



HILLCREST ELEMENTARY SCHOOL

School Learning Plan 2024-2025



School Context:

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

K’wsaltktnews ne Secwépemcul’ecw. The Hillcrest school community is proud to support our new SD83 name, which translated means “we are all connected (people, animals, sky, land, and water) on Secwépemc land”. Hillcrest Elementary School is located at the top of the hill, in a densely populated residential area of Salmon Arm. The large school grounds are home to forested areas, hills, an outdoor classroom, a large playing field and three playground spaces. Students, staff, parents, and community members value and take pride in this natural setting and you will often find classes participating in outdoor learning opportunities, and community members utilizing this environmentally rich property as well.

The Hillcrest catchment area includes the surrounding suburbs and stretches through South-East Salmon Arm into the downtown area. There continues to be development and new home construction in our catchment area which has resulted in a stable yet increasing enrolment over the past few years. We currently have 292 students registered in 13 divisions. Hillcrest also regularly receives cross-boundary requests due to the daycare facilities in our catchment area and our educational reputation for meeting the needs of all students.

The Hillcrest school motto is “At Hillcrest, Everyone Belongs”. This core belief is well known by students and staff who work towards inclusion and teamwork with their classes everyday. We support this belonging and inclusion belief by starting with daily PA announcements where we share (and practice) our new name, along with a student written land acknowledgement and as a specific act of reconciliation, a daily greeting spoken in Secwepemectsin, and most recently have started the practice of learning numbers and days of the week in Secwepemctsin shared over the announcements as well. Our inclusive school is also fortunate to have a very supportive PAC who organizes several school wide fundraisers throughout the year, and enthusiastically supports school initiatives and projects.

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, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments...

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 have recently 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”. We plan to increase students’ proficiency, confidence, and achievement as writers. Target: To show that at least 75% or more students at the ‘fully meeting’ level will maintain or increase that November 2024 writing snapshot mark by June 2025, and 25% of students will increase their Nov 2024 mark by at least one level by June 2025. We will hold more discussions about these targets at our December 2024 staff meeting.	Each student will work towards proficiency of their skills in the problem-solving/mathematical reasoning and thinking domain as measured by classroom based SNACC results as formative assessment, as well as on-going classroom-based assessments 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 75% or more students at the ‘fully meeting’ level will maintain that November 2024 Written Learning Update mark by June 2025, and 25% of students will increase their Nov 2024 mark by at least one level by June 2025 on Written Learning Updates. We will hold more discussions about these targets at our December 2024 staff meeting.
Strategies and Actions:	Strategies and Actions:

• We have committed our collective use of the Vancouver Island North writing rubrics to assess our young writers with their writing development. • 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 which we access from the SD83 Curriculum Resources Team) as well as more constructive/specific feedback about what makes “good” writing. • A few teachers have looked at a writing resource recently acquired from the District Respurce Centre that we may try to utilize: “The Writing Mini-Lessons Book” (separate books for Grade K – 5) • More discussion about our writing strategies will continue to occur at monthly teacher staff meetings.	• We will continue to focus on the critical concepts guiding document. • 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). Language should match language used in SNACC. • Many classrooms use class math bulletin boards for – problem solving strategies and terms. • 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 focus on activities that encourage students to have fun and feel joy when doing math. • 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 have an increased focus on the following concepts throughout the year, which are spread out over the year to reinforce learning. Revisited topics throughout the year include: ✓ Grade 2 & 3 – Subtraction ✓ Grade 4 – Multiplication ✓ Grade 5 – Multiplication and Area (More discussion needs to be held about these critical concepts aligned with SNACC data.)
Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:
- We will have baseline writing data that we will gather using the Vancouver Island North rubrics at the end of November 2024, and it will be shown here then. - We do have Grade 4 FSA writing data from Fall 2023. The assessments looked at written responses to informational text, to literary text, and of personal responses. Constructed Response (Written) Scores (out of possible 9): 1 – 1 student 2 – 2 students 3 – 16 students 4 – 12 students 5 – 8 students 6 – 8 students 7 – 1 student 8 – 1 student 9 – 0 students This raw data tells us that 19/53 students (36%) scored 1-3 (EMERGING), 28/53 students (53%) scored 4-6 (PROFICIENT), and 2/53 students (3%) scored 7-9 (EXTENDING). In addition, only 11 students (or 21%) received a Proficient score in any domain, and only 7 students (13%) received a Proficient score in the Personal Response domain (tied closely to our writing goal).	Hillcrest Grade 4 FSA Results – 2023: Numeracy - NU 80% 60% 40% 20% 0% All Schools Hillcrest Elem - Salmon Arm EMG DEV EXT, PRF

- SNACC data: Each fall, this is a required assessment for grade 4 and 5 only. In the spring of 2025, data for grades 1 – 5 will be included.

