

Hart Highlands Elementary

School Plan for Student Success: 2025/26



This framework for education was developed in collaboration with our local Lheidli T'enneh and local Dakelh Elders, visually presented by Pam Spooner and created by Becky Dochstader.

About our School

There are 347 students and 43 staff who make up Hart Highlands Elementary which was built in 1977. This year, we have 14 divisions from Kindergarten to Grade 7. The beauty of Hart Highlands is its community and the area of Prince George in which it is located. Students attend from a variety of neighborhoods and the landscape surrounding the school is outstanding and becomes the backdrop that highlights the beauty of all four seasons.



At Hart Highlands, the staff is passionate about providing rich learning opportunities for students and are committed to focusing on the four directions of the district strategic plan. Some of the traditional activities and events include; the PAC Barbeque and Open House, the Terry Fox Run, Cross-country Running and Volleyball to name a few.

We continue to be guided by the collaborative mission and vision for Hart Highlands.

At Hart Highlands, we are Leaders, Learners, Adventurous and Kind!

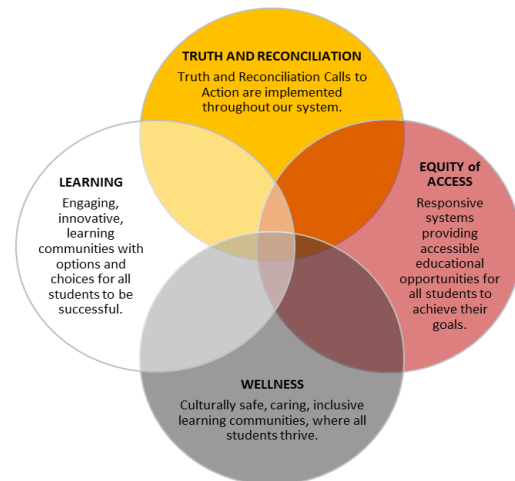
Our School Plan which follows on the next pages, highlights our goals over the next year as we work towards excellence in education. The plan is aligned with the four directions of the district

strategic plan;

- ✚ Truth & Reconciliation
- ✚ Learning
- ✚ Equity
- ✚ Wellness

Specific to each direction are four sub categories;

- ✚ Student Learning Strategies
- ✚ Adult Learning Strategies
- ✚ Structural and Systems Changes
- ✚ Measures of Success



School Planning Engagement Process

Our engagement process will include our students, families and staff.

Strategies for Increasing Engagement;

- ✚ Regularly update the Parent Advisory Council (PAC) on the School Plan for Student Success (SPSS)
- ✚ Email the SPSS to families for review and feedback using a Microsoft Forms template
- ✚ Post the SPSS on the website
- ✚ Review the SPSS with staff three times throughout the school year

WELLNESS

✚ Culturally safe, caring, inclusive learning community, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

Advisory Report: #32 That each school principal be required to report on how indigenous education, reconciliation, and anti-racism work is being advanced in their schools, with examples of progress towards measurable outcomes.

2025/26 Goals

1. Create a school community that is based on healthy and respectful relationships where everyone feels safe, welcomed and able to teach and learn.
2. To acknowledge the importance of staff and student wellness with the goal of improving both.

☐ Strategies for Student Learning

- Create a student leadership group focused on wellness activities (i.e. spirit days, special events)
- Create connections with our diverse learners
- A focus on Social Emotional Learning in all classrooms – Zones of Regulation
- Tier 2 and Tier3 Groups run by YCW's and Counsellor focused on student need
 - Anger Management
 - Anxiety
 - Grief and Loss
 - Zones of Regulation

☐ Strategies for Adult Learning

- Michele David (District Mental Health Clinician)
 - Walk in this Work Together – coping strategies for staff
- Learning opportunities focused on Trauma Informed Practice and ACES (Adverse Childhood Experiences)
- Professional Development focused on the "Relationship Scan"

☐ Strategies for System and Structure Changes

- School Wide focus on Social Emotional Learning (common language)
 - Youth Care Worker Room and Youth Care Workers lead / demonstrate / model
- Continue with Gotchas and Husky of the Month

☐ Success Measures

- Street, Map and Satellite Data
- Triangulation - Products, observations and conversations
 - Students, staff and community
- Success measures should highlight all the grades
- Relationship Scans – (start of year / end of year)

☐ Additional Considerations:

- Open Parachute activities for Intermediate Classes
- Increase extra-curricular activities offered to students

LEARNING

✚ Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

Advisory Report: #31 That each school be required to complete an annual report on student learning with a focus on Indigenous student learning. These reports will become part of the public district level report completed annually.

