



École Heather Park Elementary School 2026 School Plan for Student Success



PREAMBLE

École Heather Park Elementary is a dual-track English and French Immersion school in Prince George, British Columbia with approximately 545 students. Our school community is committed to creating an inclusive, caring, and engaging learning environment where students are supported to develop academically, socially, and emotionally. We recognize the importance of creating opportunities for all students to experience success, develop a sense of belonging, and see themselves as capable learners.

We acknowledge that our school is on the traditional and unceded territory of the Lheidli T'enneh. We are grateful to learn together on this land and continue to work toward including Indigenous perspectives at school.

Two strengths that support our work are our commitment to inclusion and our collaborative staff culture. Staff work together to respond to diverse student needs and to create an environment where students are encouraged to participate, take risks, and develop confidence as learners. Our dual-track school also provides opportunities for students to learn and collaborate across English and French language and cultural contexts.

Our school community includes learners with a wide range of strengths, needs, interests, and experiences. As we work to improve student achievement, we recognize the importance of understanding individual student needs and ensuring that students have equitable access to opportunities and appropriate supports.

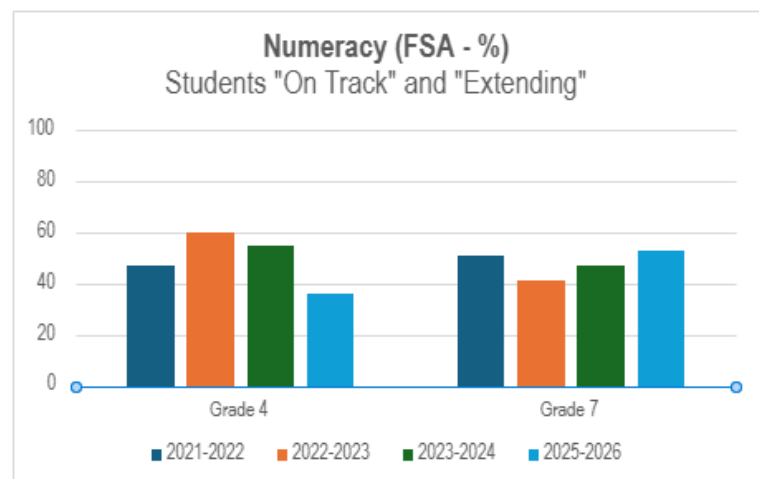
SCHOOL LEARNING GOAL

Numeracy: Making mathematical thinking and learning visible across the school.

Students at École Heather Park will build confidence and skill in mathematics by using a variety of strategies, showing and explaining their thinking, and making connections between mathematical ideas.

RATIONALE

Numeracy has been identified as our school learning goal because assessment data indicates a need to strengthen number sense, fluency, and mathematical reasoning. While students often engage positively in hands-on and collaborative mathematics activities, many students would benefit from additional opportunities to visualize concepts, practise efficient strategies, communicate their reasoning, and apply their learning in varied contexts.



When interpreting achievement data, we will consider the diverse needs and experiences of our learners. Students who are experiencing difficulty with numeracy may require different levels or types of support. Our goal is not to lower expectations, but to provide equitable access to high-quality mathematical learning, targeted instruction, appropriate scaffolding, and opportunities for students to demonstrate understanding in multiple ways.

STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Our professional learning and instructional focus will focus on making mathematical thinking visible.

Tier 1 – Instruction for All Students

All students will benefit from:

- Daily opportunities to develop number sense, mental-math strategies, and foundational fluency
- Explicit teaching and modelling of mathematical strategies
- Use of concrete materials, visual representations, number lines, arrays, ten frames, charts, and other representations
- Regular opportunities for student to explain, justify, compare, and revise their thinking
- Math-talk routines that normalize multiple strategies and make student thinking visible
- Rich, open-ended problems connected to students' interests, cultures, and community
- Repeated practice that builds fluency while focusing on understanding
- Ongoing use of formative assessment to identify misconceptions and next instructional steps
- Regular opportunities for students to reflect on their confidence, strategies, and progress

Tier 2 – Targeted Supports

Students requiring additional support will receive targeted instruction based on identified areas of need.

Supports may include:

- Small-group instruction
- Additional practice with counting, subitizing, place value, basic facts, and computational strategies
- Use of manipulatives and visual models before moving to abstract notation
- Pre-teaching and re-teaching of vocabulary and concepts
- Frequent progress monitoring using brief, focused assessments
- Additional time and opportunities to demonstrate learning
- Flexible grouping based on demonstrated learning needs

Tier 3 – Intensive and Individualized Supports

Students will receive individualized programming based on their specific strengths and needs. This may include:

- Individualized numeracy goals connected to the student's IEP or student learning plan
- More frequent instruction in a smaller setting
- Individualized assessment tools and accessible ways to demonstrate understanding
- Support from resource teacher, education assistants, Indigenous Education staff, or other specialist
- Collaboration with families and support teams
- Regular review of progress and adjustment of goals, strategies, and materials.

MONITORING for IMPACT – Student Learning Change

We will monitor both student learning and changes in instructional practice throughout the year. The purpose of monitoring will be to determine whether our strategies are helping students explain their thinking, use strategies more independently, and approach math with greater confidence.

Checkpoint	Assessment Tools & Actions	Evidence of Student Learning	Adjustment to Strategies
October 2026	Review available district results and current classroom work. Identify one or two common numeracy needs.	Note what students can already do and where they need support, particularly when showing or explaining their thinking.	Agree on a shared instructional focus and identify students who may need targeted support.
January 2027	Bring a recent math task or work sample to an existing staff meeting. Review available FSA results where relevant.	Look for examples of student using strategies, showing their work, and explaining how they reached an answer.	Choose one change to instruction or practice based on what the work shows. Adjust targeted support where needed.
March 2027	Review another classroom task or assessment connected to the same numeracy focus.	Compare with earlier work to see what has improved and what remains difficult.	Continue what is working. Change the approach for students who are not yet making progress.
June 2027	Review year-end classroom evidence and available school and district assessments results.	Identify examples of student growth and any needs that remain. Review percentage of students meeting or exceeding expectations	Identify the practices worth continuing and one or two priorities for 2027-2028.

REFLECTIONS and OUTCOMES

To be completed at the end of the 2026–27 school year.

We will consider:

- What changes did we observe in students' mathematical understanding and achievement?
- Are students more able and willing to explain their mathematical thinking?
- Are students using a wider range of strategies and representations?
- Are students demonstrating greater confidence and flexibility when solving problems?
- What evidence demonstrates growth for students who were previously experiencing difficulty?
- Which instructional strategies had the greatest impact?
- What did we learn from examining student work and classroom practice?
- What should we continue, refine, or discontinue in 2027–28?

We will look for evidence that students are moving from “What is the answer?” toward “How did you figure it out? How can you show it? Why does it work? Is there another way?”

Our intended outcome is that students increasingly see themselves as capable mathematical thinkers and that mathematical reasoning and problem solving become more visible across the school.