



School: Highland Park Elementary
Principal: Nicole Neggers
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: Primary Literacy

To improve overall reading and writing achievement in the early primary years.

B. Rationale

In Grade 1, there is a large number of students *not yet meeting* or *minimally meeting* in literacy. This number improves in Grade 3. However, 50% of our Grade 1 and Grade 2 students are *not yet meeting* or *minimally meeting* in reading. Additionally, over 50% of our Grade 1 students are *not yet meeting* or *minimally meeting* in writing and just under 50% of our Grade 2 students are *not yet meeting* or *minimally meeting* in writing. This data is similar for our Aboriginal learners.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue to work with our district literacy facilitator to enhance teachers' knowledge of teaching reading and writing and to help set up structures within the classroom to enhance literacy.
- Reach out to parents to provide opportunities for parents to learn how to interact with their children at home around literacy. Host a Parent Literacy Night to teach parents the importance of reading to their child, looking and analyzing pictures in books, etc.
- Enhance students' access to literature using home reading bags and participating in the district home reading initiative.
- Work with our district literacy facilitator to ensure all staff are using a consistent approach when assessing using performance standards.

D. Evidence / Data (How will you measure success?)

- Performance standards data on June report card
- Consistent use of performance standards and reading assessments throughout the year to see growth
- Parent participation in literacy night

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A. Goal

Goal 2: To teach prosocial behaviour through recognition and acknowledgment of what prosocial behaviours look like. Students will practice prosocial behaviour with structure and guidance/modeling.

B. Rationale

On the Middle Years Development Instrument (MDI), empathy is high but prosocial behaviour is low in both Grade 4 and 7. Grade 7 empathy is 71% but prosocial behaviour is 32%; Grade 4 empathy is at 85% but prosocial behaviour is at 33%. We also see evidence of this area of need during recess and lunch.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- A focus on Restorative Action to address behaviour (members of our Restorative Action team will share their knowledge with all staff to create a school-wide approach)
- Kindness Club; Community Service Learning; finding ways to help others in the school and the community; sending kind notes; making cards; writing letters to seniors; raising money for a cause; random acts of kindness; classroom gardens
- Work toward meeting basic needs/self-esteem of students
- Continue to participate in the Social Emotional Learning (SEL) district committee
- Focus on Maslow's *Hierarchy of Needs* for all students

D. Evidence / Data (How will you measure success?)

- Adult observation during non-structured, less supervised times such as recess and lunch
- Participation numbers of students and attendance in Kindness Club and community service learning opportunities
- Middle Years Development Instrument 2020/2021 results

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A. Goal

Goal 3: Students will increase competence in following and applying proper paragraph formatting and structure.

B. Rationale

Students demonstrate low writing proficiency based on our data in intermediate. Teachers are finding that students are not able to transfer skills learned from previous years. As teachers, we notice many students are disengaged in reading so we are wondering if this transfers to their writing ability? From Grade 4 to 7, about 50% of our students are *not yet meeting* or *minimally meeting* in form/ organization in writing.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Literacy focus group with Cindy Penner
- Pro-D workshops for staff on the writing process
- Consistent use of Performance Standards and common tools/graphic organizers used across grade levels
- Allow students to develop their ideas more prior to writing (i.e. loose parts, playdough, jellybeans, etc.)

D. Evidence / Data (How will you measure success?)

- More than half of the students will be fully meeting in style, form and organization area of writing
- Increase in fully meeting overall
- Use of an intermediate-wide "write" in the spring, and performance standards data in June

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