



ARROW HEIGHTS ELEMENTARY School Learning Plan 2025-2026

Literacy



Numeracy



Social Emotional



Our School Learning Story:

We are a community connected—to the outdoors, to each other, and to learning. With 216 students and a newly developing diversity, Arrow Heights Elementary blends the warmth of a small school with programs and services of larger schools. Our students explore the Illecillewaet Greenbelt and Columbia River Wetlands and enjoy the support of an active Parent Advisory Committee that enriches learning at every turn.

Guided by our code of conduct, AHE students take comfort in the clear repetition and acknowledgement of our CARES expectations. AHE values the nurturing of individuals who are COOPERATIVE, ACHIEVE their best, RESPECT one another and the environment, have ENTHUSIASM for all that is offered and maintain a SAFE environment.

Central to our school culture are the First People's Principles of Learning. Through quality learning opportunities, our intention is to instill a focus on connectedness to the environment and each other, developing reciprocal relationships with the land and people, while developing a sense of gratitude for our place. At AHE we place our students at the center and lead with our beliefs that learning is holistic, reflexive and experiential.



Scanning:

What do we, as staff and community, know about our students - their successes and challenges? What's going on for them?

- Students continue to thrive with consistent expectations at AHE. Students are aware of and regularly follow expectations and take comfort in a constant rhythm of daily school life. The Integration of Core Competency language in our daily routines and expectations is necessary to bring the core competencies alive at all grade levels.
- Students are learning to manage emotions, although we still see worries and anxieties coming through, especially at drop off for our younger students. We are noticing an increase of upper intermediate students eloping into the hallways as a means to escape academic demands.
- Our students are enthusiastic readers who enjoy exploring stories, information, and ideas through books and digital texts. When it comes to writing, however, many express less confidence. They often say they find it hard to get started, worry about making mistakes, or feel unsure about how to make their writing clear and interesting. While they can share rich ideas verbally, they don't always see themselves as capable writers yet. We want to help our students develop a stronger sense of voice, confidence, and pride in their writing.
- Staff and students have been actively working to shift mindsets around numeracy, fostering a thriving mathematical community. Feedback and questions from parents have encouraged us to involve families more deeply in understanding our math curriculum, strategies, and routines, strengthening the connection between home and school learning.
- Core Competencies are noticed, named, and nurtured throughout our school. Primary students can clearly articulate the competencies they are developing, and we continue to foster self-reflection and independent thinking using *The Circle of Learning*. Our next step is to strengthen the daily connection to the Core Competencies and *The Circle of Learning* in the upper intermediate grades to build a consistent, school-wide language of learning.
- We will continue to teach students and families to think critically about managing social media and screen time with their elementary aged children. While we continue to use technology as an important tool for learning. Free time activities and school clubs will be focused around play and connecting with each other in a social way.
- Students are supported in classrooms to meet learning goals, participate in social groups, and build meaningful relationships. They are learning to respond to each other with empathy and care. Strengthening these practices across the school will help all students feel included, valued, and connected.
- Our intermediate students are not often engaged in play. Play is essential for students in grades 4–7, as it supports their social, emotional, cognitive, and creative growth. Strengthening opportunities for play will help students develop collaboration, problem-solving skills, and well-being alongside academic learning.
- We continue to face the challenge of meaningfully integrating Truth and Reconciliation into our school community. This includes fostering authentic acknowledgements and connections to the land. Classes are actively exploring stewardship and developing a deeper understanding of the *why* behind reconciliation, helping students connect learning to meaningful action.
- Our students crave connection. Many of our Grade 6 and 7 students seem to be declining in their connection to school and we are challenged with keeping them motivated and connected to this place as they near their transition to RSS. Creating healthy connections to ourselves, each other and our environment is a focus this year as we continue to weave the Indigenous People's Principles into our school culture.
- Our students love spending time in nature, and we recognize the importance of being outdoors for their well-being, curiosity, and learning. Play and exploration in outdoor classrooms, field studies, loose parts play, and the mud kitchen provide rich opportunities for growth. Teachers are integrating literacy and numeracy into these experiences, connecting academic learning with hands-on discovery and the benefits of being outside.

Question:

Will a focus on BC's Core Competencies, while integrating the First People's Principles and new professional learning surrounding the importance of play support the building of a Healthy, Thriving, school community?

Professional Learning:

Summarize areas for professional learning and how we will go about designing strategies and structures that will impact our school community.

