

2026/2027 Highlands
Elementary School

School Growth Plan



School Context

Highlands Elementary School operates on the traditional homelands of the Ktunaxa people and the chosen land of the Métis. It serves approximately 280 K-6 students including approximately 60 Indigenous learners and 50 students with active IEPs. The school emphasizes trauma-informed practice, social emotional learning, and community relationships. School demographics, Indigenous context, and socio-economic factors remain consistent with the 2025-2026 school year.

Highlands Elementary has an active PAC group who make a positive impact on the school community and provides significant financial support.

Strategic Engagement

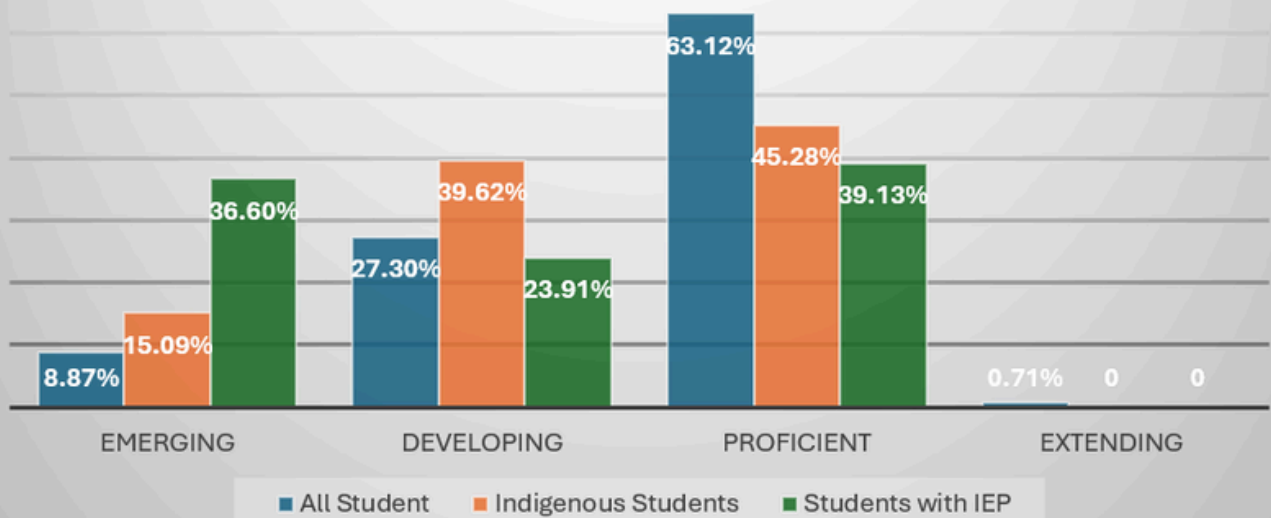
Consultation is ongoing with staff, PAC, Indigenous stakeholders, and families. Data was shared via staff meetings and PAC meeting. Feedback informed focus on movement, data and equity supports.



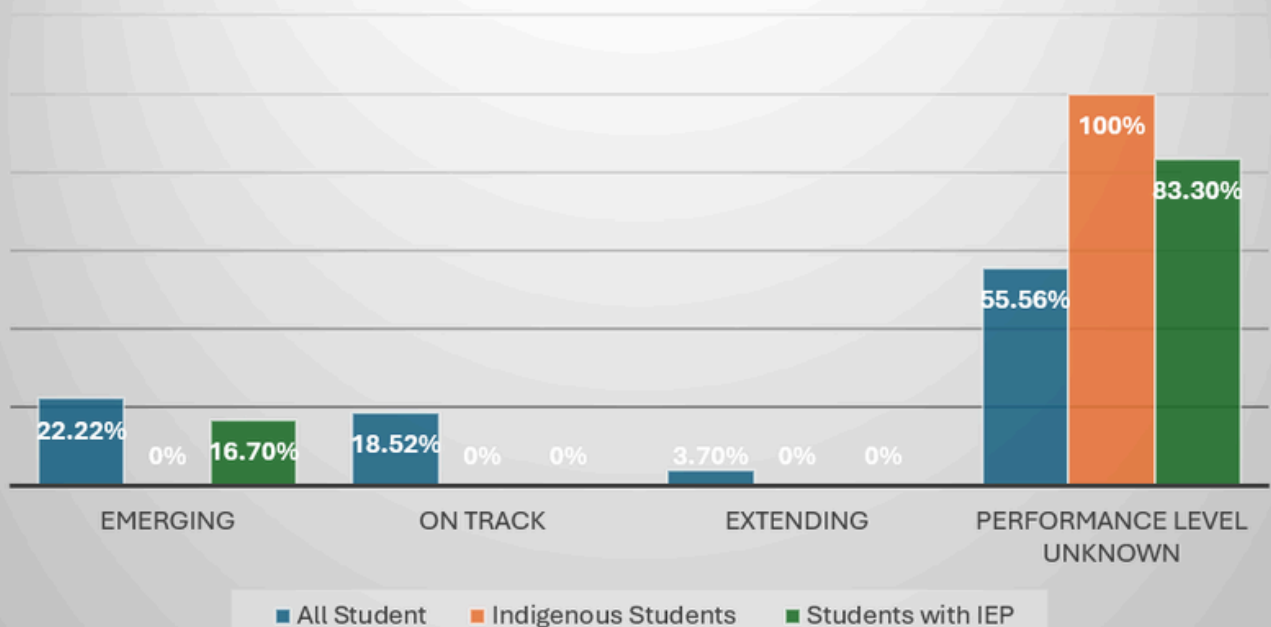
Goal #1: Math Achievement

Data

Summative Learning Update 2025-2026 - Math



FSA 2025/2026 Numeracy Results



Goal #1: Math Achievement

Inquiry Question

How can we improve student movement between proficiency categories in math, particularly from Developing to Proficient, while ensuring equitable outcomes for Indigenous learners and students with IEPs?

