



Peden Hill Elementary School Plan For Student Success 2026/2027

We respectfully acknowledge that Peden Hill Elementary is located on the traditional, ancestral, and unceded territory of the Lheidli T'enneh First Nation.

We are grateful to live, learn, work, and play on this land, and we recognize our responsibility to continue building a school community where all students experience belonging, connection, and opportunities for success.



It is our honour to walk alongside local Indigenous communities in educating their children.

WHO WE ARE AT PEDEN HILL

Our shared commitments guide how we learn, work, and grow together.

VISION

To promote the intellectual, physical, emotional and social development of each student within a safe, healthy, respectful and caring environment. We foster an inclusive environment that nurtures confident, engaged and proud life-long learners through innovation, high standards and culturally responsive care.

MISSION

To create an inclusive, collaborative learning community where students are supported and challenged through responsive teaching, strong relationships, and meaningful opportunities to think, communicate, problem-solve, and succeed.

OUR SCHOOL VALUES

Peden Hill R.O.C.K.S.: Responsibility • Respect • Ownership • Cooperation • Kindness • Safety

CONNECTION TO THE FIRST PEOPLES PRINCIPLES OF LEARNING

The First Peoples Principles of Learning are integral to our work and strengthen our commitment to belonging, relationships, identity, responsibility, and learning in community.

- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.*
- *Learning involves recognizing the consequences of one's actions.*
- *Learning involves generational roles and responsibilities.*
- *Learning recognizes the role of Indigenous knowledge.*
- *Learning is embedded in memory, history and story.*
- *Learning involves patience and time.*
- *Learning requires exploration of one's identity.*
- *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*



2026/2027 SCHOOL FOCUS

Building confident, flexible mathematical thinkers through strong fact and computational fluency.

Nestled at the base of Peden Hill, our school is the hub of the community. 252 students and 33 staff work and learn together each day in a thriving learning community with extraordinary opportunities for students.

Our first strength is our inclusive and supportive learning environment. At Peden Hill Elementary, we value the diversity of our school community and strive to create a welcoming and inclusive environment where students of all cultures, abilities, and learning needs can thrive. Through equitable access, inclusive practices, targeted supports, and multiple entry points, students have varied opportunities to learn and demonstrate their understanding. The First Peoples Principles of Learning are also an important part of our approach, providing opportunities for all students to experience learning that is relational, reflective, inclusive, and connected to community.

Supporting the whole child is central to this commitment. Zones of Regulation and Mind Up are used across the school to help students identify emotions and develop self-regulation strategies. Peden Hill **ROCKS** provides a school-wide approach to positive behaviour built around Respect, Responsibility, Ownership, Cooperation, Kindness, and Safety. Monthly school gatherings celebrate students and reinforce these shared expectations. We also explicitly teach students about growth mindset, with this language and approach reinforced throughout our school. Students learn to persevere through challenges and view mistakes as opportunities for learning. Our breakfast and lunch programs further support students by helping ensure they are nourished and ready to learn.

Our second strength is our collaborative staff culture. 11 classroom teachers, 5 support teachers, 12 educational assistants, our music teacher, a Community Schools coordinator, a youth care worker, a school counsellor, and an Indigenous Education worker work together to support the academic, social, emotional, and physical needs of students. This collaborative approach allows staff to identify student needs, share strategies, and provide responsive supports and interventions.

Improving literacy and numeracy outcomes is a key focus. We are focussed on raising literacy and numeracy success rates, particularly in the early years, through timely, targeted, and structured interventions informed by assessment data. Targeted English Language Learning supports are provided for 106 students, including opportunities for instruction in smaller groups. In mathematics, our focus extends beyond skills and concepts to developing confidence, perseverance, positive attitudes, and the ability to monitor mathematical thinking.

Learning at Peden Hill also extends beyond academics. Students participate in cross-country running, volleyball, basketball, intramurals, after-school and evening programming, and a hockey program where equipment and coaching are provided at no cost. In addition, we have numerous parent nights and social events hosted by staff and our Parent Advisory Committee.

Our proximity to the John McInnis Centre provides additional opportunities for cooking, building, physical activity, and hands-on learning. Access to laptops, classroom technology, robotics, and coding further supports learning. Through experiences that combine curriculum, problem solving, technology, and hands-on learning, we aim to develop confident, capable, and engaged learners who are prepared for future learning and challenges.

