Hillcrest Elementary School Learning Plan 2026-2027

School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

K'wsaltktnéws ne Secwépemcúl'ecw. The Hillcrest school community proudly supports our new SD83 name, which translates to *"We are all connected"* (people, animals, sky, land, and water) on Secwépemc land.

Hillcrest Elementary School is located in a densely populated residential area of southeast Salmon Arm. Our expansive school grounds feature forested areas, rolling hills, an outdoor classroom, a large playing field, and three playgrounds. Students, staff, parents, and community members value and take pride in this beautiful natural setting. It is common to see classes engaged in outdoor learning opportunities, while community members also enjoy and utilize this environmentally rich space.

Through the fundraising efforts of our dedicated Parent Advisory Council (PAC), we hope to further enhance our outdoor facilities by summer 2027 with the addition of a double play court and a new swing set that includes an accessible swing.

The Hillcrest catchment area includes the surrounding neighbourhoods and extends from southeast Salmon Arm into the downtown area. Ongoing residential development and new home construction have helped maintain relatively stable enrolment over the past several years. However, enrolment may decline slightly in the coming years due to a catchment adjustment associated with SD83's reconfiguration process.

Beginning in the 2026-27 school year, Hillcrest transitioned from a Kindergarten to Grade 5 school to a Kindergarten to Grade 6 school. In the following year, we will become a Kindergarten to Grade 7 school. During the 2026-27 school year, Hillcrest serves 317 students in 14 divisions. Historically, Hillcrest has received numerous cross-boundary requests, largely due to the daycare facilities within our catchment area and our strong reputation for meeting the diverse needs of all learners. With the district reconfiguration currently underway, however, cross-boundary enrolment has been largely paused.

The Hillcrest school motto, **"At Hillcrest, Everyone Belongs,"** reflects the foundation of our school culture. This core belief is embraced by students and staff, who work together each day to foster inclusion, belonging, and teamwork. Our school is also fortunate to have a highly supportive PAC that organizes several school-wide fundraising initiatives and special events, including the Spring Carnival, school dances, and movie nights. Through their ongoing dedication and enthusiasm, the PAC plays a vital role in supporting school programs, projects, and opportunities that enrich the experiences of all Hillcrest students.

Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, DIBELS 8, SNACC results, School-wide writes

Literacy Goal:	Numeracy Goal:
Each student will work towards increasing their writing proficiency in relation to each student's grade level or CBIEP. Teachers have held deep pedagogical discussions about learning and assessment and last year decided to use the Vancouver Island North writing rubric to assess student writing of authentic in-class writing samples of "writing from experience" and/or "personal writing". This year will incorporate the new SD83 School-Wide Write model to assess student growth over the course of the year. Target: To strive for 25% fewer students at the emerging and developing levels in June 2027 compared to what we observe in November 2026, and to have 25% more students at the proficient and extending levels in June 2027 than in November 2026.	Each student will work towards proficiency of their skills in the problem-solving domain as measured by classroom based SNACC results as formative assessment in relation to their grade level or CBIEP. We will also refer to the Grade 4 FSA results in problem solving to help recognize strengths as well as areas needing more attention. We plan to increase students' proficiency, confidence, and achievement as mathematicians. Target: To that show at least 80% of students in spring of 2027 can demonstrate a logical problem solving strategy (Level C) on the SNACC assessment tool. The FSA data has been included to show an achievement snapshot of a cohort of students.

Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

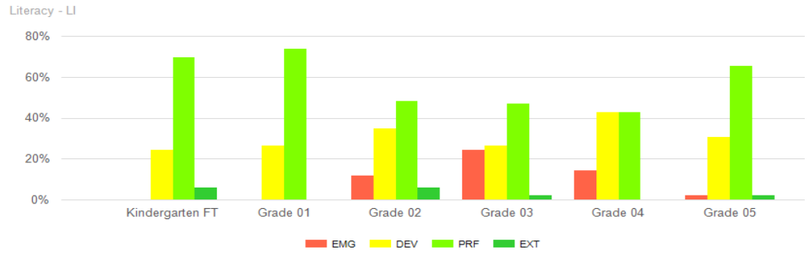
Strategies and Actions:

- Utilize the SD83's new writing SWW writing rubric
- Collaborate with colleagues of similar grade levels when assessing and planning next steps
- We continue to focus on Adrienne Gear Powerful writing structures and resources.
- We continue to discuss the strategy of providing students with writing exemplars (specifically the recently acquired exemplars from SD23 along with local exemplars from our SWW) as well as more constructive/specific feedback about what makes "good" writing.
- More discussion about our writing strategies, goals and achievement data will be incorporated at monthly teacher staff meetings when possible.
- When possible we will utilize the expertise and experience of our Literacy Support Teacher and our IEW to provide additional support our priority learners, both as classroom supports, and with individual and small groups.

Data to Inform/Support Literacy Goal:

2025-26 Writing and Speaking Final Marks by Grade

- 2025-26 Final Marks in Writing and Speaking show a proficiency range between 47 and 76% (Proficient and Extending marks) with a whole school proficiency average from Kindergarten to Grade 5 of 58% in Writing and Speaking.
- 2025- 26 Final Marks in Writing and Speaking reveal students meeting grade level expectations at the Emerging Level ranges from 2-25% in Grades 2-5 (27 students total or 9.6% of the total population)



Literacy - LI

	Kindergarten FT	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05
EMG			11.54%	24.49%	14.29%	1.92%
DEV	24.24%	26.32%	34.62%	26.53%	42.86%	30.77%
PRF	69.70%	73.68%	48.08%	46.94%	42.86%	65.38%
EXT	6.06%		5.77%	2.04%		1.92%

Literacy - LI

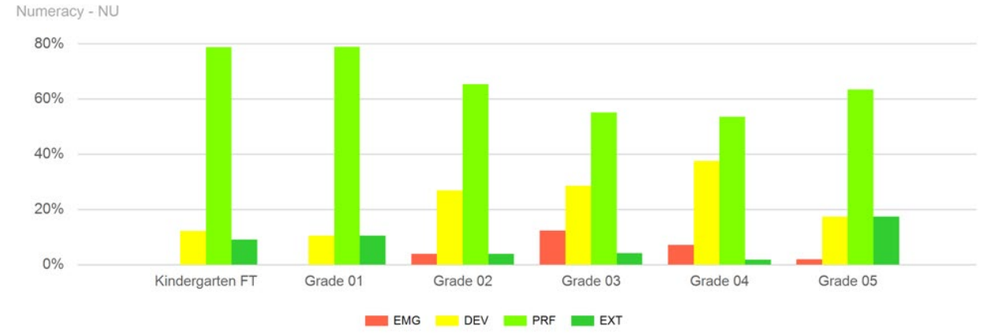
	Kindergarten FT	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05
EMG			6	12	8	1
DEV	8	10	18	13	24	16
PRF	23	28	25	23	24	34
EXT	2		3	1		1

Strategies and Actions:

- We continue to focus on the daily and weekly problem-solving questions and numeracy resources provided on the SD83 Curriculum and Resources Team in the Numeracy channel.
- We will understand that problem solving is a key component of the School District's Comprehensive Numeracy Framework.
- We will encourage staff to attend professional development on problem solving such as book club for Mathematics Tasks for the Thinking Classroom by Peter Liljedahl.
- We will focus on activities that encourage students to have fun and feel joy when doing math and actively engage in mathematical thinking activities.
- We teach students a common approach to problem solving and reading for information for consistency throughout the grades.
- We each hold a commitment to 60 min per day for math instruction and practice times.
- We will ensure common language is being used for math to build confidence and increase student achievement (ie. making 10's vs. complements of 10). We recognize language should match the language used in SNACC.
- Two of the district numeracy helping teachers also work at our school, and they have supported teachers in the past with things such as posting podcasts about problem solving in our Numeracy Channel of our Hillcrest Team.