Grade 4 – SNACC Fall 2024

	Performance	All Schools		Hillcrest Elem - Salmon Arm	
Level A Equations (Q1&2)	PLU	13	2.44%	1	1.96%
	EM	101	18.98%	4	7.84%
	DV	75	14.10%	5	9.80%
	PR	343	64.47%	41	80.39%
Level A Add/Subt (Q3)	PLU	14	2.63%	2	3.92%
	EM	93	17.48%	9	17.65%
	DV	240	45.11%	23	45.10%
	PR	185	34.77%	17	33.33%
Level B Addition (Q4&5)	PLU	13	2.44%	1	1.96%
	EM	58	11.09%	8	11.76%
	DV	164	30.83%	13	25.49%
	PR	296	55.64%	31	60.78%
Level B Subtraction (Q6&7)	PLU	14	2.63%	1	1.96%
	EM	141	26.50%	12	23.53%
	DV	244	45.86%	27	52.94%
	PR	133	25.00%	11	21.57%

Grade 5 – SNACC Fall 2024

	Performance	All Schools		Hillcrest Elem - Salmon Arm	
Level A Multiplication (Q1,2,&3)	PLU	37	7.46%	7	13.21%
	EM	128	25.81%	6	11.32%
	DV	88	17.94%	5	9.43%
	PR	242	48.79%	35	66.04%
Level A Proportional Reasoning (Q4&5)	PLU	37	7.46%	7	13.21%
	EM	30	6.05%	2	3.77%
	DV	115	23.19%	12	22.64%
	PR	314	63.31%	32	60.38%
Level B Multiplication (Q6,7,8)	PLU	38	7.66%	7	13.21%
	EM	348	70.16%	21	39.62%
	DV	43	8.67%	10	18.87%
	PR	67	13.51%	15	28.30%
Level B Proportional Reasoning (Q9,10,11,12,13)	PLU	38	7.66%	7	13.21%
	EM	358	72.18%	28	52.83%
	DV	53	10.69%	14	26.42%
	PR	47	9.48%	4	7.55%

Data Analysis/Narrative:	Data Analysis/Narrative:
- Our preliminary FSA data from 2023 indicates more growth is needed since that only 53% of our grade 4 students that year 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.	- Our grade 4 SNACC data from Fall 2024 indicates a general strength with addition skills as compared to a lower achievement level in the area of subtraction. - Our grade 5 SNACC data from Fall 2024 indicates a satisfactory level of understanding with multiplication but tends to decrease once problems become more complex. - We do recognize that many of our students generally do not show the confidence, stamina and skill level that we know they are capable of for basic fact and math reasoning, and for problem solving, so feel qualitatively 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 – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i> • 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 – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i> • 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:	Student Well-Being Goal:
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 “most of the time” or “all the time” when asked “Is school a place where you feel like you belong?” by June 2025 (this date is still at the discussion level). This is a question posed to grade 4 students in the BC Student Learning Survey, but we hope to ask this of all our K-5 students when the grades 4s are asked this once again in the BC Student Learning Survey in 2025.	Hillcrest students will feel socially, emotionally, and mentally supported within their school. Target: To show a 10% increase in students indicating “most of the time” or “all the time” when asked “If you have a problem, can you get the help you need from adults at your school?” by June 2025 (this date and question are still at the discussion level). This is a question posed to grade 4 students in the BC Student Learning Survey, but we will ask this of all our K-5 students when the grade 4s are asked this once again in the BC Student Learning Survey in 2025.
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 include a land acknowledgement spoken by a grade 5 student, and land acknowledgements shared are frequently written by students - 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, and cross-country skiing - 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 - 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)	- We are proud to display all 3 flags inside and outside of our school: Secwepemc, British Columbia, and Canada - 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 strong support of our 3 day a week school base counsellor who works in classrooms for some 3-5 week sessions about grade level and specific class-wide needs (friendship skills, social skills, etc), who also meets individually with students in need of support, and who helps build staff capacity and learning for social/emotional and behavioural challenges - Hillcrest teachers do thorough and competent work with incorporating cultural content into lessons, both intentionally and in teachable moments - We have a variety of movement paths and a small movement room which help for self regulation and support - 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.

