



Highland Park Elementary SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Increase the percentage of students meeting or exceeding expectations in writing to above 65% by June 2026.

OUR KEY ACTIONS

- With support of the literacy helping teacher, familiarized ourselves with BC Learning Progressions.
- Implemented school-wide writes.
- Highlight student writing with writing challenges, awards, and displays.
- 1-1 Literacy Intervention.
- UFLI implemented across primary grades and purchased writing resources.

OUR SIGNS OF SUCCESS

Overall proficiency increased in Language Arts.

- 14 students progressed from Emerging in language arts (term 1 report card data to term 2 report cards) and 24 students progressed from Developing in language arts (term 1 report card data to term 2 report card data).
- Targeted interventions have resulted in strong progress, as evidenced by an average increase of 10 new skills on the Words Their Way spelling assessment (n=24) and a 35% increase in sight word recognition on the San Diego assessment (n=21) from the fall to the spring.

NEXT STEPS

- Continue to develop capacity around Learning Progressions.
- Consider screening criteria for 1-to-1 literacy intervention.



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OUR GOAL(S)

By June 2026, Highland Park Elementary (HPE) will have a greater percentage of students indicating that they are able to adapt their behaviour or emotions to meet an immediate goal.

OUR KEY ACTIONS

- Trialled a student survey with a primary classroom.
- Surveyed staff on student adaptive behaviour and emotional regulation.
- Explored a variety of social emotional learning (SEL) programs and purchased Second Step.
- Professional development (pro-d) offered at 2 pro-d days around self-regulation.
- Continued use of the NEST framework.
- Implemented a big body break room with a circuit for students.

OUR SIGNS OF SUCCESS

- Approximately 7-10 students using the NEST framework every day.
- Majority of classrooms implementing quiet corners in their classrooms.
- Successful use of the big body break room, for primary students.
- Increased use of class meetings as a tool for regulation.
- Improvements in adaptive behaviour and emotional regulation as shown by the teacher survey.

NEXT STEPS

- Professional development and opportunities to explore/collaborate using Second Step program.
- Look at programming of Big Body Break Room to make it more engaging for students.