SCHOOL LEARNING GOAL

Students at Peden Hill Elementary will improve numeracy achievement and mathematical confidence, with a particular focus on fact and computational fluency.

Peden Hill's 2026/2027 learning goal was developed collaboratively with staff and families, informed by reflection, dialogue, and evidence of student learning. It reflects our shared commitment to student growth and success. We are excited to move this work forward together.

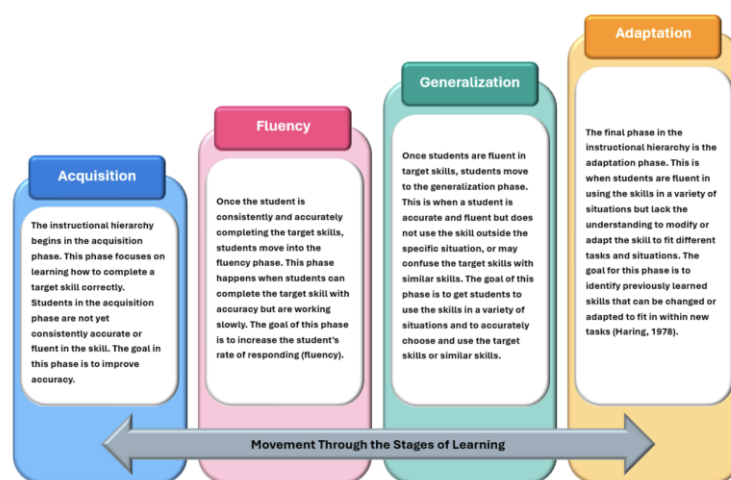
The Numeracy learning goal directly supports SD57's priority of Excellence for Every Learner by strengthening numeracy through a focused, evidence-informed K-7 approach to fact and computational fluency. Common assessment, ongoing monitoring, responsive instruction, multiple entry points, and tiered supports will help us identify and respond to diverse learning needs while promoting equitable opportunities for growth. Collaborative professional learning and support from numeracy specialists will build staff capacity and strengthen consistent school-wide practice. The goal also supports Well-Being and Belonging by developing students' mathematical confidence, perseverance, independence, and opportunities to experience success.

RATIONALE

Developing strong fact and computational fluency from K-7 is an important foundation for student success in numeracy. Students who lack fluency may struggle with deeper thinking because they get "stuck in the math mud" using all their mental energy trying to do the simple calculations rather than focusing on the bigger logical challenge.

The instructional hierarchy helps frame this development as students move from acquisition, where a new skill is learned, to fluency, where it becomes accurate and efficient, to generalization and adaptation, where learning is applied flexibly in new and increasingly complex situations. Fluency serves as an important bridge between learning a mathematical skill and being able to use it effectively, particularly for learners who experience challenges with working memory and information processing. Our strategies will therefore consider accuracy, efficiency, flexibility, strategy use, reasoning, and application, helping us identify where students are in their learning and the instruction and support needed to move them forward.

