



School Plan for Student Success Harwin Elementary 2026-2027

PREAMBLE

Harwin Elementary School respectfully acknowledges that we learn, work, and play on the unceded ancestral lands of the Lheidli T'enneh. Situated near the Nechako River and surrounded by parks and natural spaces, our school is fortunate to be part of a community rich in history, culture, and connection to the land. As Harwin Howlers, we value relationships, community, and caring for one another.

Currently, Harwin has 287 students enrolled in 12 divisions and 53 staff members. Our StrongStart program welcomes families and young children from the community, providing a space to explore, play, and build relationships as they begin their learning journey. The Spirit Den offers popular after-school opportunities that help students develop new interests, build connections, and strengthen important life skills.

At Harwin, we are committed to creating a positive learning experience and fostering a supportive, creative, and innovative community of learners. We value meaningful relationships, strong connections with families and community partners, and providing opportunities for all students to learn, grow, and succeed. Throughout the 2026-2027 school year, staff will continue to embed Dakelh Ways of Knowing into teaching and learning through a focus on Self Identity, Respect, Truth and Honesty, Responsibility, and Community. These understandings will be integrated into classroom practice, school experiences, and student learning opportunities to support belonging, connection, and success for all learners.

SCHOOL LEARNING GOAL

Increase reading and comprehension success for all students while building a deeper understanding of the learning needs of Harwin students to inform future school-wide priorities.

This reading comprehension goal has been carried forward from previous Harwin School Plans for Student Success and will remain our focus during the beginning of the 2026-2027 school year. Throughout the year, staff will engage in a collaborative review process to determine our future school learning goal. This work will be grounded in student achievement data, assessment evidence, and the unique strengths and needs of the Harwin community.



As part of this process, staff will work together to update our School Plan for Student Success to ensure our learning goal is responsive and relevant. We view the SPSS as a living document that evolves as student needs change and as new evidence emerges. Through ongoing inquiry and analysis, we will identify the area of greatest impact for student success and learning at Harwin.

A revised school learning goal is anticipated to be developed and implemented in the spring of 2027. Until that time, we will continue to monitor and support student growth in reading and comprehension while gathering and analyzing data to inform our future direction.

RATIONALE

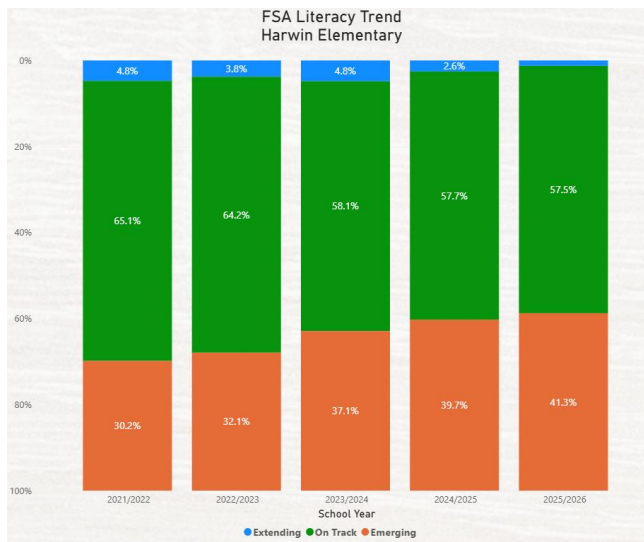
The current literacy goal has been maintained as a transitional focus while staff engage in a collaborative review of student learning needs across the school. Reading and comprehension remain important areas of focus; however, staff recognize the importance of ensuring that our school learning goal is informed by current evidence and reflects the evolving needs of our learners and community. Throughout the 2026-2027 school year, multiple sources of qualitative and quantitative data will be reviewed to identify areas where focused school-wide efforts can have the greatest impact on student success.

As part of our data review process, staff will consider the learning needs and outcomes of priority populations, including Indigenous students, students with diverse learning needs, and students requiring additional support, to ensure that our school learning goal is responsive, inclusive, and focused on reducing barriers to student success. Data will be examined through an equity lens to identify areas where targeted support may improve outcomes for learners who need it most.

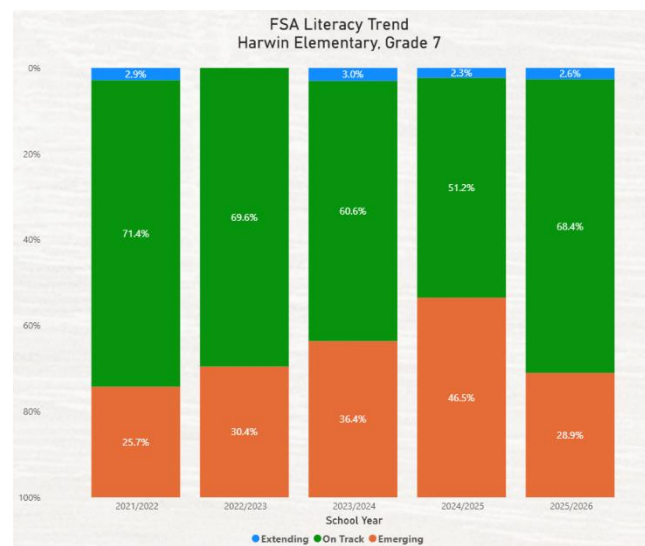
Key evidence and monitoring measures identified in the previous plan:

- DIBELS Assessment System
- Primary and Intermediate Intervention Programs
- Foundation Skills Assessment (Grades 4 and 7)



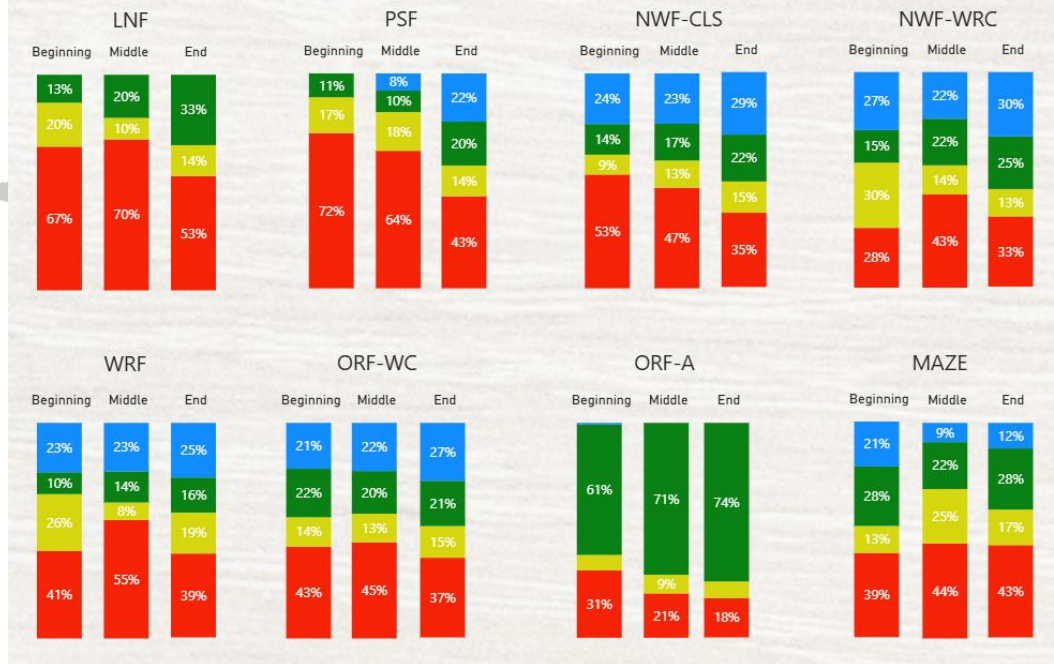


Grade 4



Grade 7

Harwin Dibels Score (2025/2026)



Whole School

STRATEGIES TO ACHIEVE LEARNING GOAL

Tier 1 (Universal)

- Explicit instruction in reading comprehension strategies.
- Regular classroom-based literacy assessment to inform instruction.
- Collaborative review of student learning data by staff.

Tier 2 (Targeted)

- Primary Reading Intervention Program.
- Intermediate Reading Intervention Program.
- Progress monitoring of intervention outcomes.

Tier 3 (Intensive)

- Individualized literacy intervention plans for students with significant reading challenges.
- Collaboration between classroom teachers, Learning Support, and families.
- Frequent monitoring and adjustment of interventions based on student progress.

MONITORING FOR IMPACT

September 2026

- Hold Classroom Review Meetings to identify class and individual student needs.
- Review Social Emotional Learning (SEL) needs and determine appropriate supports.
- Confirm that students requiring intensive support are accessing appropriate Learning Assistance blocks and interventions.

October 2026

- Begin Primary Reading Intervention Program.
- Begin Intermediate Reading Intervention Program.
- Identify target students and establish baseline literacy data.

November 2026 - February 2027

- Monitor student progress in reading interventions.
- Review student data and adjust supports as needed.
- Ensure students receiving intensive supports are appropriately placed and supported.

March - April 2027

- Review school-wide literacy data and intervention results.
- Analyze student learning data to identify strengths, needs, and emerging priorities.

May - June 2027

- Review school, classroom, and priority learner data through an equity lens.
- Determine a revised School Learning Goal based on current evidence and student needs.
- Finalize and implement the updated School Plan for Student Success (SPSS).

REFLECTIONS AND OUTCOMES

Throughout the 2026-2027 school year, staff will review student achievement data, assessment results, classroom evidence, and intervention data to identify current learning needs across the school. Data will be examined with attention to priority learners and areas where additional support may be needed. Information gathered through Classroom Review Meetings, intervention programs, and staff collaboration will be used to determine the area of greatest need and inform the development of a revised School Learning Goal.

By June 2027, Harwin School will have identified a revised School Learning Goal based on current student needs and school data. The updated School Plan for Student Success will be finalized in late Spring 2027 and implemented either at that time or at the beginning of the 2027-2028 school year.