NUMERACY: Kendra Jacobs, Cathy Fosnot, Jen Carter, Janice Novakowski, Susan Leslie

LITERACY: Adrienne Gear, 6+1 Traits, Shifting the Balance, UFLI

ASSESSMENT: SD 19 CSL Document, District -Wide Assessments, FSA

SOCIAL/EMOTIONAL: Parent/Caregiver Series, Hannah Beach, The Inside-Out Handbook, Zones of Regulation, Wild Schools, Learning in the Primary Years, The Circle of Learning

INDIGENOUS EDUCATION: Wild Schools, Indigenous Programming, Jade Berrill (The Outdoor Learning School and Go Wild).

Checking:

Have we made a difference? How do we know?

READING: PM Benchmarks, Whole Class Reading Assessments, FSA, Heggerty, Kilpatrick, UFLI

NUMERACY: K-3 Numeracy Assessment, Vancouver Island Numeracy, FSA

WRITING: School-Wide Write using BC Performance Standards, FSA

SOCIAL/EMOTIONAL: MDI,EDI, CHEQ, Student Learning Surveys (gr. 4 & 7)



Goal 1: Literacy

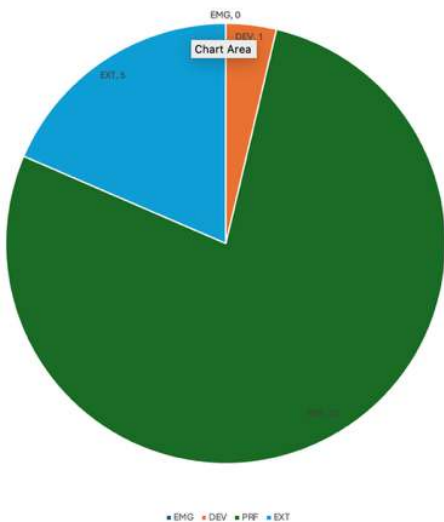
Taking Action:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?

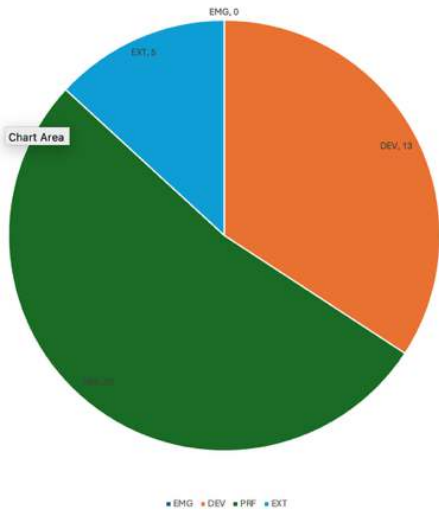
- Our students have strong reading outcomes. While working to maintain strong reading outcomes, we will focus our actions on improving writing: student perceptions, focused skill building, increased opportunity.
- Continue to provide support for adoption of district wide assessments; use assessment data to inform our teaching in all areas of literacy.
- Monthly collaboration time for teachers to share best practice and develop continuums of skills across the grades.
- Extra-curricular activities, and programming that supports a love for reading: Battle of the Books, BOB Fest, Reading Meets Running Challenge, Library Contests, Dress as Your Favourite Book Character Day, book fairs, easy access to the Library, Young Authors Club.

Our Literacy Data Story:

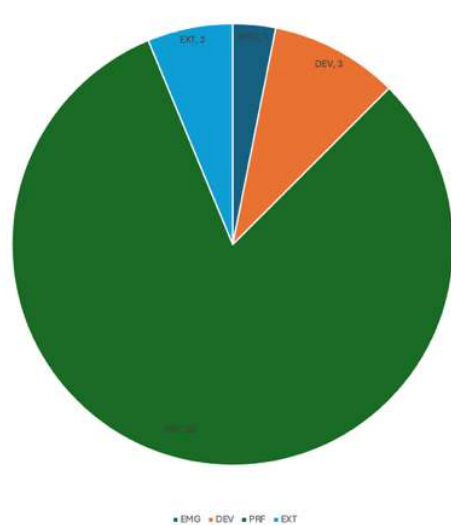
AHE Grade 4 District Reading Assessment - June 2025 Results



AHE Grade 5 District Reading Assessment - June 2025 Results



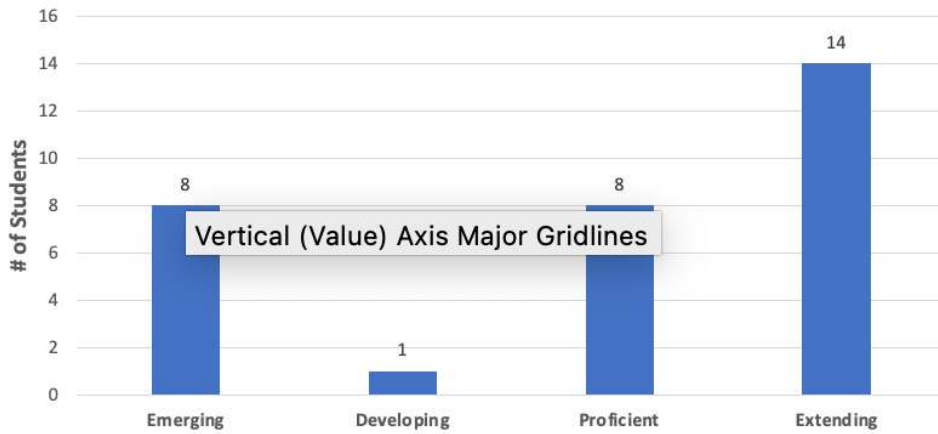
AHE Grade 6 District Reading Assessment - June 2025 Results