Data to Inform/Support Numeracy Goal:

2025-26 Numeracy Final Marks by Grade



Numeracy - NU

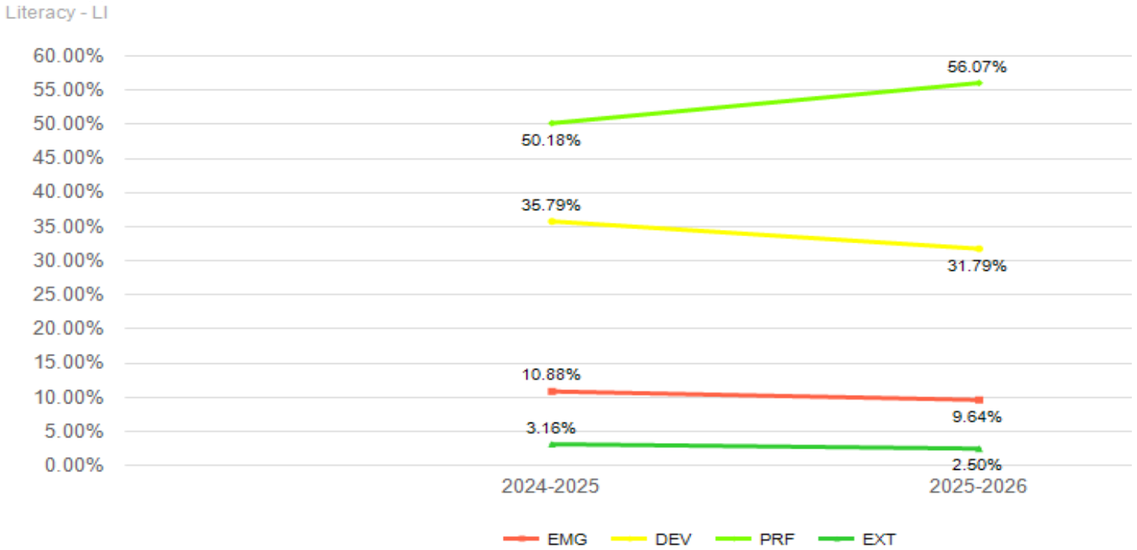
	Kindergarten FT	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05
EMG			3.85%	12.24%	7.14%	1.92%
DEV	12.12%	10.53%	26.92%	28.57%	37.50%	17.31%
PRF	78.79%	78.95%	65.38%	55.10%	53.57%	63.46%
EXT	9.09%	10.53%	3.85%	4.08%	1.79%	17.31%

Numeracy - NU

	Kindergarten FT	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05
EMG			2	6	4	1
DEV	4	4	14	14	21	9
PRF	26	30	34	27	30	33
EXT	3	4	2	2	1	9

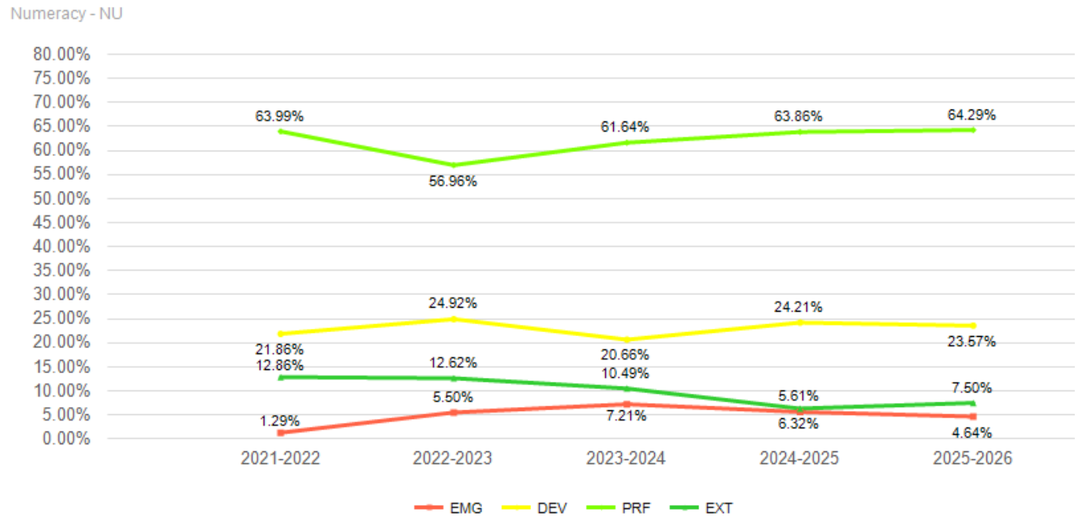
Hillcrest Writing and Speaking Final Marks for All Students/Grades: 2 Year Trend

