



School: Highland Park Elementary _____
Principal: Jennifer Walker _____
Director/Assistant Superintendent: David Vandergugten _____

A. Goal (one goal per page)

To improve students' literacy, specifically their ability to comprehend, analyze, and respond to fiction and non-fiction text.

B. Rationale

Last year 44% of our grade 1-6 students were not yet meeting expectations or minimally meeting expectations in reading. 11% of our student population are not yet meeting grade level expectations in reading. Our students perform best in the sub-category of strategies, comprehension, and response and analysis. Our students need to be able to decode text, understand what they have read, and be able to respond to text, orally and in writing. We wonder...Why our data seems higher than what we see in our classroom assessments? Is our assessment aligned? How can we better engage our more reluctant readers? How can we better engage our English Language Learners in reading? How can we support students to make deeper connections and respond to what they have read, orally and in writing? How might we inspire joy and an intrinsic desire for learning in our students? What are some evidence-based structures and activities that support the development of literacy?

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

Work with our Literacy Helping Teacher to coordinate School based professional development, in-class opportunities to collaborate, and develop plans for individual students.

- Pro-D committee to plan literacy professional development throughout the school year
- Continue to purchase high interest and inclusive resources
- Literacy inquiry about culturally responsive teaching
- Use of reading conferencing strategies and the Joyful Reading Program
- Share reading/literacy tips with parents in W.A.A.G.
- Working groups around aligning assessment with Performance Standards

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

-Report card data
 -Student survey results
 -Classroom-based formative assessments
 -Anecdotal evidence, observations, and self-reports

Principal: _____ **Superintendent:** _____ **Board Chairperson:** _____ **Date:** _____



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A. Goal (one goal per page)

To create an inclusive and welcoming school community where students, staff, and families feel that they belong, that their voice is heard, and their diversity is celebrated.

B. Rationale

Highland Park has a very diverse population. There are 97 English Language Learner students, 20 students with Aboriginal ancestry, and many families who depend on the school and other programs for food security. Our Highland Park families speak over 25 different languages. We know that student belonging at school has been shown to foster school success, and students with a sense of belonging are less likely to engage in high-risk behaviour. Our current Middle Years Development Instrument (MDI) data shows that a large percentage of our students do not have a high sense of school belonging (44% in Grade 4, 65% in Grade 7).
 We wonder: how can we make sure that all cultures are authentically represented in our school?
 What can we do to ensure we are culturally responsive educators?
 Whose voices are missing in our discussions and decision making?
 What are the barriers to participation in school activities?
 How can we engage student and parent voice and how can we effectively communicate with our families?
 What can we do to foster increased sense of school belonging for our students as they progress through the grades?

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

- Continue school-based anti-racism committee and administration participation in anti-racism discussions at the superintendent meetings.
- Participating in SEY2KT to be able to better connect families of preschool aged children (0-5) with the school. Also work with our PAC to communicate in different languages.
- School recognition program - E.A.G.L.E.S. to build pride in our community.
- Continue to incorporate diverse texts into library, classrooms, book room.
- Sharing of culturally responsive teaching strategies at staff meetings.

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

We will collect qualitative data from our MDI data, our parent engagement survey, and the Provincial Student Learning Survey. We will also collect qualitative data based on our anecdotal observations and personal stories and experiences.

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