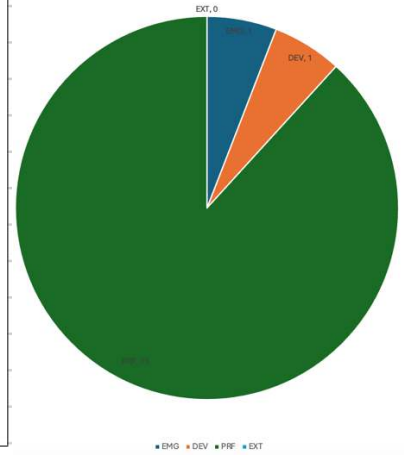
School Level Table Data: 019 - Revelstoke, Arrow Heights Elementary [Literacy & Reading-04]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2024/2025	26	26	100.0%	4	15.4 %	16	61.5 %	6	23.1 %
2023/2024	32	32	100.0%	0	0.0 %	25	78.1 %	7	21.9 %
2022/2023	29	29	100.0%	0	0.0 %	21	72.4 %	8	27.6 %
2021/2022	20	20	100.0%	3	15.0 %	12	60.0 %	5	25.0 %
2020/2021	20	20	100.0%	0	0.0 %	13	65.0 %	7	35.0 %
2019/2020	18	17	94.4%	0	0.0 %	12	70.6 %	5	29.4 %
2018/2019	25	25	100.0%	3	12.0 %	13	52.0 %	9	36.0 %
2017/2018	18	17	94.4%	1	5.9 %	10	58.8 %	6	35.3 %

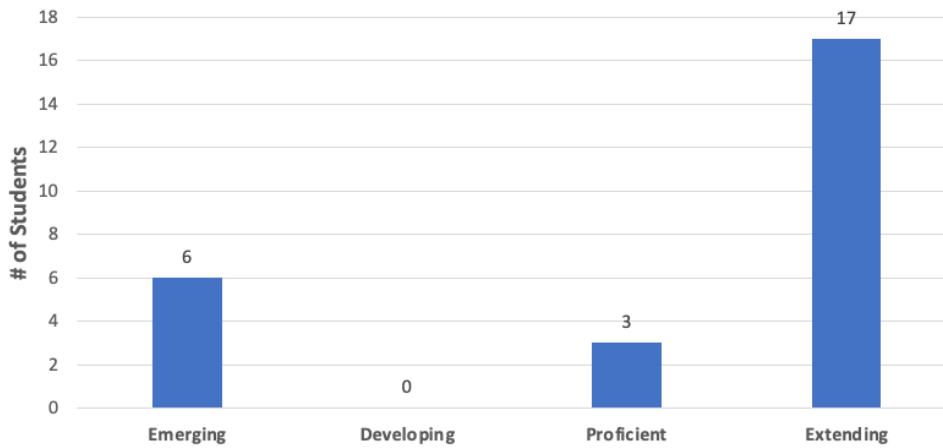
AHE Grade 1 PM Benchmarks - 2024-2025 School Year



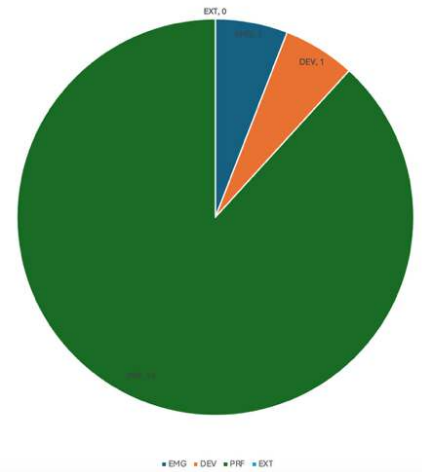
AHE Kindergarten - Sounds - June 2025 Results



