



**School:** Highland Park Elementary

**Principal:** Jennifer Walker

**Director/Assistant Superintendent:** David Vandergugten

**A. Goal (one goal per page)**

Goal 1: To improve students' literacy with a focus on strategies to support our emerging and developing students.

**B. Rationale**

We understand the importance of having strong literacy skills. According to our current report card data, 12.5% of our students are emerging and 39% are developing in reading. We would like to provide intensive interventions for our students who are emerging and developing in reading. We know that students who struggle with reading also struggle with writing. We will intentionally focus on addressing gaps in phonics, which will ultimately benefit reading and writing skills.

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

- Use 0.2 FTE teacher to focus on reading intervention programming and build teacher capacity
- Lunch and Learn with our reading specialist teacher and literacy helping teacher
- Letter buddies
- Student and adult volunteers
- Primary "Joyful Reading" program
- Train education assistants (EA) in reading interventions
- Continue to purchase high interest and inclusive resources as well as decodable texts for emerging readers
- Share reading and literacy tips with parents in the Week at a Glance (WAAG) newsletter
- Book study: "Shifting the Balance"
- Keep goals in view at staff meetings
- Work with literacy helping teacher to provide professional development and other opportunities to model effective practices and universal designs for learning
- Investigate the use of artificial intelligence tools to help differentiate texts according to student reading levels to provide "just right" reading practice across all grades
- Explore classroom structures that support differentiated literacy opportunities and engagement
- Collaboration time so grade groups can work together on literacy goals

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

- Report card data
- Classroom-based formative assessments (running records, phonemic awareness, Words Their Way spelling inventory, etc.)
- Anecdotal evidence, observations, and self-reports



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**A. Goal (one goal per page)**

Goal 2: To continue creating an inclusive and welcoming school community where students, staff, and families feel a sense of belonging and diversity is celebrated.

**B. Rationale**

Highland Park has a very diverse population. There are 93 English Language Learners (ELL), 25 students with ancestry, and many families who depend on the school and community programs for food security and support accessing resources. We recognize that belonging includes having a shared purpose, creating space for meaningful connections, and celebrating and nurturing our diverse gifts and strengths. A sense of belonging is necessary for successful learning experiences (Pedagogy of Belonging). Schools can increase a sense of belonging for all students by emphasizing the importance of the teacher-student relationship and by actively involving all students in the life of the classroom and the school community (Pedagogy of Belonging).

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

- Continue school-based anti-racism committee and the Joint Education Change Implementation Committee (JECIC)
- Participate in Strengthening Early Years to Kindergarten Transitions (SEY2KT) initiative to foster a sense of belonging for families of preschool-aged children (0-5) with the school
- Continue to incorporate diverse texts into library, classrooms, and book room so students can see themselves represented in the materials
- Diverse bulletin boards
- Cultural speakers and presentations
- Culture day
- Invite parents into classrooms
- Lunch and breakfast clubs
- Share culturally responsive teaching strategies at staff meetings
- Class and school identity projects
- Consider a school belonging survey
- Celebrate and recognize cultural holidays
- Involve students in the process of developing solutions to school community problems

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

We will collect qualitative data from Middle Years Development Instrument (MDI), Provincial Learning Survey, and attendance data as well as from our observations, personal stories, and experiences.