



Heritage Elementary School 2026 School Plan for Student Success



PREAMBLE

At Heritage Elementary School, we proudly acknowledge our place on the traditional, unceded ancestral lands of the L'heidli Teneh. Our natural surroundings that include Cranbrook Hill, Moore's Meadow, Moran Park and our own forested areas provide us with a deep connection to the land that allow for enriching opportunities for learning. As Hawks, we embrace the values of stewardship, respect, and responsibility. Like the hawk, we seek to view the world with clarity and perspective while honouring our connection to the land, community, and each other.

Heritage Elementary is a welcoming and inclusive community that values diversity, supports multilingual learners, and works closely with families to ensure every student feels connected, supported, and ready to learn.

Heritage's unique location, surrounded by forests, parks, and natural learning spaces, provides rich opportunities for outdoor education, environmental stewardship, and place-based learning.

SCHOOL LEARNING GOAL

Use ongoing literacy assessment data to identify student needs and provide targeted instruction and interventions that improve reading achievement.

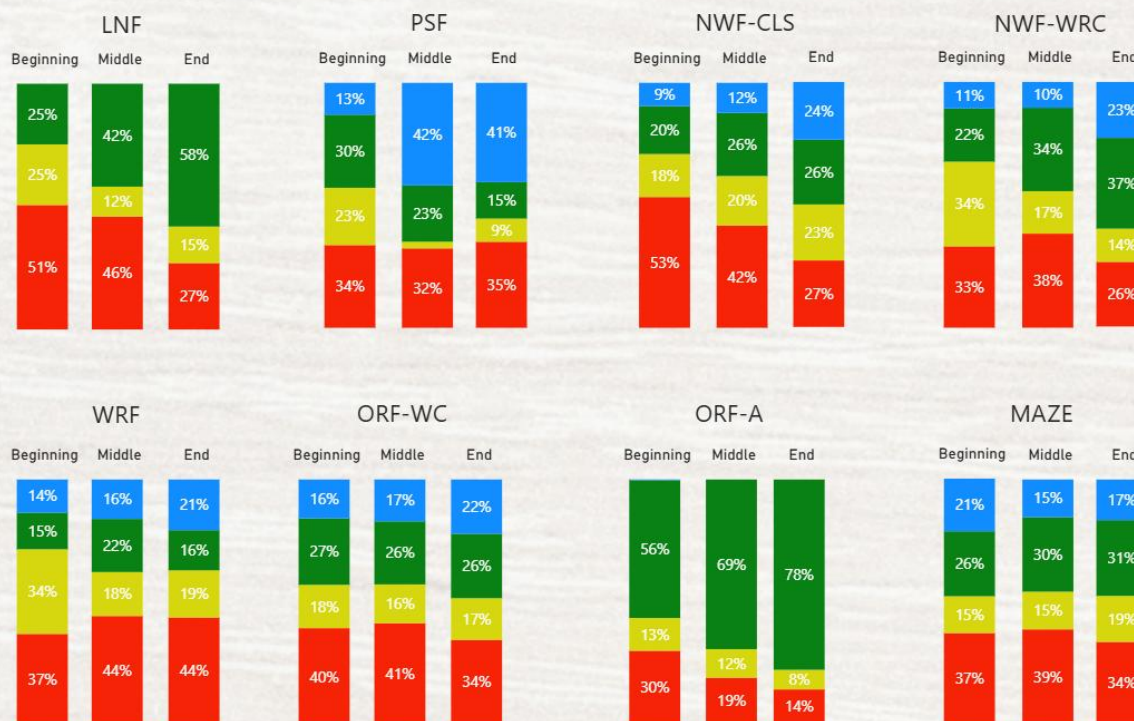


RATIONALE

Over the past year, Heritage Elementary has built a strong foundation in reading literacy through participation in the District Literacy Pilot Project and the implementation of DIBELS (Dynamic Indicators of Basic Early Literacy Skills). By reviewing student literacy data and monitoring progress over time, staff have identified the need to continue strengthening reading instruction and providing targeted support to improve reading outcomes for students.

Heritage is a culturally and linguistically diverse school community, with many students learning English as an additional language. School literacy data indicates a continued need to support the development of foundational reading skills, vocabulary, fluency, and reading comprehension. Staff will continue to use assessment information to identify student needs, guide instruction, and provide timely interventions to ensure all students experience growth and success as readers.

