

Happy Valley 2026-27 School Growth Plan

School Context: Happy Valley Elementary will have 18 divisions and a population of 394 students and about 58 staff. 17 percent of the students have ministry designations, and about 10 percent are waiting for assessments.

Student Voice: This year our students engaged in discussions about who we are at Happy Valley and the type of learners we are. With the data collected and then shared students then voted on what type of animals would represent those values and traits. The chosen animals were Falcons, Otters and Orcas. After meeting with the Indigenous Education Council, it was felt by the elders that each animal had merit and ultimately wanted the students to choose. We will be the Happy Valley Orca's starting in September 2026!

Goal #1: To improve literacy outcomes for all students (K–5) through consistent use of screening data, structured decoding instruction, and enhanced comprehension strategies, resulting in measurable growth in reading and writing proficiency. (Foundational Learning & Communication Competency)

- **Actions/Strategies:** Continue literacy screening (K–5) using the district tool to identify student needs and guide instruction.
- Use data to inform targeted small group instruction and intervention.
- Implement structured literacy practices, including:
 - UFLI (explicit phonics instruction)
 - Word origins/morphology
 - Decoding strategies
- Strengthen comprehension instruction (Grades 3–5) using:
 - Adrienne Gear, Harvey Daniels, Stephanie Harvey, Faye Brownlie resources
- Increase opportunities for:
 - Oral language development
 - Student discussion and collaboration
 - Critical thinking through questioning and dialogue
- Conduct a fall school wide writing assessment to establish baseline data and guide instruction.

Data/Evidence of Impact:

- Literacy screening data (fall, winter, spring) showing growth in phonemic awareness, decoding, and fluency
- Reduction in number of students below benchmark
- Writing samples (fall to spring) demonstrating growth in idea development and organization
- Increased student participation in discussions and oral language tasks
- Classroom assessment data and student work samples reflecting improved comprehension

Goal #2: To improve student numeracy achievement (K–5) by strengthening number sense, mathematical reasoning, and problem solving through responsive instruction and meaningful mathematical experiences. (Intellectual Development & Thinking Competency)

Actions/Strategies:

- Use district recommended numeracy assessments to identify student needs and monitor progress

Focus instruction on:

- Number sense and flexibility with numbers
- Mathematical reasoning and problem solving

Incorporate:

- Rich tasks and open-ended problems
- Number sense booklets (also supports UDL goal)
- Visual models and multiple representations (use of manipulatives)
- Support teachers in using formative assessment to adjust instruction
- Provide targeted small-group support for students requiring additional intervention

Data/Evidence of Impact:

- Numeracy assessment data showing increased proficiency and growth over time
- Evidence of improved student ability to explain mathematical thinking
- Classroom observations and student work demonstrating use of multiple strategies
- Increased student confidence and engagement in mathematics
- Reduction in gaps for students below grade level expectations

Goal #3: To enhance inclusive instructional practices across all classrooms by implementing Universal Design for Learning (UDL) principles, ensuring all students have equitable access to learning and can demonstrate their understanding in multiple ways. **(Equity & Inclusion / Personal & Social Competency)**

Actions/Strategies:

Build staff understanding of UDL principles:

- Multiple means of engagement, representation and expression

Design lessons that:

- Provide flexible ways for students to access content
- Offer varied ways for students to demonstrate learning

Increase use of:

- Technology to support diverse learners
- Differentiated instruction and flexible grouping
- Use of tools to support regulation when learning (chewlery, fidgets, alternate seating, food, breaks and alternate spaces for regulation)

Continue to develop inclusive classroom environments that support student voice, choice, and independence and support student understanding that every learner has different needs and requires different tools to access learning.

Collaborate (staff, support teachers) to plan for diverse learning needs

Data/Evidence of Impact:

- Increased student engagement and participation across diverse learner groups
- Classroom observations showing implementation of UDL strategies
- Student feedback indicating increased access and understanding
- Evidence of multiple forms of student expression in assessment tasks
- Reduction in barriers to learning for students with diverse needs

2025-26 Reflections:

During the 2025–2026 school year, our continuous improvement efforts focused on strengthening literacy, numeracy, and social responsibility through a consistent, data informed approach. Staff used a range of assessment tools to gather evidence of student progress in reading and number sense, and engaged in regular collaborative analysis to identify strengths, gaps, and next steps. In literacy, ongoing assessment of phonological awareness, fluency, and comprehension allowed for more targeted, differentiated instruction and flexible grouping. In numeracy, diagnostic and formative assessments supported a clearer understanding of students' number sense development and informed small-group instruction.

Our work in social responsibility contributed to a positive and inclusive school environment. Evidence included improved use of self-regulation strategies, increased student participation in community building activities, and a significant decline in behaviour related incidents.

[Influence on the 2026–2027 School Growth Plan](#)

The 2025–2026 process has shifted our focus from primarily gathering data to strengthening instructional response. Our 2026–2027 school growth plan will emphasize consistent, high impact teaching practices in literacy and numeracy, supported by ongoing assessment and collaborative professional learning.

We will continue to prioritize equity by monitoring the progress of diverse learners and refining interventions to better support all learners. In addition, we will build on our work in social responsibility by further embedding social emotional learning and expanding opportunities for student voice and leadership.