- While we have many strengths which help to build this sense of belonging, we acknowledge the stretches and challenges we have as well, including: somewhat regular turnover and absence of CEA staff, and a fairly stable student population can make it lonely initially for new students. In the 2024-25 school year we are scheduling a pattern of more regular assemblies, which we believe will contribute to more students feeling a stronger sense of belonging from a schoolwide perspective.

Data to Inform/Support Sense of Belonging Goal:

- Qualitatively we believe 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.
- Grade 4 data from the BC Student Learning Survey is below, but we look forward to gathering quantitative data about students’ sense of belonging to their school from all grades, rather than just from grade 4, when responding to the question: “Is school a place where you feel like you belong?”

Student Learning Survey - District Question Focus by School Year
(083 - Okanagan - Shuswap, Hillcrest Elementary, Grade 4)
(S81) - Is school a place where you feel like you belong?

Detailed Response	2021/2022	2022/2023	2023/2024
Don't know	6%	2%	4%
All of the Time	19%	24%	34%
Most of the Time	40%	33%	28%
Sometimes	19%	28%	19%
Almost Never	11%	9%	13%

Data Analysis/Narrative:

It is noted that when students were asked if they feel school is a place where they belong:

- 2021/22: **59%** of grade 4 students answered ‘most of the time’ or ‘all of the time’
- 2022/23: **57%** of grade 4 students answered ‘most of the time’ or ‘all of the time’
- 2023/24: **62%** of grade 4 students answered ‘most of the time’ or ‘all of the time’

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
- We look forward to gathering quantitative data to show more concretely how students are coping, whether they feel supported with their “big and little problems”, and in time, perhaps are even thriving with their social, emotional and mental health.
- Grade 4 data from the BC Student Learning Survey is below, but we hope in the spring of 2025 to be able to share results from all grades, when responding to the question: “If you have a problem, can you get the help you need from adults at your school?”

Student Learning Survey - District Question Focus by School Year
(083 - Okanagan - Shuswap, Hillcrest Elementary, Grade 4)
(S96) - If you have a problem, can you get the help you need from adults at your school?

Detailed Response	2021/2022	2022/2023	2023/2024
Don't know	4%		
All of the Time	33%	23%	32%
Most of the Time	35%	45%	32%
Sometimes	24%	21%	30%
Almost Never	2%	4%	4%
Never	2%	6%	2%

Data Analysis/Narrative:

It is noted that when students were asked if they could get help to solve problems from adults at their school:

- 2021/22: **68%** answered ‘most of the time’ or ‘all of the time’
- 2022/23: **68%** answered ‘most of the time’ or ‘all of the time’
- 2023/24: **64%** answered ‘most of the time’ or ‘all of the time’

We know there is significant connection between a sense of belonging and achievement, so we are striving to create growth with our results. More than 1/3 of our grade 4 learners are not consistently feeling a sense of belonging. We know that for students to feel safe and capable, they must also feel supported and be taught problem solving skills, so we will continue to create growth in this area – roughly 1/3 of our grade 4 learners are not answering ‘never’, ‘almost never’ or ‘sometimes’ to this question, which is concerning.	
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 – <i>Each student will develop the skills and competencies to be successful in a career pathway of their choice.</i> - In the elementary/middle years, schools should be implementing strategies to help students 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 curricularly. - 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. - We hope that some of our classes and students may be able to take part in a free webinar or two during BC’s Career Week, Nov 25-29, 2024.	
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. - In November 2024, we had an Indigenous Learning focus 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, and What’s Next for Beginning Writers? - Doug Smith, our SD83 numeracy helping teacher, has recently provided several of our staff with an excellent workshop involving great student “hands on” strategies and assessment practices.	- 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 - We will try to incorporate a “standing item” within the Principal’s Report section of monthly PAC meetings to inform parents/guardians about school goals