The Instructional Hierarchy

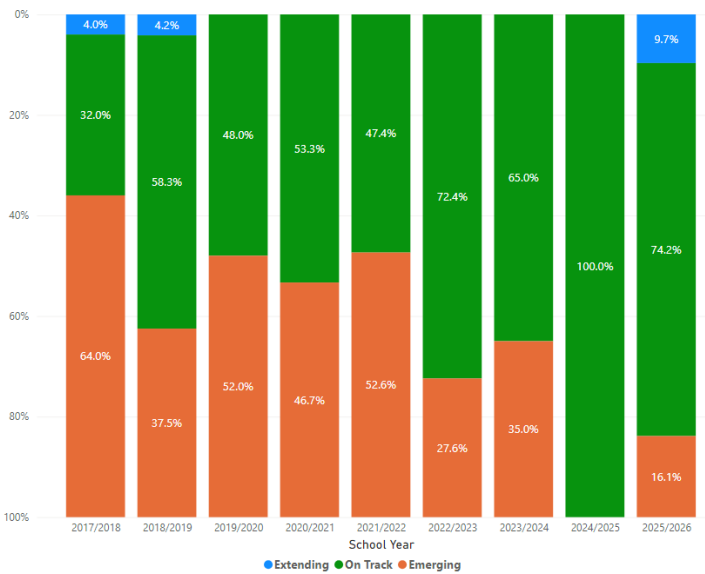


EVIDENCE SUPPORTING THE RATIONALE

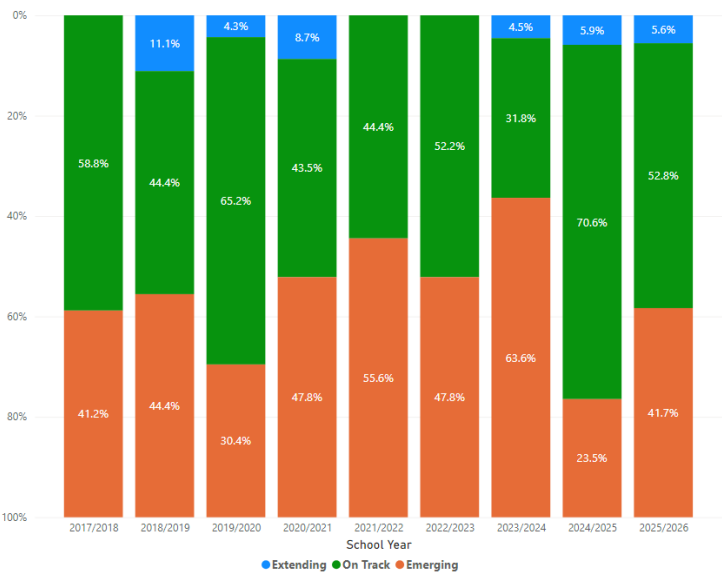
The available numeracy data provides an important snapshot of student achievement and highlights school-wide patterns, strengths, and areas for continued growth. The data identifies concerns in numeracy achievement, particularly as students transition from the primary to the intermediate grades. These patterns reinforce the need for an intentional, school-wide approach to strengthening foundational numeracy skills, with particular attention to fact and computational fluency. The data also points to opportunities to further develop students’ mathematical understanding, flexible and efficient use of strategies, and ability to apply their learning across a range of mathematical contexts.

FSA NUMERACY TREND GRADE 4 AND 7

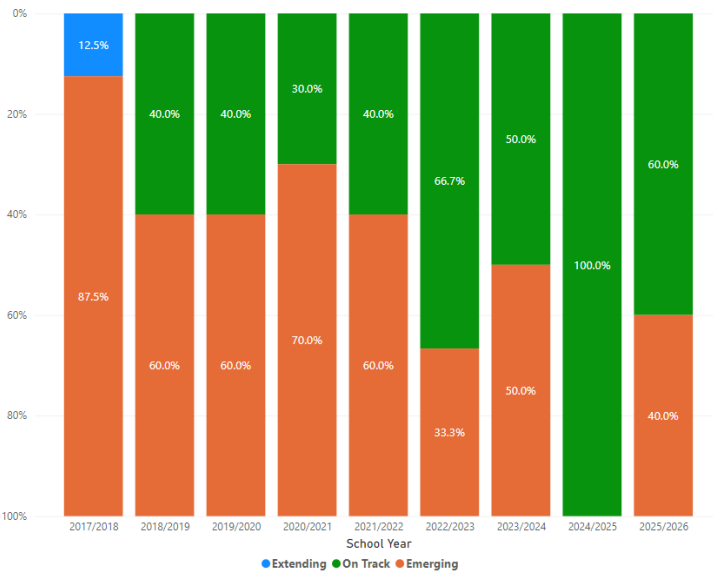
FSA Numeracy Trend Peden Hill Elementary, Grade 4