- The trend data has only been available for the past 2 years as previous summative assessment marks also included reading achievement
- The data does indicate moderate positive improvement overall when compared to 2024-25 and continued targeted supports in this curricular area have been noticed.



Hillcrest Numeracy Final Marks for All Students/Grades: 5 Year Trend

- Year-end summative assessment data indicate a positive overall trajectory
- Numeracy proficiency is consistent and nearly 72% of students are currently meeting or exceeding grade level expectations.
- Students in the developing range of achievement remains around the 21-25% range over the 5-year period.



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Hillcrest "Writing from Personal Experience" School Based Data, 2025-2026, all grade levels:

- Our classroom teachers gather data from their students in fall and spring each school year, using class based written work. The chart below shows allows us to compare Fall to Spring in the same school year, as well as June 2025 compared to June 2026.
- Fall 2025 – 56% of our students (we do not assess Ks in the fall) were at the emerging or developing levels. In Spring 2026 – 49% of our students (which included our Ks) were at the emerging or developing levels. This shows 7% of our writers increased their achievement level, short of our 25% target, but growth nonetheless.
- If we were to compare growth between Spring of 2025 and Spring of 2026, we would see that in Spring 2025, 43% of our young writers were at the emerging or developing levels, whereas 49% of our young writers in Spring 2026 were at the emerging or developing levels. While this isn't growth, it does tell us that nearly half of our students were not yet achieving proficiency by the end of either year.

Writing From Experience/Personal Writing 2025 & 2026
# of Students

	EMG Fall 24	EMG Fall 25	EMG Spring 25	EMG Spring 26	DEV Fall 24	DEV Fall 25	DEV Spring 25	DEV Spring 26	PRF Fall 24	PRF Fall 25	PRF Spring 25	PRF Spring 26	EXT Fall 24	EXT Fall 25	EXT Spring 25	EXT Spring 26
Gr K			3	5			8	7			19	18			2	1
Gr 1	5	7	6	1	13	12	11	10	26	16	30	26	4	0	3	0
Gr 2	10	6	13	7	18	25	9	19	20	20	23	23	0	2	1	3
Gr 3	6	12	9	12	28	22	17	22	15	15	25	12	1	1	0	3
Gr 4	5	5	5	5	20	24	19	18	24	24	25	31	1	0	1	0
Gr 5	3	4	1	1	25	17	19	15	23	25	31	35	2	4	3	1

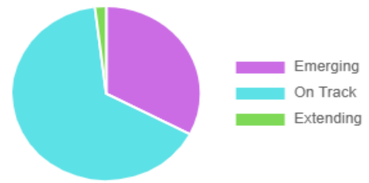
% of Students at all Grade Levels 2025 & 2026

	Fall 2024	Fall 2025	Spring 2025	Spring 2026
EMG	12%	15%	13%	11%
DEV	42%	43%	29%	33%
PRF	43%	43%	54%	53%
EXT	3%	3%	4%	3%

Hillcrest Grade 4 FSA Numeracy Overall Results:

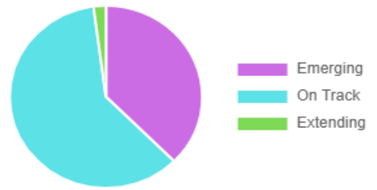
- Last year in 2025-26, 52 Hillcrest students completed the FSA (Foundational Skills Assessment) in the fall. Results reflect slightly higher rates of overall proficiency than in 2024-25.
- While these results reflect different cohorts of students, they do suggest a proficiency trend of approximately 65% per year and show an early year snapshot that coincides with year-end teacher assessments.