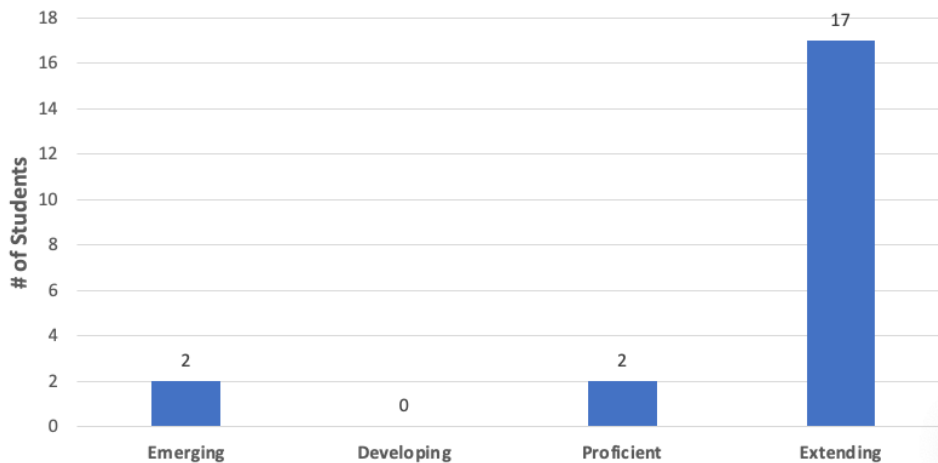
AHE Grade 2 PM Benchmarks - 2024-2025 School Year



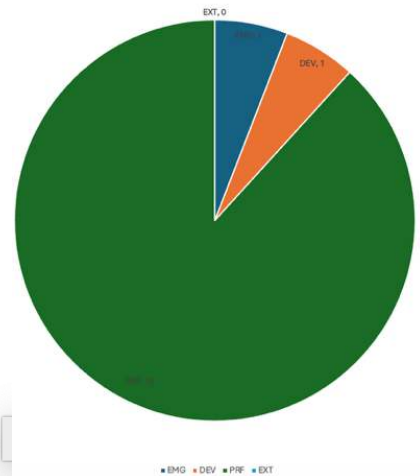
AHE Kindergarten - Lower Case Letters - June 2025 Results



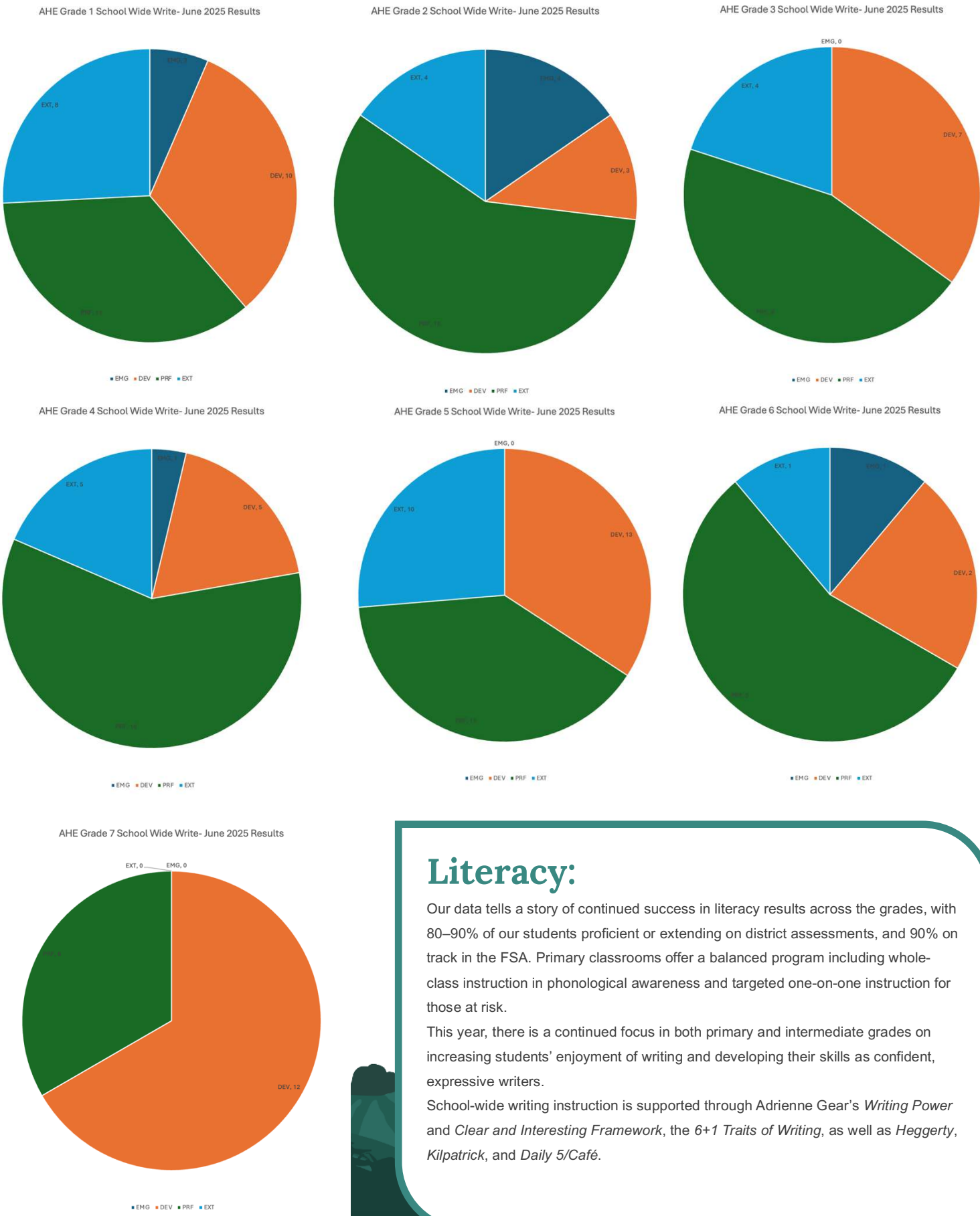
AHE Grade 3 PM Benchmarks - 2024-2025 School Year