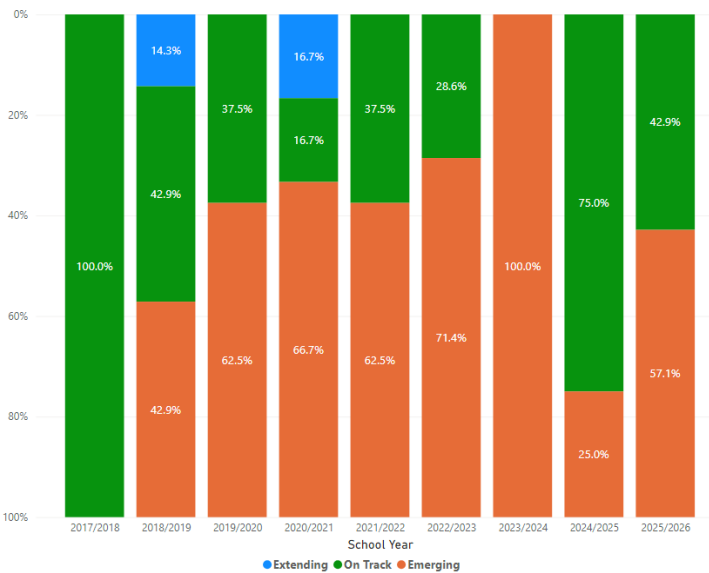
FSA Numeracy Trend Peden Hill Elementary, Grade 7



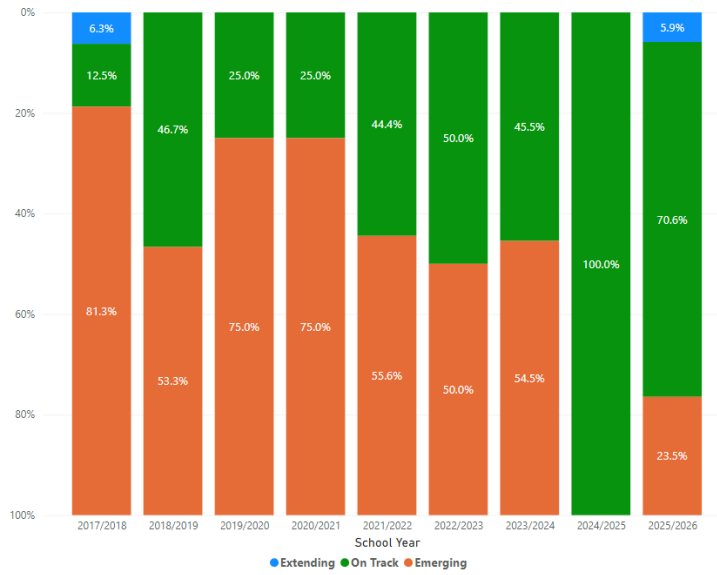
FSA Numeracy Trend Peden Hill Elementary, Grade 4, Indigenous



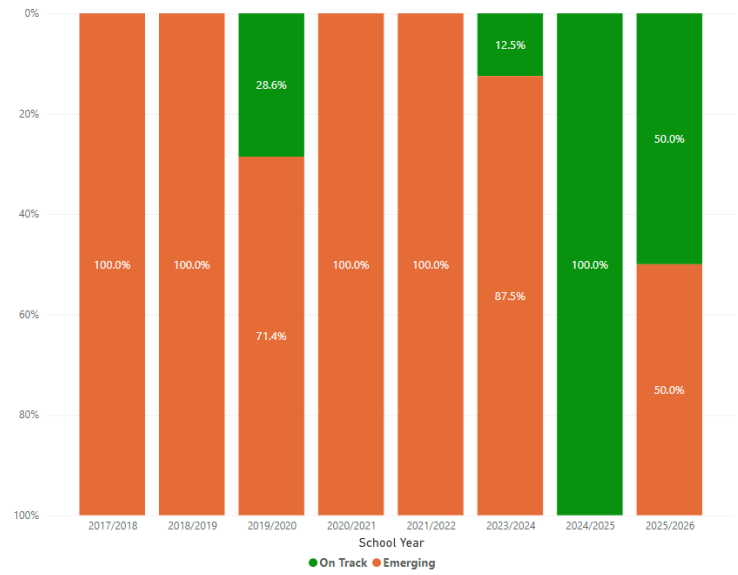
FSA Numeracy Trend Peden Hill Elementary, Grade 7, Indigenous