Grade 4 2025/26
Numeracy



	Participation Rate – Writers Only	
	#	%
Emerging	17	32.69
On Track	34	65.38
Extending	1	1.92

Grade 4 2024/25
Numeracy



	Participation Rate – Writers Only	
	#	%
Emerging	18	37.50
On Track	29	60.42
Extending	1	2.08

Data Analysis/Narrative:

- Our FSA data from 2024 indicates more growth is needed since only 53% of our grade 4 students that year scored at the Proficient level, and 0% of our grade 4 students scored at the proficient level.
- Qualitatively and generally speaking, we believe our students do not yet have the confidence and skill level of which they are capable, as evidenced by in-class written activities including journal writing, spelling, narrative writing, and non-fictional writing.
- We now have in-class data gathered at all grade levels from Fall and Spring from both the 2024-25 and 2025-26 school years. These serve as a basis of comparison to help us learn if students are making gains. This in-class data appears to be telling us that the number of students meeting or exceeding expectations are about the same at springtime for the past 2 years (58% in 2025 compared to 56% in 2026). There is room for improvement.

Data Analysis/Narrative:

- While we continue to see an annual average of close to 70% of Hillcrest students at the Proficient or Extending levels of achievement, we understand that there is still work to do to reduce the number of students achieving at a Developing level.
- We will continue to utilize SNACC and other assessment tools to guide our teaching and to target specific areas where lagging skills are identified at each grade level.
- In the **2024-25** school year, our grade 2-5 learners, between **60-80%,** depending on the grade level, showed competency with problem solving using the SNACC tool. The level of success showed somewhat lower compared to the FSA results that year.
- In the **2025-26** school year, between **70-80%,** depending on the grade level, showed competency with problem solving using the SNACC tool. This is growth worth celebrating! The goal remains to increase the problem-solving abilities of the students at the developing level.
- Qualitatively, we do recognize that many of our students generally do not show the confidence and stamina that we know they are capable for math reasoning and problem solving, so we feel this continues to be a worthy goal.

Strategic Priority: Human and Social Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel welcome, safe, and connected to peers and adults in their schools.*
- Goals must be focused on measuring a sense of belonging.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

Strategic Priority: Developing a Culture of Well-being

- In the School Learning Plan, the **Developing a Culture of Well-Being** goal must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel socially, emotionally, and mentally supported within their schools and the district.*
- The goal must be focused on STUDENT well-being.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

Sense of Belonging Goal:

We believe Hillcrest students generally feel welcome, safe, and connected to peers and adults, and feel this is "their" school. Target: To show a 10% increase in students indicating "almost always" or "always" when asked "Is school a place where you feel like you belong?" by each June compared to the year before. This is a question posed to grade 4 students in the BC Student Learning Survey. We asked this same question of all our K-5 students between April and June in both 2025 and 2026 to compare and reflect, and will ask this same question again in spring 2027.

Student Well-Being Goal:

We believe Hillcrest students generally feel socially, emotionally, and mentally supported within their school. Target: To show a 10% increase in students indicating "almost always" or "always" when asked "If you have a problem, can you get the help you need from adults at your school?" by each June compared to the year before. This is a question posed to grade 4 students in the BC Student Learning Survey, but we ask this of all our K-5 students between April and June each year, and we will ask this question again in the spring of 2027 to compare and reflect.