AHE Kindergarten - Sounds - June 2025 Results



Our Area of Focus:



Literacy:

Our data tells a story of continued success in literacy results across the grades, with 80–90% of our students proficient or extending on district assessments, and 90% on track in the FSA. Primary classrooms offer a balanced program including whole-class instruction in phonological awareness and targeted one-on-one instruction for those at risk.

This year, there is a continued focus in both primary and intermediate grades on increasing students' enjoyment of writing and developing their skills as confident, expressive writers.

School-wide writing instruction is supported through Adrienne Gear's *Writing Power* and *Clear and Interesting Framework*, the *6+1 Traits of Writing*, as well as Heggerty, Kilpatrick, and *Daily 5/Café*.



Goal 2: Numeracy

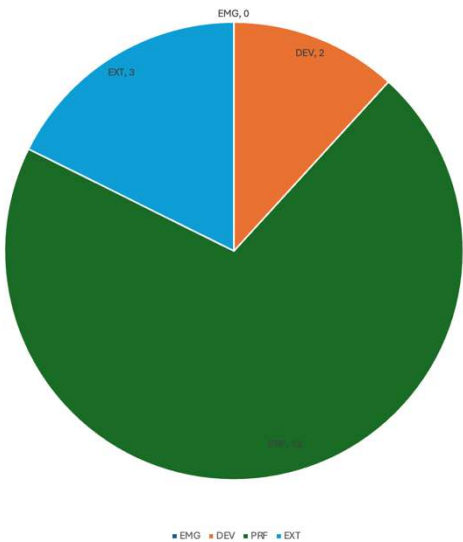
Taking Action:

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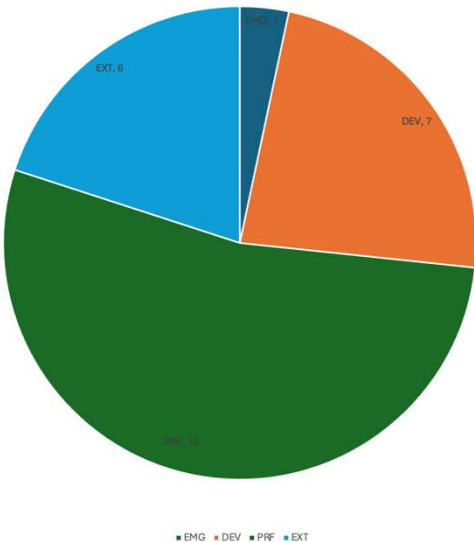
- Our students have strong numeracy outcomes but would benefit from building flexibility and fluency in using their knowledge to solve problems.
- Continued study by staff to work on changing our mindsets towards mathematics.
- Provide support for adoption of district wide assessments; use assessment data to inform our teaching.
- Numeracy highlights in assemblies, newsletters and staff meetings, sharing instructional routines.
- Numeracy problem of the week incorporating real-life situations in the school setting.
- Allocating funds to add to our numeracy materials to support exploration and hands on activities and new instructional routines.
- Creating a space for students to explore numeracy materials during unstructured times.
- Numeracy field trips into the community.
- Equal time for Literacy and Numeracy across the grades.