2025/26 Goal

1. Increase literacy and numeracy rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.

☐ Strategies for Student Learning

- UFLI Groups
- DIBELS Assessment
- Learning Assistance support based on RTI model

☐ Strategies for Adult Learning

- Use the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to assess literacy skills
- Professional Development focused on RTI (Response to Intervention)
- Professional Development focused on the “Learning Scan”

☐ Strategies for System and Structure Changes

- Two-year commitment to literacy assessment pilot project – DIBELS
- Focus on data dialogue during staff meetings
 - move from data as information to data that informs actions
- Support continued work on looking for evidence of learning in multiple ways
- 6-week Tier 3 interventions focused on two streams – academic and behaviour

☐ Success Measures

- Street, Map and Satellite Data
- Triangulation - Products, observations and conversations
 - Students, staff and community
- Success measures should highlight all the grades
- Learning Scans – before and after (start of year / end of year)

Truth and Reconciliation



Truth and Reconciliation Calls to Action are implemented throughout our system.

Call to Action: #14 We call upon the federal government to enact an Aboriginal Languages Act.

Call to Action: #63 Education for Reconciliation

Advisory Report: #32 That each school principal be required to report on how indigenous education, reconciliation, and anti-racism work is being advanced in their schools, with examples of progress towards measurable outcomes.

2025/26 Goal

1. Increase the percentage of students who recognize that they are learning about Truth and Reconciliation and that they have an active role to play in reconciliation.

☐ Strategies for Student Learning

- Understand the importance of and purpose for truth and reconciliation
- Increase the opportunity for hands on learning
 - National Day of Truth and Reconciliation – Station Rotations
- Utilize the outdoor classroom and area/community we live in
 - Increased learning on and about the land

☐ Strategies for Adult Learning

- Learn indigenous drumming songs
- Support from the Indigenous Education Department
 - Increased learning opportunities

☐ Strategies for System and Structure Changes

- To acknowledge the unceded ancestral lands of the Lheidli T'enneh in both Dakelh and English at the start of our assemblies and each morning during our daily announcements.
- Invite Elders to the school to share knowledge plan structured blocks of time for their visits
- Incorporating the teaching and learning of truth and reconciliation to occur on a regular basis (i.e. weekly)

☐ Success Measures

- Street, Map and Satellite Data
- Triangulation Products, observations and conversations
 - Students, staff and community
- Success measures should highlight all the grades

☐ Additional Considerations:

- Using the Lheidli T'enneh Natural Calendar to guide our programming
- Focusing on Dakelh: numbers, animals, greeting, months and days of the week
- Professional development for staff (Truth and Reconciliation, Calls to Action)

EQUITY OF ACCESS

✚ Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

Call to Action: #14 We call upon the federal government to enact an Aboriginal Languages Act.

Call to Action: #63 Education for Reconciliation

Advisory Report: #18 That indigenous students are monitored and tracked to ensure timely and effective support.

2025/26 Goals

1. Create a continuum of support throughout the school to ensure all students have access to personalized learning.
2. Gather and review school wide data to support decision making with respect to supports and resources.