FSA Numeracy Trend Peden Hill Elementary, Grade 4, ELL

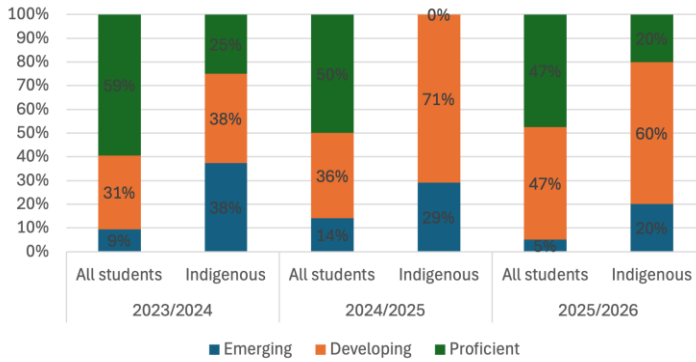


FSA Numeracy Trend Peden Hill Elementary, Grade 7, ELL

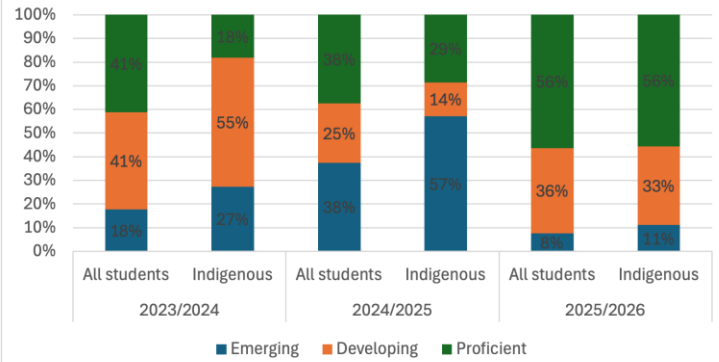


SNAP ASSESSMENT TREND GRADE 4 AND 7 OVER 3 YEARS

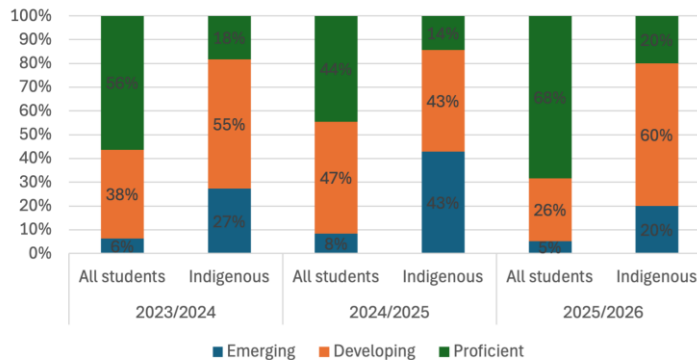
Understanding and Solving Grade 4



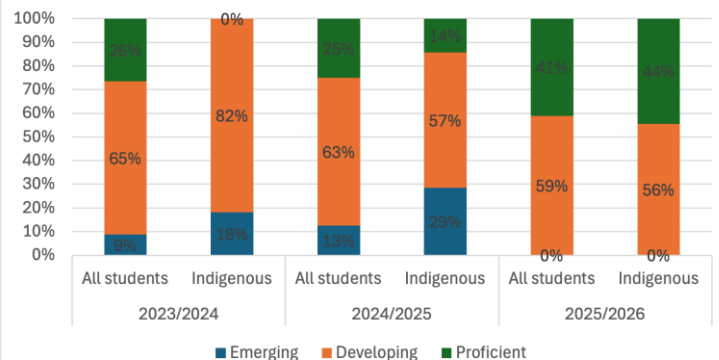
Understanding and Solving Grade 7



Reasoning and Analyzing Grade 4



Reasoning and Analyzing Grade 7



STRATEGIES TO ACHIEVE THE LEARNING GOAL

Common Assessment Across Grades

- Use common grade-level fluency assessments to establish shared expectations and monitor growth across the year.
- Use assessment evidence to monitor proficiency, identify patterns, determine next instructional steps, and provide targeted support, intervention, or enrichment.

Collaborative Teacher Learning

- Develop a K–7 scope and sequence for fact and computational fluency to strengthen shared expectations and vertical alignment.
- Meet collaboratively during staff meetings and dedicated collaborative time provided during monthly student assemblies to examine student evidence, identify patterns of need, and adjust instruction and supports.
- In collaboration with our Peden Hill Math Lead and numeracy specialists, build staff capacity and support the implementation of effective numeracy practices, programs, and initiatives.