Strategies and Actions:	Strategies and Actions:
• Students at every grade level participate in buddy class activities throughout the year • Our IEW is involved with and supports our students with Indigenous backgrounds in the classroom and during lunch time activities, in addition to the classroom supports that happen for all students like being greeted at the door (as just one example) • We start every single school day morning with announcements that includes a land acknowledgement spoken by a grade 6 student • We are proud to display all 3 flags inside and outside of our school: Secwepemc, British Columbia, and Canada • Hillcrest has a breakfast program where warm, caring, and friendly connections are made with consistent staff involvement as well as parent volunteers • Students have opportunities for leadership including helping roles (planting, gardening in the courtyard, equipment and furniture set up), activity planning (theme days like pajama days, indoor and outdoor game/play days for each grade), just to name a few • Our school has lunch sports like our annual floor hockey league • Hillcrest students have opportunities for joining school teams like basketball, cross-country running, cross- country skiing, track and field, and new for 2026-27 we will have volleyball teams • Students can see and know all members of the school staff with which to connect, and staff photos are in the hall to help increase the connections and familiarity, which leads to a sense of safety and comfort • We have a permanent painted tree in a major hallway, and students contribute their art and works to "hang" on that tree at thematic times of the year (Valentine's Day, Orange Shirt Day, Remembrance Day, etc). Throughout the year, the theme changes with topics such as 'kindness', 'Christmas', 'Pink Shirt Day', 'Remembrance', etc. • While we have many strategies which help to build this sense of belonging, we acknowledge the stretches and challenges we have as well, including: a somewhat regular turnover and shortage of CEA staff, and a fairly stable student population can make it lonely initially for new students. In the 2026-27 school year we hope to continue with our pattern of regular assemblies (usually every 6 weeks or so), which we believe contributes to more students feeling a stronger sense of belonging. Our 'month-at-a-glance' iMovie shown at assemblies, showcasing photos of students involved in school and class activities, also promotes a deep sense of belonging where we see lots of joyful smiles!	• Hillcrest students confidently know about and use Kelso's Choices during playground "small problems", and these are taught schoolwide by classroom teachers, and supported by LRTs and the Principal • We greatly benefit by the support of our 2 day a week school based counsellor who we hope will continue to work in classrooms for some 3-5 week sessions about grade level and specific class-wide needs (friendship skills, social skills, etc). Our counsellor also meets individually with students in need of support. • Hillcrest teachers demonstrate thorough and competent work with incorporating cultural content into lessons, both intentionally and in teachable moments, which among other things, helps address and teach about racism. • We have a variety of portable and permanent movement paths which help for self regulation and support, and when regulated, students are better able to manage conflict. • While we have many strengths which help to build this culture of well being, we acknowledge the stretches and challenges we have as well, which include better supporting the well being of the adults who work in our building too. We know "you can't pour from an empty cup", so the well being of students is closely and directly tied to the well being of our staff.

Data to Inform/Support Sense of Belonging Goal:

- Qualitatively the vast majority of our students have a strong sense of belonging at Hillcrest, as evidenced by their ability and comfort to report problems and seek out help socially.
- Hillcrest students have a long history of knowing and sharing that "Hillcrest is where everyone belongs", and this mantra is displayed on walls and equipment both inside and outside our school.
- For the second consecutive year, data gathered from all students in the spring of each year (based on a question from the BC Student Learning Survey) is below, and focused on the question, "Is Hillcrest a place where you feel like you belong?". This question will be asked of all students again in spring 2027, helping us to determine if there is growth or change that may need further strategies to address it.

Is Hillcrest a school where you feel like you belong?
Spring 2025 and Spring 2026

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
2025 Never %	0%	0%	0%	0%	0%	2%
2026 Never %	0%	0%	0%	2%	0%	0%
2025 Almost Never %	3%	4%	4%	0%	4%	2%
2026 Almost Never %	0%	3%	0%	2%	0%	2%
2025 Sometimes %	38%	25%	13%	10%	13%	6%
2026 Sometimes %	21%	13%	14%	16%	9%	12%
2025 Almost Always %	21%	13%	27%	29%	27%	25%
2026 Almost Always %	15%	21%	27%	25%	40%	35%
2025 Always %	38%	58%	56%	61%	56%	65%
2026 Always %	64%	63%	59%	43%	51%	52%