Heritage Dibels Score (2025/2026)



Student Communication of Student Learning Class Progress 2024-2025			
	Proficient and Beyond December CSL	Proficient and Beyond March CSL	Proficient and Beyond June Summative
Literacy Primary	71%	62%	61%
Literacy Intermediate	65%	67%	60%
Numeracy Primary	83 %	75%	66%
Numeracy Intermediate	65%	81%	62%

Student Communication of Student Learning Class Progress 2025-2026			
	Proficient and Beyond December CSL	Proficient and Beyond March CSL	Proficient and Beyond June Summative
Literacy Primary	52%	53%	62%
Literacy Intermediate	52%	56%	68%
Numeracy Primary	66 %	63%	64%
Numeracy Intermediate	68%	63%	74%

STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

To achieve our literacy goal and improve reading outcomes for all students, staff will implement the following strategies:

- Provide high-quality, evidence-informed literacy instruction for all students.
- Use DIBELS and classroom assessment data to identify student needs, monitor progress, and guide instruction.
- Provide targeted interventions and supports based on assessment evidence.
- Align classroom, ELL, Learning Assistance, and Resource supports to ensure coordinated literacy instruction.
- Engage in collaborative inquiry to review student progress and strengthen literacy practices.
- Review literacy progress for Indigenous students and Children and Youth in Care during each data cycle, identify students requiring additional support, and implement timely interventions and collaborative support plans.
- Incorporate Indigenous perspectives, texts, and First Peoples Principles of Learning into literacy experiences to support engagement, identity, and success for Indigenous learners.
- Implement a tiered approach to literacy support, including universal instruction, targeted intervention, and intensive support as needed.

MONITORING for IMPACT – Student Learning Change

Student progress will be monitored through ongoing literacy assessment and data review cycles. Staff will review student learning evidence every 6 to 8 weeks and following key literacy screening windows to identify needs, monitor growth, and respond with timely instructional supports and interventions. The Observable Impact framework below will serve as a guide for monitoring student growth by identifying the student behaviours, educator practices, learning experiences, and leadership actions that contribute to improved literacy outcomes.

Each of Our Students	"Our Students Saying Things Like .."	Our Educators	Tasks and Assessments that Include	Support from our School Leaders
S1 - Students actively participate in literacy learning and apply reading strategies to support understanding.	SS1 - "I know what I am learning and why it is important." "I know what reading strategy I am working on." "I can use strategies to help me when I don't understand." "I can stay focused on my reading."	E1 - Educators explicitly teach and model literacy strategies, provide engaging learning experiences, and adjust instruction based on student needs.	T1 - Tasks include clear learning intentions and success criteria. Students have opportunities to read independently, practice explicitly taught reading strategies, demonstrate understanding, and engage with appropriately challenging and purposeful texts.	P1 - Principal conducts literacy learning walks focused on student engagement, strategy use, and evidence of understanding. Principal shares observations with staff, supports collaborative inquiry using literacy data, allocates resources for literacy instruction, and ensures literacy remains a school-wide priority.
S2 - Students communicate their thinking and engage in meaningful literacy conversations.	SS2 - "Here's what I think and why." "I can explain how I figured that out." "I can make connections to what I am reading." "Talking with others helps me understand the text."	E2 - Educators facilitate meaningful literacy discussions, model thinking processes, and prompt students to explain and extend their thinking.	T2 -Tasks require students to discuss, explain, justify, question, and extend their thinking. Students regularly engage in partner talk, small-group discussions, and collaborative literacy learning.	P2 -Principal gathers evidence of student thinking and voice during classroom visits, engages students in conversations about their learning, supports professional learning around discussion practices, and monitors opportunities for student discourse across classrooms.

S3 - Students monitor their progress and use feedback to improve their learning.	SS3 - "I know my reading goal." "I know what I am working on next." "I can explain how my reading has improved." "I use feedback to improve my learning."	E3 - Educators provide timely, actionable feedback, review student data regularly, engage students in goal setting, and use formative assessment to adjust instruction and interventions.	T3 -Tasks incorporate goal setting, self-assessment, reflection, revision opportunities, and feedback cycles. Students use success criteria to monitor and improve their learning.	P3 -Principal supports collaborative review of assessment evidence, facilitates professional dialogue around student learning, ensures consistent use of school-wide assessment tools, and monitors student growth over time.
S4 - Students use strategies and supports to advance their literacy learning.	SS4 - "I know what I am working on as a reader." "I am getting the help I need." "I know which strategies help me learn." "I can see my progress over time."	E4 - Educators use assessment evidence to identify student needs, provide targeted supports and interventions, collaborate with support staff, and monitor student progress.	T4 - Tasks are differentiated and responsive to assessment evidence, provide multiple entry points for success, and support the diverse learning needs of all students.	P4 -Principal reviews school-wide literacy data with staff, coordinates resources and supports, monitors priority learners, and facilitates collaborative problem solving to improve student achievement.

REFLECTIONS and OUTCOMES

At the conclusion of the 2026-2027 school year, staff will review student achievement data, assessment evidence, and observable impact indicators to reflect on changes in student learning, evaluate the effectiveness of implemented strategies, and identify next steps for continued literacy improvement.