Our Numeracy Data Story:

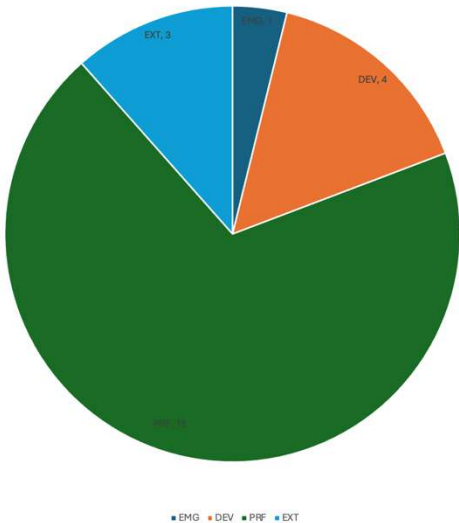
AHE Grade K District Math Assessment - June 2025 Results



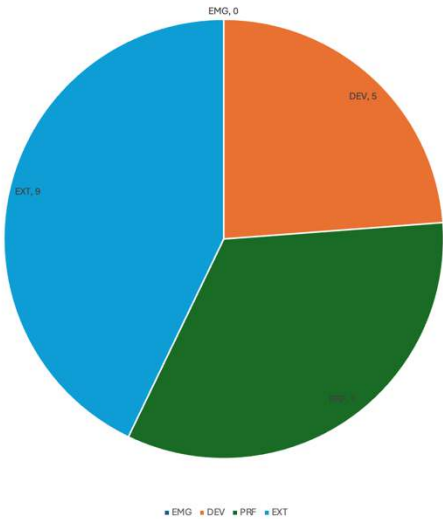
AHE Grade 1 District Math Assessment - June 2025 Results



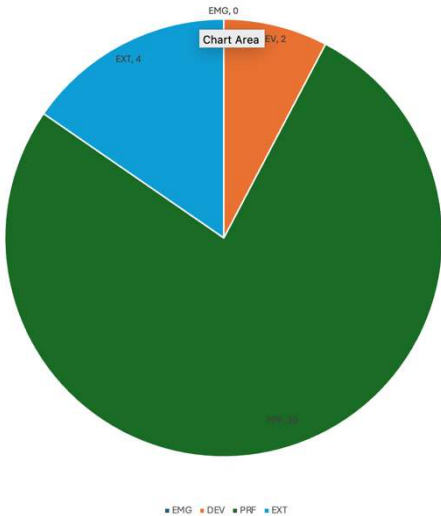
AHE Grade 2 District Math Assessment - June 2025 Results



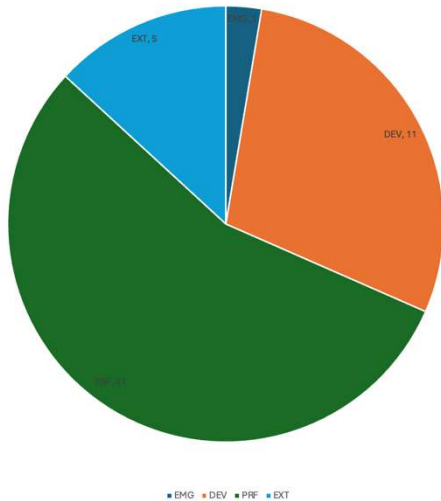
AHE Grade 3 District Math Assessment - June 2025 Results



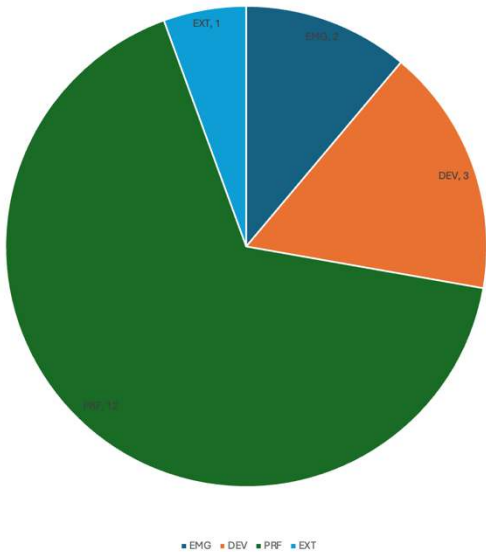
AHE Grade 4 District Math Assessment - June 2025 Results



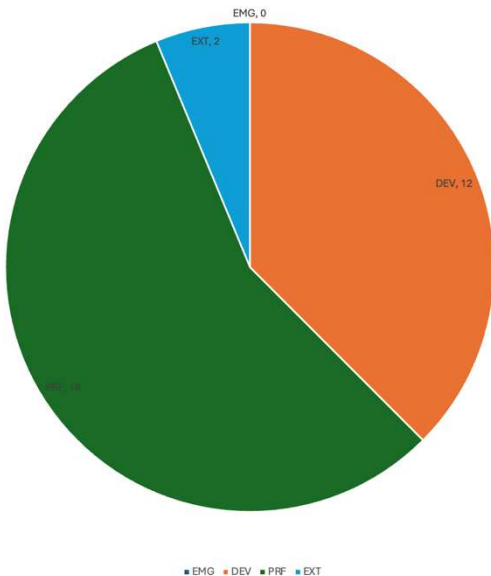
AHE Grade 5 District Math Assessment - June 2025 Results



AHE Grade 7 District Math Assessment - June 2025 Results



AHE Grade 6 District Math Assessment - June 2025 Results



Numeracy:

Our data shows strong numeracy results for our students K-7, with especially strong results for our students currently in grades 4 and 5 . Our goal is to achieve 80% of all students in the Proficient and Extending range, while providing extra challenge and exploration for those with strong results.