% of Students at All Grade Levels

	Spring 2025	Spring 2026
Never	0.03%	0.03%
Almost Never	3%	1%
Sometimes	16%	14%
Almost Always	24%	29%
Always	57%	56%

Data to Inform/Support Student Well-Being Goal:

- Qualitatively we believe many of our students feel their social, emotional, and mental health are well supported at Hillcrest, but we know in these challenging times in society and life, there are many families who are struggling to help their children, and indeed, are struggling themselves, including with anger management.
- We gathered quantitative data in the spring of 2025 and 2026 which showed more concretely how students are coping and whether they felt supported with their "big and little problems".
- The K – 5 data shown below, (based on a question from the BC Student Learning Survey), focused on the question: "If you have a problem, can you get the help you need from adults at your school?" This question will be asked of all students again in spring 2027, helping us to determine if there is growth or change that may need further strategies to address it.

If you have a problem, can you get the help you need from adults at your school?
Spring 2025 and Spring 2026

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
2025 Never %	0%	0%	0%	0%	0%	0%
2026 Never %	0%	0%	0%	0%	0%	0%
2025 Almost Never %	0%	2%	0%	2%	2%	0%
2026 Almost Never %	0%	3%	0%	2%	0%	2%
2025 Sometimes %	74%	56%	38%	29%	31%	19%
2026 Sometimes %	15%	21%	16%	20%	11%	17%
2025 Almost Always %	15%	21%	42%	47%	51%	56%
2026 Almost Always %	15%	13%	39%	47%	36%	36%
2025 Always %	12%	21%	20%	22%	14%	25%
2026 Always %	70%	63%	45%	31%	53%	44%

% of Students at All Grade Levels

	Spring 2025	Spring 2026
Never	0%	0%
Almost Never	1%	1%
Sometimes	39%	17%
Almost Always	40%	33%
Always	20%	50%

Data Analysis/Narrative:

- For our own school-based data collection, **in 2025**, 222 students **(81%)** answered 'almost always' or 'always' to this question. **In 2026**, 230 students (**85%)** answered 'almost always' or 'always' to this question. This increase is great news, although does not quite reach our target of a 10% increase.

From the Provincial Student Learning Survey Data:

- 2021/22: **59%** of grade 4 students answered 'almost always' or 'always'
- 2022/23: **57%** of grade 4 students answered 'almost always' or 'always'
- 2023/24: **62%** of grade 4 students answered 'almost always' or 'always'
- 2024/25: **81%** of grade 4 students answered 'almost always' or 'always'
- **2025/26: 84% of grade 4 students answered 'all of the time' or 'most of the time'**

We are proud of these results. Of note, it was interesting (and perhaps a little endearing) to hear some of our youngest students (in K and Gr 1) only give a rating of 'almost never' when asked the question, and when asked to explain more about why, they replied with thoughts like, "because I belong at my home". Some students answer reflective questions like this quite literally!

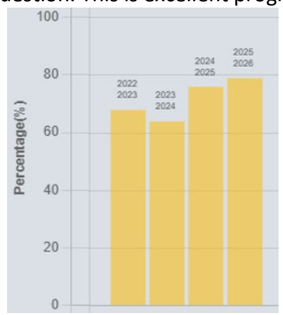
We continue to recognize there is significant connection between a sense of belonging and achievement, so we are striving to create even more growth with our results. While our results from **2025-26** are promising, we also must note that about **15%** of our students only feel a sense of belonging 'sometimes', 'almost never' or 'never' this past year (which is improvement however, from **2025**, when **20%** of our students answered this way).

Data Analysis/Narrative:

- For our own school-based data collection, **in 2025**, 165 students **(60%)** answered 'almost always' or 'always' to this question. **In 2026**, 224 students **(83%)** answered 'almost always' or 'always' to this question. This is excellent progress, well surpassing our target of a 10% increase.