☐ Strategies for Student Learning

- Teach students about Growth Mindset
- Teach and model about the benefits of using “tools” to support their learning
 - ie. Scanning pens, speech to text

☐ Strategies for Adult Learning

- Professional learning for staff around the Continuums of Support
- Increased awareness of all staff re: all student IEP Goals (Individual Education Plan)
 - Essential Binders
- Use of RTI to identify student and classroom needs

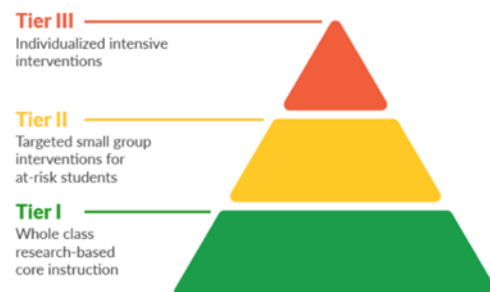
☐ Strategies for System and Structure Changes

- Class Reviews using the RTI Triangle (Response to Intervention)
- Increased our communication with students and families
- Create Student Support Plans – do the adaptations and accommodations meet student needs

☐ Success Measures

- Street, Map and Satellite Data
- Triangulation Products, observations and conversations
 - Students, staff and community
- Success measures should highlight all the grades

☐ Additional Considerations:



Cycles of Review & Revision

We will review and update our school plan for student success several times throughout the school year using a variety of strategies. We will use triangulation (observations, conversations and products) as well as street, map and satellite data to review the progress we are making towards the goals outlined in our School Plan for Student Success.

OCTOBER

- ☐ Review SPSS to confirm upcoming years goals
 - Goals aligned with District Strategic Plan
 - Goals aligned with the Four Directions of Strategic Plan
- ☐ Review SPSS to confirm upcoming years strategies
 - Strategies for Student Learning
 - Strategies for Adult Learning
 - Strategies for System and Structure Changes

NOVEMBER

- ☐ Share SPSS at PAC meeting
- ☐ Share SPSS with community
 - Link feedback form to community

JANUARY

- ☐ Share available data for each of the four directions
 - Share with staff, students and community

APRIL

- ☐ Share available data for each of the four directions
 - Share with staff, students and community

JUNE

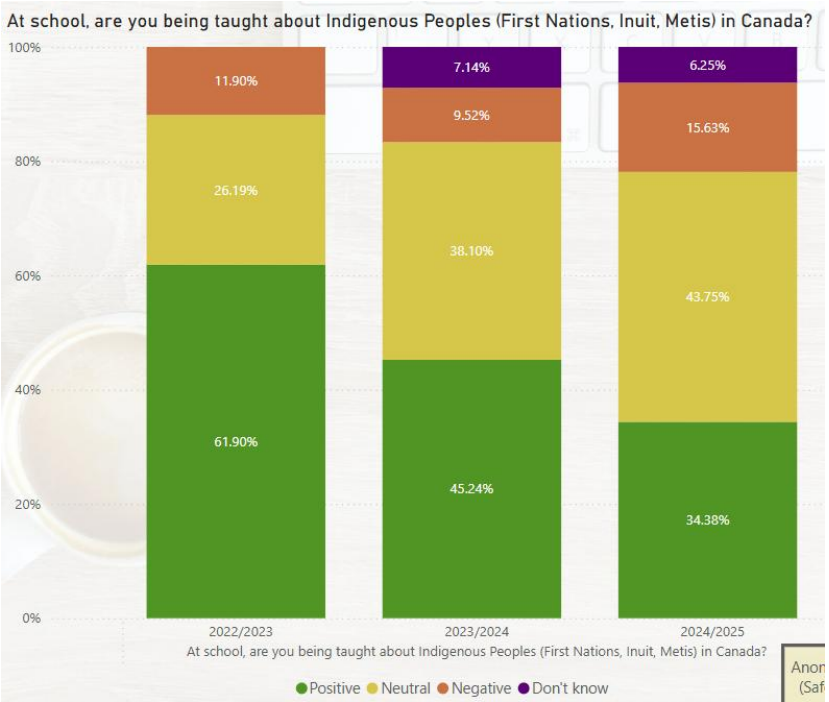
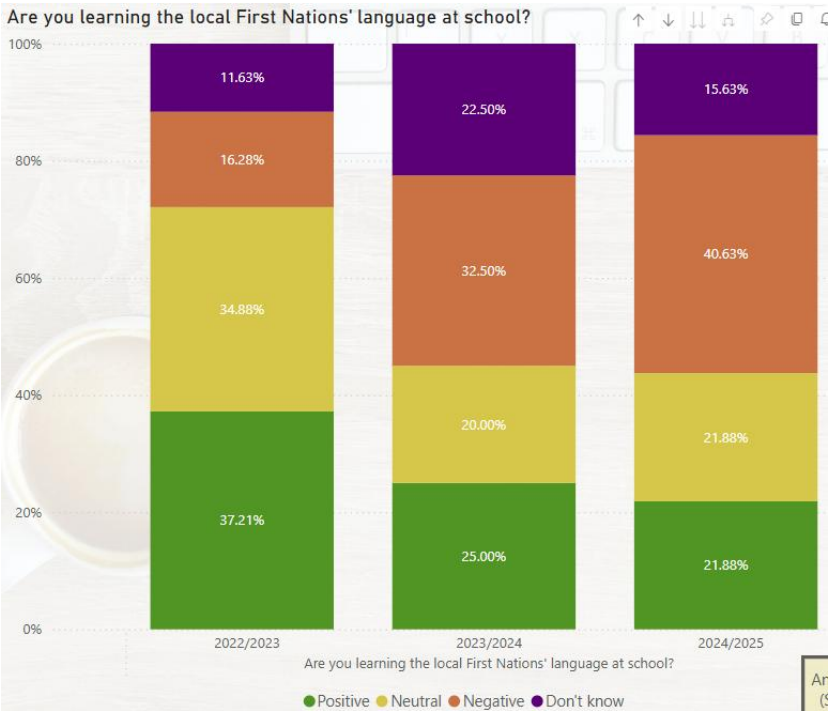
- ☐ Review SPSS to determine whether any adjustments are needed for upcoming school year