Goal

- Increase overall Math Proficiency from 63% to 70%
- A key area of focus is increasing movement from Developing to Proficient

Strategies

- Develop a school-wide beginning of year and end of year math assessment
- In-class support with Nicole Fulton to support teachers in addressing key areas of weakness
- EA sessions with Nicole Fulton to provide strategies for supporting students on IEPs in math
- Focus on using Growth Plan budget to support the purchase of manipulatives and math materials
- Small group instruction with LSTs for identified students at risk
- Growth Plan progress as standing item on staff meeting agenda
- Monthly check-ins with IESW to review attendance data of Indigenous students

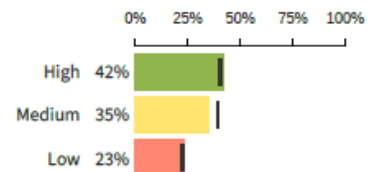
Goal #2: Social Emotional Learning

Data

MDI 2025/2026 Self-Regulation - All Students

SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



MDI 2025/2026 Well-Being Index - All Students



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



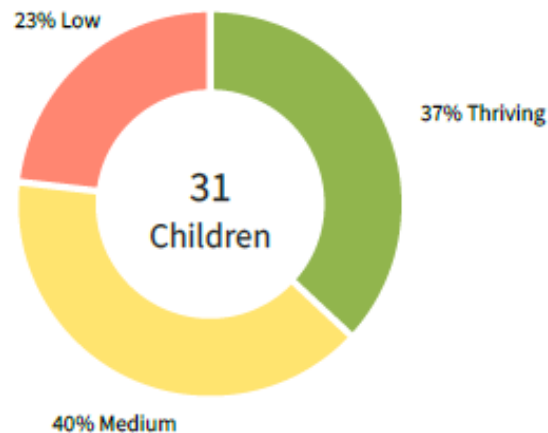
Medium Well-being

Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

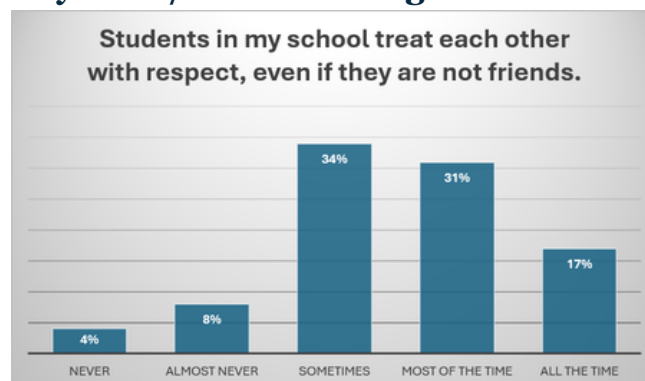


Low Well-being

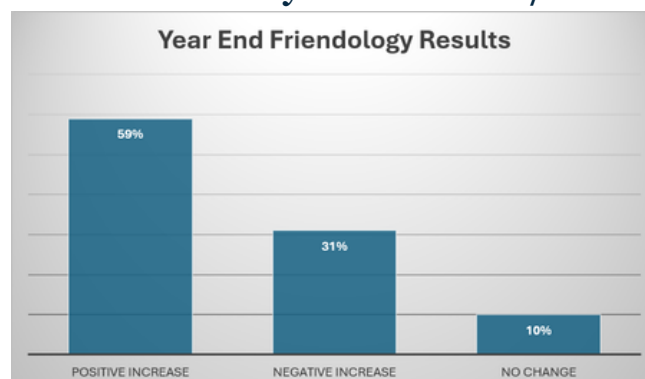
Children who score in the low range on at least 1 of the 5 measures of well-being.



Student Learning Survey 2025/2026 Treating Others with Respect -- All Students



Friendology Pre- & Post Survey Results 2025/2026 - All Students



Goal #2: Social Emotional Learning

Inquiry Question

If students receive explicit instruction in self-regulation, emotional awareness, and friendship skills, will they then demonstrate improved conflict resolution, resilience, and relationship-building skills?

Goal

- Increase students reporting high self-regulation on the MDI (2025-2026) from 42% to 50%
- Reduce students reporting low well-being on the MDI (2025-2026) from 23% to below 15%
- Increase students reporting that peers treat one another with respect on the Student Learning Survey (2025-2026) from 57% to 70%
- Increase students reporting a positive increase from 59% to 70% on the Friendology post survey

Strategies

- Continue implementation of a school-wide SEL framework using Friendology and track pre- and post-data.
- Support the continuation of relationship skills and emotional regulation programs such as: Kids in the Know, Interoception Program, Colour Monster, E.A.S.E. Program, Roots of Empathy Program
- School-Wide Functions: Open House/Pizza Night, Pancake Breakfasts, Bingos, Movie Nights and other community building events
- Continue to implement regular classroom community-building activities through House Teams
- Yearly review of MDI, CHEQ and Student Learning Survey data with staff
- Promote healthy relationships and teach qualities of friendship through our Youth Care and Counselling departments
- Core Essentials program focusing on one value or character trait per month. Two lessons per month in each classroom delivered by YCW
- Inclusive Music block tailored to support students with sensory challenges
- Family self-regulation sessions offered by the school counsellor and YCW
- Pro D day dedicated to Social Emotional Learning with all staff led by Sheila O'Grady
- Support from SEL teacher Ryan Lemphers
- Growth Plan progress as standing item on staff meeting agenda