School Education Plan

Heritage Hills Elementary

2025-26

Elk Island
Public Schools

School Goal 1

By building teacher capacity in responsive instructional practices, students will demonstrate growth in literacy.

Related Division Goals

- Priority 1, Goal 2: Promote Growth and Success for All Students; Success for Every Student.

Strategy

- Continued use of tools such as RRST, DRT, GOA Screeners (English- PAST, RAN, LeNS, CC3 & French- TDCP, DRS, NSle, CC3) and EIPS Reading Assessment.
- Teachers will have access to the 3 T's Assessments (TOSREC, TOWRE2 & TOSWRF2).
- Teachers will have access to research-informed resources to support curriculum-based literacy instruction in both English and French.
- Additional reading support through the district READ program for students identified as slightly below grade level.
- Grade 1-6 classes using the EIPS September Baseline Writing Assessment to guide instruction.
- Grade 1-6 teachers will continue implementation of the?EIPS Writing Assessments (each term).
- French Immersion teachers will meet online once a month to focus on French language proficiency with oral and written activities for classroom instruction.
- Fostering a culture of literacy throughout the school: Read-In Week activities, buddy reading, March Book Madness, in-class literacy celebrations, and staff sharing of best practices.

School Education Plan for the 2025-26 School Year

Heritage Hills Elementary

Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M32	The percentage of students who achieved the standard of excellence in: Grade 6 Language Arts PAT.	43.90%	No Result	No Result	
P1	G2	M38	The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.	87.00%	92.70%	79.31%	

Other Measures

- GOA Assessments
- Data from EIPS Writing Assessments

School Goal 2

By building capacity for all teachers to implement high-leverage instructional practices, all students will demonstrate a year's growth in numeracy.

Related Division Goals

- Priority 1, Goal 2: Promote Growth and Success for All Students; Success for Every Student.

Strategy

- Provide support for the implementation of the new math curriculum and address learning gaps related to the new curriculum expectations by using district consultants.
- Develop fact fluency (teachers will have access to a variety of resources such as: Fact Fluency Kits, Facts of Fire, etc.).
- Continued use of math games, websites, apps, and common grade approaches to increase student mastery of basic math facts and to develop a strong sense of number and patterns.
- Identify additional resources and professional learning opportunities, with the support of the EIPS Mathematics consultant, to assist teachers with developing student numeracy skills.
- Hosting a "Numeracy Night" to engage the community.
- Focusing on strong instructional practices in math such as the use of math warm-ups, exit slips, and feedback tools.

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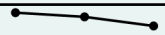
Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M44	The percentage of families who agree the numeracy skills their child's learning at school are useful.	90.50%	93.10%	81.80%	
P1	G2	M45	The percentage of students who achieve the standard of excellence in: Grade 6 Mathematics PAT.	31.80%	No Result	No Result	
P1	G2	M46	The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.	89.00%	85.40%	77.59%	

Other Measures

- GOA Numeracy Screeners

School Goal 3

By supporting our students' mental health with mindfulness practices, social-emotional learning (SEL) and?trauma-informed classrooms, students will demonstrate more resiliency and self-regulation during the school?day.

Related Division Goals

- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Strategy

- Provide student leadership opportunities.
- Increase community engagement/involvement.
- Continuing to participate in the Mental Health Flagship Schools project.
- Participate in the Mental Health Capacity Building Project in partnership with Strathcona County Family and Community Services.
- Create student wellness activities throughout the year including creating connections with student clubs, and sporting events.
- Establish a separate reset/sensory room for students.
- Offer an optional resource and book study for staff: Becoming a Trauma-Informed Restorative Educator: Practical Skills to Change Culture and Behavior by Joe Brummer and Margaret Thorsborne.
- All staff will participate in Nonviolent Crisis Intervention (NVCI) training to build shared understanding and skills in regulation, de-escalation and safety practices.
- Integrated regulation strategies throughout the day (each class will microdose a minimum of 3 times a day).

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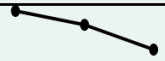
Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G2	M79	The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.	86.46%	83.70%	78.26%	
P2	G2	M84	Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.	86.40%	88.60%	87.10%	
P2	G2	M95	The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.	87.55%	79.05%	63.90%