Data

Observations, Conversations & Products – ***Sandra Herbst***

Street, Map & Satellite Data – ***Shane Safir***

Data: Truth and Reconciliation



2025/26 Strategy: To bring staff and students together to continue to raise awareness of the National Day of Truth and Reconciliation by experiencing a variety of learning stations focused on activities connected to

There is more to these pictures than you can see... On September 26th we acknowledged the upcoming National Day of Truth and Reconciliation. Students were divided into 21 groups composed of mixed grades (gr. 1 to gr. 7). Throughout the day students travelled to 7 different learning stations.

Please know that... The 7 stations included; rock painting, learning from the land - Sit Spots, land acknowledgements, the Orange Shirt Story and activity, Every Child Matters whole school mural, and feelings and feather art.



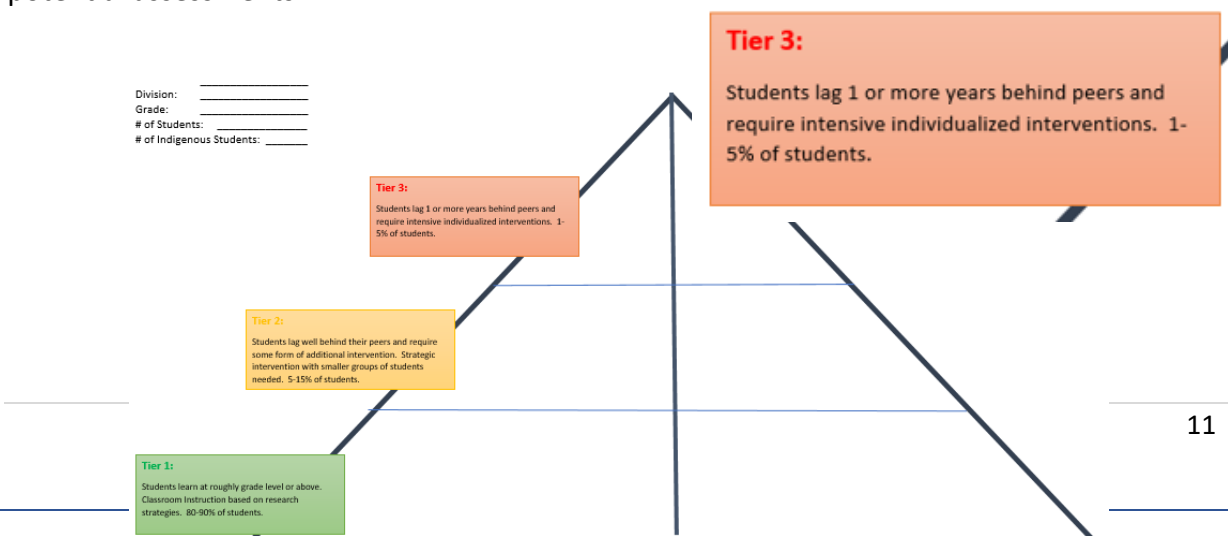
Data: Equity of Access



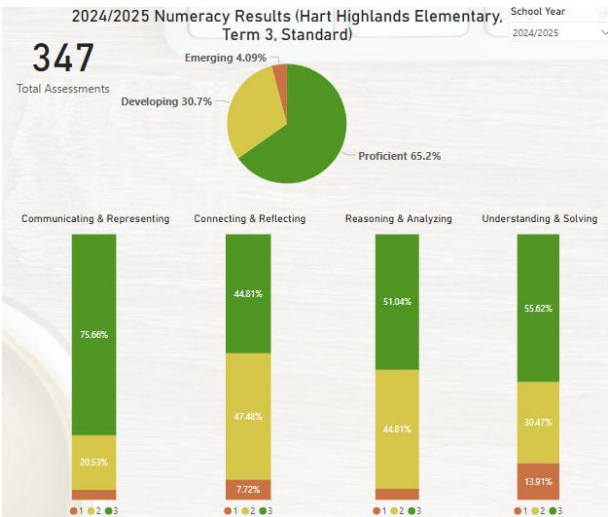
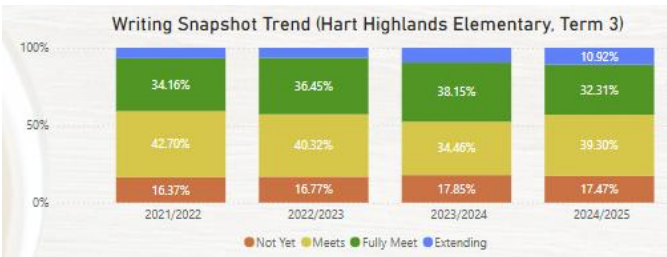
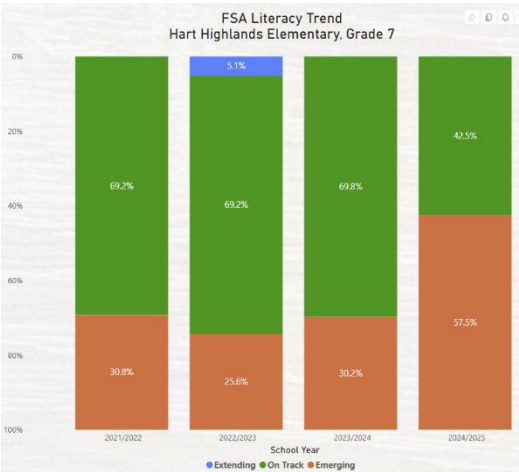
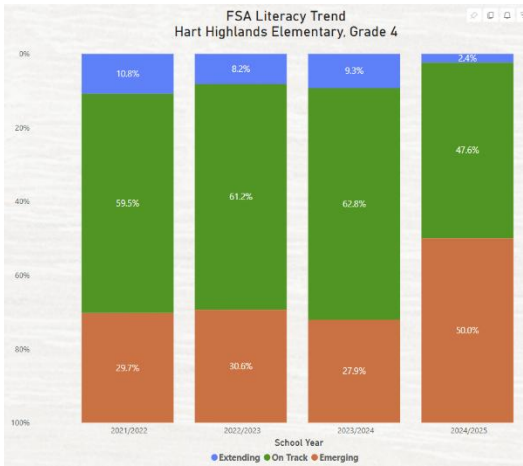
2025/26 Strategy: To use the RTI triangle to guide decisions related to class placements, support and resource allotment along with identifying students who require additional supports. We will continue to learn about Tier 1, 2 and 3 interventions as a staff and share information with our families about what it means and how we use it to support students.