Increased school wide numeracy talks, instructional routines, and the development of structures that encourage numerical understanding were implemented last year with school wide exploration during assemblies, buddy activities, and with Problem of the Week.

Engaging in outdoor numeracy helps students connect curricular competencies with their local surroundings and fosters a *sense of stewardship and curiosity* about the world. Outdoor numeracy supports a variety of learning styles — visual, kinesthetic, and tactile learners especially benefit from concrete experiences.

Teachers are continuing to engage in collaboration, sharing, and professional development to change our mindsets as numeracy teachers using resources such as Peter Liljedahl Thinking Classrooms, Math Workshop, Cathy Fosnot resources, Numeracy Circles with Susan Leslie, Kendra Jacobs , Janice Novakowski Learning Bursts, and the Coast Metro website.

This year, we aim to extend learning beyond the classroom by increasing opportunities for students to explore numeracy in the community and by deepening parent understanding and participation in our numeracy learning journey.

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2024/2025	26	26	100.0%	3	11.5 %	20	76.9 %	3	11.5 %
2023/2024	32	32	100.0%	4	12.5 %	26	81.3 %	2	6.3 %
2022/2023	29	29	100.0%	1	3.4 %	23	79.3 %	5	17.2 %
2021/2022	20	20	100.0%	1	5.0 %	15	75.0 %	4	20.0 %
2020/2021	20	20	100.0%	0	0.0 %	18	90.0 %	2	10.0 %
2019/2020	18	17	94.4%	2	11.8 %	13	76.5 %	2	11.8 %
2018/2019	25	25	100.0%	2	8.0 %	22	88.0 %	1	4.0 %
2017/2018	18	17	94.4%	3	17.6 %	11	64.7 %	3	17.6 %



Goal 3: Social/Emotional

Taking Action:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?

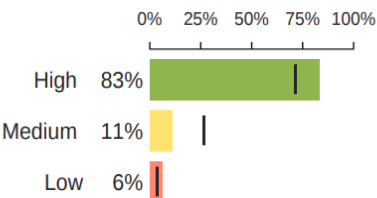
- Incorporate more play in intermediate grades using the Early Years Document (not just for the early years) to nurture an openness to learning and building of robust mental health and social skills.
- Notice, name, and nurture the core competencies in all areas of school life.
- Continue enforcing clear and consistent cell phone policies, providing more opportunities for kids to engage in face-to-face social play.
- Continue engaging parents in education of “hard topics” with the Parent/Caregiver series.
- Our school is dedicated to creating a learning community where every student belongs. We are taking intentional steps to ensure inclusion by celebrating diversity, adapting teaching to meet varied needs, and building supportive relationships so that all learners can succeed.
- Creating choice and leadership opportunities for all students so they can see themselves reflected in our daily practices.
- Our students honor Indigenous cultures, acknowledge the land, and take action to care for our community and environment.
- Opportunities for cross grade learning and collaboration during buddy activities, as well as intergenerational learning to build connections.

Our Social-Emotional Data Story:

CONNECTEDNESS WITH ADULTS

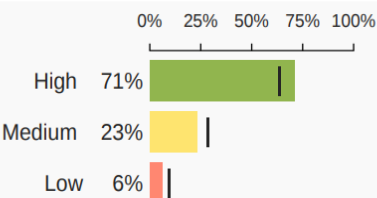
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



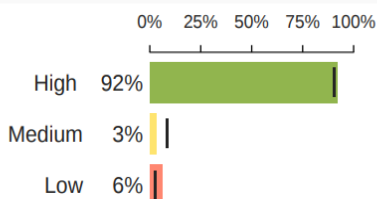
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

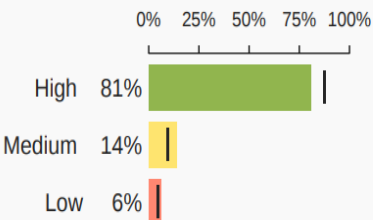


RESULTS FOR ARROW HEIGHTS ELEMENTARY

| School District Average

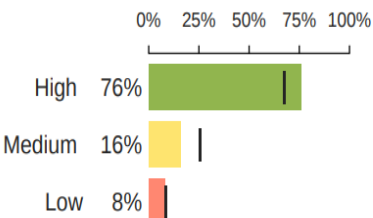
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



