- In classroom use and learning of various SEL supports to help students identify their emotions (Zones of Regulation, Kelso's Choice, "Mind Up", Second Step)

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- School Wide use of SOAR (PBIS) – student code of conduct – Safety, Ownership, Achievement and Respect

Monitor/ Evaluate :

- Student Learning Survey (2025-26). We expect to see an increase in the percentage of students reporting positively that they feel welcome at the school.



Engagement

School staff will continually review the school goals throughout the year at monthly staff meetings. Staff will review the data, determine the effectiveness of the strategies used and implement changes when necessary. Our school will continue to engage with our parents, community and rights/ stakeholders through our: open house, parent teacher interviews, newsletters, school website, student and parent learning survey, and PAC meetings.