There is more to this image than you can see... This is a picture of the RTI (Response to Intervention) Triangle. At Hart Highlands, we use RTI to identify and support students who require additional support.

Please know that... We have identified those students in Tier 3 that require additional academic and/or behavioral support. When students need Tier 3 support, they will receive an intensive 6-week intervention. The goal of the intervention is to determine if the student will experience growth in academics and/or behaviors. The outcomes of the intense intervention will then help us identify students we need to bring forward to Extended School Based Team (ESBT) for additional support and potential assessments.



Data: Learning



2025/26 Strategy: *We are now entering year 2 of the 2-year DIBELS Pilot Project. We will continue to use the DIBELS assessment to inform our Literacy Instruction.*

There is more to these pictures than you can see... The teaching staff at Hart Highlands continue to be a part of the two-year DIBELS Pilot Project.

What is DIBELS?

DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.

Please know that... The DIBELS assessment helps us to identify specific areas of reading deficits and strengths. Teachers use the assessment to inform their teaching practice and decide on next steps for individual students as well as whole group teaching. The majority of our teaching staff is using UFLI to supplement their Literacy Instruction. If you would like to know more about UFLI and/or the DIBELS assessment, please reach out to your child's teacher.

What is UFLI Foundations?

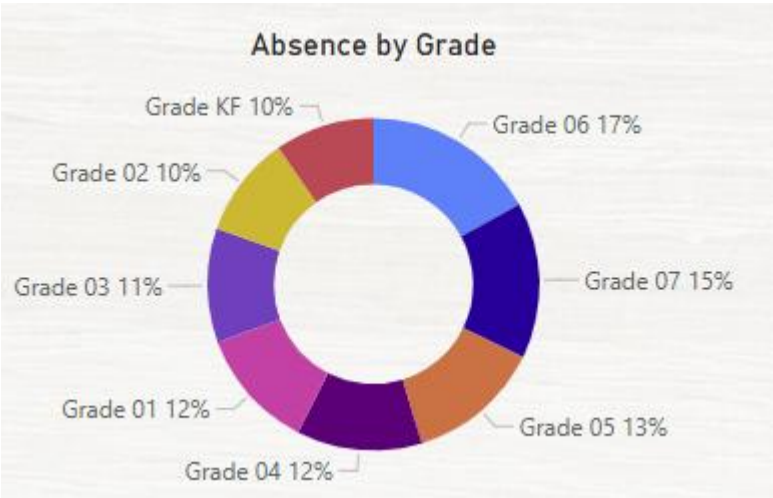
UFLI Foundations is an **explicit** and **systematic** program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”). The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

How does it work?

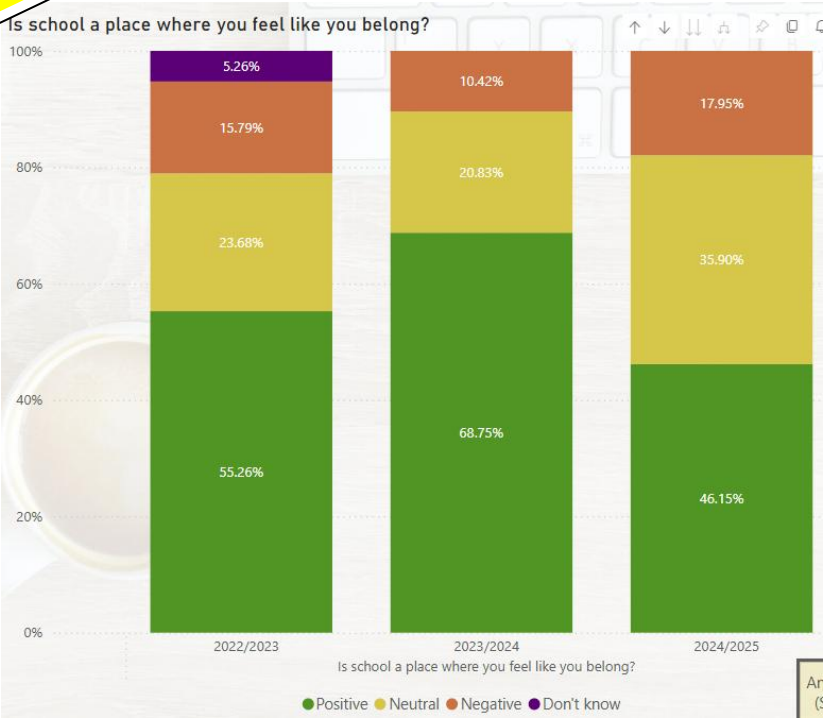
UFLI Foundations provides teachers with detailed but easy to follow lesson plans that follow this eight-step routine:

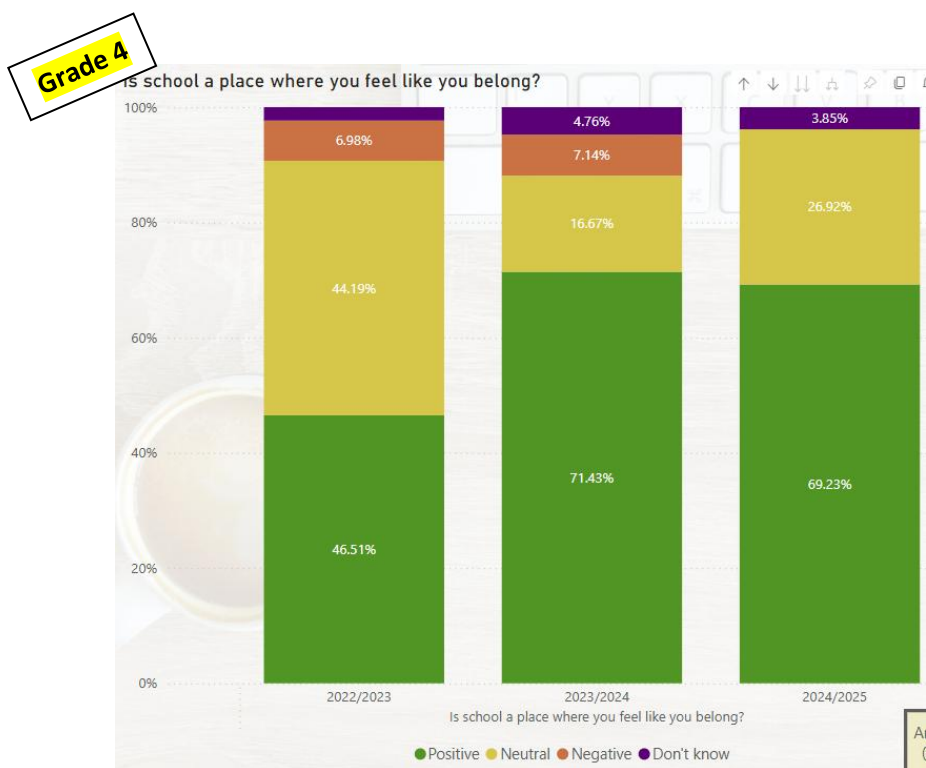
1. Phonemic Awareness
2. Visual Drill
3. Auditory Drill
4. Blending Drill
5. New Concept
6. Word Work
7. Irregular Words
8. Connected Text

Data: Wellness



Grade 7





2025/26 Strategy: This year, students have been divided into 21 groups. The groups are made up of students from Kindergarten to Grade 7. The intent of creating groups this way is to build community across the grades. Students will be in their groups several times throughout they year experiencing a variety of themed activities. Our first groups took place during the Day for Truth and Reconciliation. Additionally, we will be injecting the essential need for “fun” throughout the school year with spirit days!

There is more to these pictures than you can see... We continue to build a sense of community, enjoying each other and having fun! This year, we have introduced staff and students to a “Rock, Paper, Scissors” competition.

Please know that... This is serious business 😊 So far, Mrs. Graham and Connor hold the titles. We will be inviting Mr. Kimpton to the school in January to have our “most skilled competitors” face off against him. If you haven’t heard yet, he’s held the title of the Pioneer Days champion two years in a row. And, there’s big bucks in it!