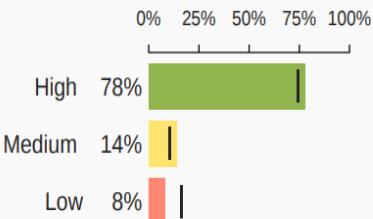
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



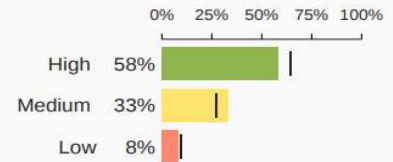
SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

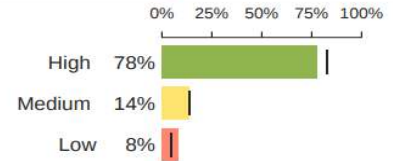


OPTIMISM

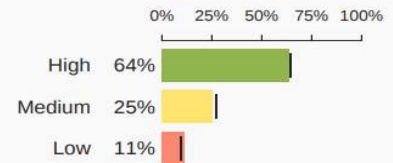
Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."

**SELF-ESTEEM**

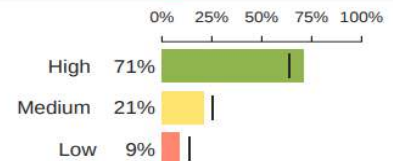
Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."

**HAPPINESS**

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

**ABSENCE OF SADNESS**

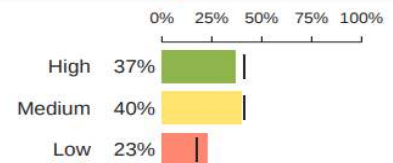
Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."

**ABSENCE OF WORRIES**

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."

**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."

**HELP-SEEKING FOR EMOTIONAL WELL-BEING****WHO WOULD YOU TALK TO IF YOU WERE FEELING SAD, STRESSED, OR WORRIED?**

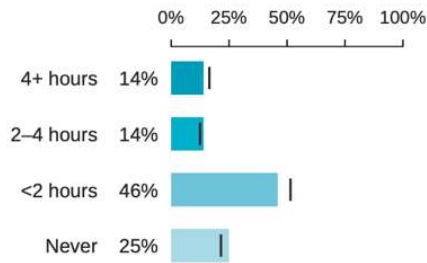
Examples provided include a teacher, school counselor, parent, grandparent, older sibling or cousin, elder, after-school program staff, doctor, nurse etc. (Children can select all of the options that apply; therefore, percentages may not total 100%).

An adult at school	48%
A family member	72%
An adult in my community	17%
A health professional	34%
My friend(s)	52%
Don't know who to talk to	7%
Prefer to handle it on my own	24%
Talk to someone else (someone not on this list)	3%

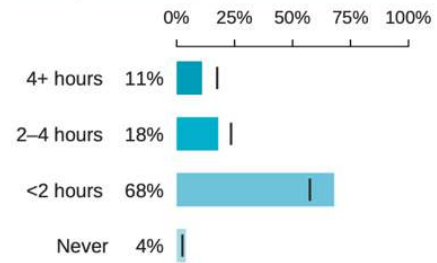
SCREEN TIME

Children were asked how many hours per day they spent doing activities on a screen in a normal week.

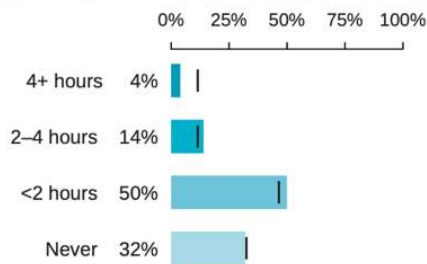
VIDEO OR COMPUTER GAMES



WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE



USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS



Social/Emotional:

Our student data indicates that while students demonstrate strong connectedness with adults both at school and at home, they are currently performing below district averages in optimism, self-esteem, happiness and self-regulation. We believe that intentionally focusing on play-based learning will provide opportunities for students to develop these social-emotional skills in authentic, meaningful and engaging ways. In addition, we will place a strong emphasis on the direct teaching of core competencies, as well as stewardship and inclusion to help students build confidence, responsibility, and a sense of belonging. Together these approaches aim to support growth in these key areas and bring student outcomes in line with district averages.

The AHE school community has come together to support learning for teachers, parents, and students on the effects of screen time and social media on our students. Our data continues to remind us that for some of our students, the amount of screen time in a day outweighs the time spent on other activities. Using the First People's Principles to guide our approaches and practices this year has helped us to deepen our critical thinking about activities offered to students during breaks while increasing our focus on play across the grades.