Hammond River Valley Elementary School

School Improvement Plan 2026-2027

Academic Goals

By June 2027, 80% of students will demonstrate growth in both Reading and Representations and Number Sense and Operations by progressing at least one achievement level from their baseline assessment in each area or maintaining a Level 3 or 4 in each area if they are already meeting proficiency.

Present Level of Performance: Literacy- 68% at Level 3 or above | Numeracy- 65% at Level 3 or above

Literacy- Data Sources • K-2: Early Grades Literacy Assessment (EGLA) • 3-5: EGLA, QPS, QSS, Reading Inventories • ASDS District Comprehension Tools	**Numeracy- Data Sources** • District Spreadsheet • District Early Math Assessment • Monthly School Common Grade-Level Assessments
Literacy- Instructional Tools • Heggerty • UFLI • Morpheme Magic • EGLA Flightmap • Holistic LA Curriculum • District Coaches	**Numeracy- Instructional Tools** • Holistic Math Curriculum • Clipboard Cruisers • Manipulatives & Visual Models • District Coaches
Instructional Strategies (Both Goals) • Use the Lesson Decision-Making Continuum. • Flexible grouping based on data. • Collaborate with EST-R/AST and PLC teams. • Encourage student leadership and peer mentoring.	**Next Steps (Both Goals)** • Monitor progress with formative and summative assessments. • Re-teach using alternative models and representations. • Share and celebrate effective literacy and numeracy practices.

Well-Being and Belonging Goal

By June 2027, HRVES will strengthen student well-being, belonging, and positive behaviour through school-wide implementation of PBIS and Skillstreaming, with progress monitored through attendance data, incident data, and student survey data.

Present Level of Performance:

Attendance: Average Daily Attendance (ADA): 92.7%, Overall Absence Rate: 7.3%

Incident data: Behaviour incidents accounted for 10.8% in the fall, 36.3% in the winter, and 52.9% in the spring, with an overall decrease of 80% from the April peak to June.

Current student survey results indicate that 92% of students enjoy school, 82% report they are learning, 92% report school is interesting, and 96% report they are happy.

Data Sources

- Attendance data
- Office/incident data and behaviour referrals
- PBIS acknowledgement/ticket data
- Student, staff, and family survey data
- Student voice and belonging feedback

Instructional Tools

- PBIS framework and school-wide expectations
- Skillstreaming program
- Direct teaching and modelling of expected behaviours
- PBIS acknowledgement and reinforcement system
- Social-emotional learning and behaviour supports

Instructional Strategies

- Explicitly teach, model, practice, and reinforce school-wide expectations.
- Use behaviour, attendance, and survey data to identify trends and students requiring additional support.
- Provide consistent responses and positive acknowledgement across settings.
- Collaborate with EST-R/AST, BIM, PLC teams, and families.
- Build student voice, leadership, and a sense of belonging.

Next Steps

- Continue implementation of PBIS across the school.
- Establish baseline and monitor attendance, incident, acknowledgement, and belonging data.
- Review data regularly to identify areas for reteaching and targeted support.
- Use Skillstreaming lessons and PBIS expectations to address identified needs.
- Celebrate progress and share effective practices with staff, students, and families.

Mission

HRVES challenges and supports students to be their best.

Vision

We foster a respectful, inclusive community that values integrity and empowers every student to set and achieve their goals.