Happy Valley 2025-26 School Plan

School Context: Happy Valley Elementary, located on the traditional territory of the Esquimalt and Songhees Nations in Langford, is part of Sooke School District #62. Originally built in 1912 and rebuilt in 2004 after a fire, the school has deep roots in the community, with many students being second- or third-generation attendees.

2025-2026 will see Happy Valley opening with 16 divisions and 360 students as the new elementary school will be opening on Latoria and catchment boundaries have changed.

Happy Valley's collaborative staff, including teachers, CUPE members and a strong Student Support team, are deeply committed to student well-being. The school community is further strengthened by a dedicated Parent Advisory Council, which enhances student experiences through events, fundraising, and welcoming new families.

Goal #1: To continue to gather data on students' reading skills (phonological awareness, fluency and comprehension) to inform differentiated instruction and future literacy support planning.

Actions/Strategies:
1. Conduct Ongoing Reading Assessments

- Use a combination of **formative and summative assessments** to evaluate phonological awareness, fluency, and comprehension (e.g., DIBELS, Fountas & Pinnell, PM Benchmarks, running records, phonological screening tools).
- Schedule **regular assessment intervals** (beginning and end of year) to monitor growth.

2. Analyze and Track Student Data

- Review assessment results to identify **patterns of strength and areas of need** in decoding, fluency, and comprehension.
- Use data to **group students flexibly** for targeted reading instruction (e.g., guided reading, literacy centers, interventions).

3. Use Data to Guide Instructional Planning

- Plan differentiated instruction based on student needs (e.g., phonics practice for emerging readers, comprehension strategies for fluent readers).

- Collaborate with literacy teams or support staff to design **intervention plans** for students requiring additional support.
- Use data to inform resource allocation, professional development, and future literacy initiatives or programming.

Data/Evidence of Impact: *Describe what comparative data sources and evidence you will use to demonstrate a desired impact on student success. How will you know?*

1. Baseline vs. Progress Monitoring Data

- Initial reading assessment results (e.g., September benchmark assessments) compared with end-of-year results.
    - Tools: Fountas & Pinnell, PM Benchmarks, DIBELS, running records.
    - Purpose: Show individual and group growth in phonological awareness, fluency, and comprehension over time.

2. Subgroup Comparisons

- Compare progress using FESL of different student subgroups (e.g., ELL, Indigenous students, students with IEPs) to ensure equity of growth.
    - Purpose: Evaluate whether interventions are closing gaps and supporting all learners effectively.

3. Learning Update Data and Teacher Assessment

- Comparing teacher-assigned proficiency scales and comments over time.
    - Purpose: Support quantitative data with qualitative evidence of student engagement, confidence, and application of reading strategies.

Goal #2: To collect data on students' understanding of number sense to guide instructional decisions and numeracy support group work.

Actions/Strategies:
1. Implement Targeted Number Sense Assessments

- Use a formal diagnostic tool across grades and informal (e.g., math talks, exit slips, math journals) assessments to gather information

- Focus on key concepts such as place value, number relationships, mental math, and estimation.
- Administer assessments early in the term to establish a baseline.

2. Analyze and Interpret the Data

- Review assessment results to identify patterns, strengths, and gaps in student understanding.
- Collaborate in grade teams to compare findings and align understanding of student needs.

3. Use Data to Inform Instruction and Grouping

- Form flexible numeracy support groups for focused instruction or guided practice.
- Reassess periodically to monitor progress and adjust groupings and instructional strategies as needed.

Data/Evidence of Impact:

1. Pre- and Post-Assessment Data

- Diagnostic assessments (e.g., BC Performance Standards, Leaps and Bounds, school-based math screeners) administered at the start and end of a targeted period.
- Comparison of results will show growth in specific number sense areas such as place value, number operations, estimation, and number relationships.

2. Subgroup Comparisons

- Compare progress using FESL of different student subgroups (e.g., ELL, Indigenous students, students with IEPs) to ensure equity of growth.
    - Purpose: Evaluate whether interventions are closing gaps and supporting all learners effectively.

3. Learning Update Data and Teacher Assessment

- Comparing teacher-assigned proficiency scales and comments over time.

o Purpose: Support quantitative data with qualitative evidence of student engagement, confidence, and application of reading strategies.

Goal #3: To continue to support students to demonstrate increased social responsibility by identifying and managing their emotions, showing empathy toward others, and actively contributing to a respectful and inclusive school community.

Actions/Strategies

- Students using strategies to resolve conflicts peacefully.
- Increased use of kind, inclusive language in classrooms and on the playground.
- Student participation in classroom and school-wide initiatives that promote kindness, cooperation, and community involvement.
- Teacher and staff observations showing growth in self-regulation and peer support.

Data/Evidence of Impact:

- Decrease in office referrals or behavior incidents related to disrespect or conflict.
- Participation in school-wide initiatives (e.g., kindness challenges, buddy programs, student leadership roles).
- Recognition systems (e.g., "caught being kind" tickets, shout-outs) showing increased positive social behaviors.