Fact and Computational Fluency

- Implement fact fluency programs such as M.I.N.D or Five-Minute Fluency.
- Use manipulatives, partner activities, purposeful mathematical games and varied practice.

Rich Problems and STEM Projects

- Provide low-floor, high-ceiling problem solving opportunities with multiple entry points, strategies, representations, and extensions, such as numeracy tasks designed to target specific grade levels.
- Create opportunities for students to apply fact and computational fluency in meaningful contexts rather than in isolation.
- Use visual representations, manipulatives, oral discussion, modelling, and accessible language to support diverse learners.

Number Talks and Common Mathematical Language

- Implement low floor, high ceiling math warm-ups designed to build number sense, reasoning, and mathematical computation into the classroom. For example, number talks or estimation 180.
- Develop shared language, representations, and strategy names across grades so students build on familiar approaches.

TIERED SUPPORT

TIER 1	TIER 2	TIER 3
Consistent school-wide instruction: Number Talks, common language, explicit fluency instruction, rich problems, game play, and multiple representations.	Targeted small group instruction, additional modelling and guided practice, and focused games/activities based on assessment evidence.	More intensive individualized instruction for persistent gaps, with progress monitored and instruction adjusted to evidence.

MONITORING FOR IMPACT

Student learning will be monitored throughout the year, with key checkpoints in October, January, March, and June. Evidence will be gathered through common fluency assessments, learning progressions, Number Talks, rich problem-solving tasks, student work, teacher observations, and student voice, with FSA and SNAP Numeracy evidence providing additional information where applicable. Evidence will be considered collectively rather than relying on any single measure.

- **October: Establish a baseline**
 - Use FSA results, SNAP Numeracy data, and a collaboratively developed common assessment.
 - Record evidence of student fact and computational fluency.
 - Identify students demonstrating proficiency, students requiring additional support, and students requiring enrichment.
- **January and March: Monitor Growth and Adjust Instruction**
 - Teachers will compare ongoing evidence from common fluency assessments, learning progressions, Number Talks, rich problem-solving tasks, student work, observations, and student voice with the October baseline.
 - Staff will collaboratively examine where growth is occurring, which students or groups require a different response, and whether instructional strategies are resulting in student growth in fact and computational fluency.
 - Instruction, grouping, practice opportunities, and Tier 2 and Tier 3 supports will be adjusted in response to student evidence. Students will then be reassessed through ongoing classroom learning and common measures to determine whether these adjustments are resulting in further growth.
- **June: Measure impact, reflect, and determine next steps**
 - At year-end, staff will examine evidence collected across the October, January, March, and June checkpoints to determine the impact of our numeracy focus on student learning.
 - Review outcomes for diverse learners, including English Language Learners, Indigenous learners, and students requiring additional support to identify growth and remaining areas of need.
 - Determine which instructional practices and interventions should be continued, refined, expanded, or changed for the following year.

KEY INDICATORS OF IMPACT

- Students demonstrate growth from baseline in fact and computational fluency, including accuracy, efficiency, flexibility, and independence.
- Students increasingly select, explain, justify, and compare mathematical strategies.
- There is improvement in scores on rich, unfamiliar problems and multiple-step problems.
- FSA, SNAP, and school-based assessment evidence demonstrate positive trends in numeracy achievement over time.
- Evidence demonstrates growth for diverse learners, including English Language Learners, Indigenous learners, and students requiring additional support.
- Student voice and teacher observations show increased mathematical confidence, perseverance, and independence in mathematics.

REFLECTIONS AND OUTCOMES

The school learning goal of numeracy reflects a long-term commitment to improving student achievement. At year-end, evidence will be compared with the October baseline and evidence gathered throughout the year to determine growth in students' fact and computational fluency and identify areas of continued need. Findings will inform which instructional practices and supports should be continued, refined, expanded, or changed, including next steps for classroom instruction, Tier 2 and Tier 3 supports, collaborative staff learning, and school-wide numeracy planning. Both overall achievement and individual student growth will be considered, recognizing that progress may look different for different learners. While growth will be monitored annually, sustained school-wide improvement, including Grade 4 and Grade 7 FSA Numeracy results, will be examined over multiple years as the strategies outlined in this plan become established.