From the Provincial Student Learning Survey Data:

- 2021/22: **68%** of grade 4 students answered 'almost always' or 'always'
- 2022/23: **68%** of grade 4 students answered 'almost always' or 'always'
- 2023/24: **64%** of grade 4 students answered 'almost always' or 'always'
- 2024/25: **76%** of grade 4 students answered 'almost always' or 'always'
- **2025/26: 79% of grade 4 students answered 'all of the time' or 'most of the time'**



We are proud of the results we observed across all grade levels, especially because in the **2024-25** school year, we saw that only **60%** of students answered 'almost always' or 'always', whereas in the **2025-26** school, we improved these results by jumping to **82%** of students feeling this way. The work we did to help increase students feeling supported with problems of any kind paid off. When the spring 2025 data was gathered, it was noted that when some students explained their rating for the question, they indicated things such as "sometimes I can't find someone to help me" and "sometimes the adult doesn't listen to everything". We know that for students to feel safe and capable, they must also feel supported and be taught problem solving skills – and this appears to have been addressed to a large extent.

Strategic Priority: Career Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*
- In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.

Strategies and Opportunities for Career Development:

- The leadership opportunities we offer for our students provide skills building for the once termed "soft skills", but now more accurately referred to the essential skills every person needs to succeed for any chosen career path. These competencies are also given attention in our daily curriculum. In previous years the grade 5 teachers and their grade 5 teams took the lead with offering many of these opportunities. This year at Hillcrest, the student leadership opportunities are being shared with both our Grade 5 and Grade 6 classes
- Hillcrest students get regular access for skill building to learn coding, even at the early primary level.
- We are fortunate to have a 3D printer at our school which opens a world of possibility for future career paths.
- Every classroom provides ADST challenges which get students thinking about innovation, creating, and problem solving, all of which are requirements for a wide variety of career and job opportunities.
- Hillcrest recognized Career Week in 2025-26 and there were many resources shared out that were highlighted for classroom teachers and their students to take advantage of.

Resources and Professional Learning Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	School Learning Plan Consultation Process Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
• We have discussed at various staff meetings and Pro-D meetings the idea of trying to structure some of our Pro-D plans around writing assessment and instructional practices. • Over the last several years, our staff really took an interest in Indigenous Learning topics with a connection to literature and resources within our own school as well as what is offered at our School District Resource Centre. • We have great classroom teacher and LRT participation with some of the very best practices including: Heggerty, UFLI, What's Next for Beginning Writers, and the work of Peter Liljedahl. • Christine Blacklock, and most recently, Justine MacDonald, both who are district Numeracy Helping Teachers, as well our Literacy Support Teacher (Christine Blacklock), provide our staff with on site professional conversations about numeracy and literacy strategies and challenges. Their expertise is easily accessible to us because they work out of our school.	• February 26, 2024 PAC meeting – discussed our intellectual 'Writing' and 'Problem Solving goals • March 12, 2024 teacher staff meeting – discussed strengths and stretches in regards to our 'Human and Social Development', 'Sense of Belonging', and 'Career Development' goals • April 9, 2024 teacher staff meeting – discussed intellectual goal wording as well as challenges related to the change from BC Performance Standards to the newly developed BC grade level proficiency descriptors – we have chosen not to adopt these at this time. • Oct 8, 2024 teacher staff meeting - discussion about schoolwide use of a writing rubric • Nov 12, 2024 teacher staff meeting – discussion about gathering student writing achievement data as a baseline, in authentic classroom environments • Spring 2025-26 staff meetings and beyond – we try to incorporate a section of our learning plan at a time to these monthly staff meetings, and encourage reflective discussion about goals, targets, strategies and results • We try to incorporate a "standing item" within the Principal's Report section of monthly PAC meetings to inform parents/guardians about school goals. • In early 2027 the learning plan will be shared with PAC to review recent results and trends. This information will hopefully support future PAC sponsored initiatives to enhance learning support both in our classes and at home.