



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

**A. Goal: Literacy: Intermediate**

To increase reading engagement in intermediate students by immersing them in rich literature experiences. This would build on reading skills such as making connections, inferencing, and summarizing.

**B. Rationale**

Data shows that writing and comprehension skills are low, therefore focusing on increasing the volume and enjoyment of reading would help build on these skills.

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

1. Book talks (teacher/librarian)
2. Use of our district literacy facilitator to help with book selections and classroom libraries
3. Lit circles to encourage them to choose and discuss books they enjoy
4. Book Clubs, Monopoly Board Reading Challenge, to offer more opportunities for reading.
5. Read Alouds: classroom teachers choosing diverse, high interest read alouds to model reading for students
6. Reading theme days such as Epic Friday, where students would use the Epic app for reading

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

- Data from library checkouts
- Reporting/assessment data
- Lit circle responses
- MDI data

Principal:

Superintendent:

Board Chairperson:

Date:



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

**A. Goal: Literacy: Primary**

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

**B. Rationale**

In Grade 2, [current Grade 3 students], we observe a number of students not yet meeting for reading and writing [more so writing]. In Grade 1, [this year's Grade 2 students], there are still some students who are not yet meeting in reading and writing. In Grade 3 [current Grade 4 students], there are some students who may need intervention moving into intermediate grades this year.

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

1. Reading simplified training for staff working with primary students
2. Continue to work with our district literacy helping teacher to enhance our practice and inform our theories
3. Continue student access to home reading bags that are allocated to classrooms
4. Participate in the school wide monthly writing club
5. Participate in the school wide reading club

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

1. Report card data
2. Fall and spring EPRAs
3. January review of students not yet meeting or minimally meeting in reading and writing to determine appropriate interventions
4. Another review following our March reporting period

Principal:

Superintendent:

Board Chairperson:

Date:



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

## A. Goal: SEL

For students to experience an increased sense of school belonging, positive school climate, and positive connections with adults in our school.

## B. Rationale

Data from the 2019/20 MDI indicates concerns in the following areas:

Belonging:

- Grade 4 school experiences of “school belonging” had a higher percentage of low responses (26%) and had a lower percentage of high responses than the district average (47%)
- Grade 7 school experiences of “school belonging” had a higher percentage of low responses (32%) and had a lower percentage of high responses than the district average (30%)

Climate:

- Grade 4 shows 49% never attend an after-school activity
- Grade 7 shows 33% never attend an after-school activity
- Grade 7 had a higher percentage of low responses than the district average (25%)
- Grade 7 lower percentage of high responses than the district average (39%)

Connection to adults at school:

- Grade 4 responses show 28% indicated no important adults at school
- Grade 7 responses show 49% indicated no important adult at school

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

1. JECIC for inquiry team to investigate how other schools are positively impacting school climate and belonging
2. Student focused inquiry on what they identify as needs
3. School Eagles Pride Committee (student led)
4. Highland Park Elementary Eagles spirit wear t-shirts for all staff and students provided free by the HPE PAC
5. Eagles Friday spirit days
6. HPE Good News stories hosted by students
7. School Wide spirit days: such as regular hot chocolate days
8. PAC sponsored events: such as Christmas Party in a Box

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

Improvement in 2020/21 MDI data regarding school climate, connection, and adult connection  
 Participation in school-wide activities data demonstrates increased school involvement.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



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

## A. Goal: SEL

All staff will be aware and sensitive to the needs and the challenges of our students and families in our Highland Park community.

## B. Rationale

We have a high percentage of families living in poverty at Highland Park, many of which have language barriers.

Our ultimate goal is to provide an education and help each child reach their full potential academically, socially, and emotionally. In order to do this, we must be cognizant of the individual needs of our students. For learning to take place — and for potential to be reached — the child must be ready and able to learn. This means basic needs must be met. Food, clothing, shelter, and stability. Maslow before bloom.

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

Highland Park has many positive things happening. We are a caring community. There are strong lines of communication between staff for the benefit of students and their families.

Action items/structures:

1. Mindful mornings/soft starts: Music, yoga, mindful breathing, positive statement, singing bowls, play/ explorations. Start with music teacher planning for entire school
2. Continue to provide a breakfast and lunch program for any student wishing to take part
3. Continue to work with our community partners to provide food and clothing to our students
3. Continue to work with our Settlement Worker in Schools (SWIS) to keep lines of communication open with our families who do not have English as their first language and ensure they are receiving and understanding important information regarding available support (translating information)
4. Continue to work on staff professional development in the area of Social and Emotional Learning (SEL).
5. Put in an application for the Student Wellness Grant offered by the district.

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

- MDI results for 2020/2021
- Observation and reflections: Social and emotional relationships between staff and students in the building

Principal:

Superintendent:

Board Chairperson:

Date: