CAMPBELL RIVER School District 72

STUDENT ACHIEVEMENT PLAN
2026-2027

School Georgia Park Elementary School

"A goal without a plan is a merely a wish."
Antoine de Saint-Exupery

School Story

Georgia Park is an elementary school in Campbell River. We have a population of just under 300 students from kindergarten to grade 5. The school services a wide variety of families from the surrounding neighbourhood. It also is the elementary school of choice for the χʷɛmaɬkʷu nation who have a reserve on the south end of Campbell River. Around 70 students in the school identify as indigenous. They represent a wide variety of nations from the surrounding territories as well as Metis.

Georgia Park Elementary is committed to creating learning environments where students feel connected, engaged, and successful while honouring Indigenous ways of knowing and being. The school community values belonging, relationships, student voice, and authentic learning experiences that support the whole child.

Goal 1: Social Emotional Learning and Student Readiness

What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?

To strengthen students' ability to self-regulate, engage positively with others, and actively participate in their learning through the development of self-awareness, empathy, collaboration, and problem-solving skills.

Reflection

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Rationale

Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?

Student self-regulation, social skills, and readiness for learning are critical foundations for academic success. Students who can identify emotions, use regulation strategies, collaborate effectively, and demonstrate empathy are better able to engage in classroom learning and contribute positively to school culture.

Reflection

What would success look like?

What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).

- Students independently use self-regulation strategies.
- Students actively participate in collaborative learning.
- Increased empathy and perspective-taking.
- Improved readiness to learn and student engagement.

Action and Monitoring plan

With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff; inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?

Students independently use self-regulation strategies.
• Students actively participate in collaborative learning.
• Increased empathy and perspective-taking.
• Improved readiness to learn and student engagement.

Reflection

Communicating the plan to your school community

How will you be communicating your plan with all school stakeholders? (Staff meetings, parents, PAC, students, community). What will consultation look like with the school stakeholders?

- Staff meetings, newsletters, PAC updates, assemblies, and student leadership opportunities.

Reflection

Goal 2: Honouring Indigenous Worldviews and Perspectives

What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?

To deepen understanding and implementation of the First Peoples Principles of Learning by embedding local Indigenous knowledge, stories, perspectives, and relationships throughout learning experiences.

Reflection

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Rationale

Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?

Learning through story, relationship, patience, and reflection reflects both the First Peoples Principles of Learning and the vision of Georgia Park Elementary.

Reflection

What would success look like?

What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).

- Indigenous perspectives are evident across classrooms.
- Students articulate connections between learning, story, history, and identity.
- Increased staff confidence in Indigenous education.

Action and Monitoring plan

With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff; inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?

- Continue 13 Moons learning.
- Engage with local Indigenous knowledge keepers.
- Use storytelling as a learning strategy.
- Monitor implementation through observations, student work, and staff discussions.

Reflection

Communicating the plan to your school community

How will you be communicating your plan with all school stakeholders? (Staff meetings, parents, PAC, students, community). What will consultation look like with the school stakeholders?

- Assemblies, newsletters, PAC meetings, Indigenous learning celebrations, and community partnerships.

Reflection

Goal 3: Literacy Proficiency through Authentic Writing

What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?

To increase student engagement and achievement in writing by providing authentic purposes, audiences, and opportunities for students to create meaningful written work.

Reflection

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Rationale

Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?

When students see purpose and audience in their writing, motivation, investment, and pride increase. Authentic writing supports both literacy growth and student engagement.

Reflection

What would success look like?

What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).

- Students are eager to write.
- Students demonstrate pride in finished work.
- Increased quality and quantity of writing.
- Greater participation in publishing opportunities.

Action and Monitoring plan

With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff; inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?

- Provide authentic audiences for writing.
- Participate in school-wide writing events.
- Continue professional learning in writing instruction.
- Use writing samples, reflections, and observations to monitor progress.

Reflection

Communicating the plan to your school community

How will you be communicating your plan with all school stakeholders? (Staff meetings, parents, PAC, students, community). What will consultation look like with the school stakeholders?

- Student showcases, newsletters, classroom displays, school website, and PAC presentations.

Reflection

Principal Signature: _____