

2022-23 High Park School Development Plan

Principal: Adrienne Owen

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Parkland School Division

Our Vision

WHERE WE ARE GOING

- Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Our Mission

HOW WE WILL GET THERE

- We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Our Ultimate Goal

THE REWARD FOR GETTING THERE

- Student Success and Well-being

Our Values

WHAT GUIDES US

- Learning opportunities that are purposeful, essential, relevant, authentic and responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and,
- Resilience with self-awareness

Our Goal(s)

Main Area of Focus	Literacy and Numeracy
Supplementary Area of Focus 1	Care, Respect and Safety
Supplementary Area of Focus 2	Equity, Community and Belonging

Key Considerations to *Promoting Literacy and Numeracy* within a *Caring, Respectful and Safe Learning Environment* that Promotes *Equity, Community and Belonging*

Considering our School and Community Context

Our school community consists of approximately 525 students from Early Education to grade 9. In addition to our mainstream academic programming, we offer a range of Career and Technology Foundations classes, arts and athletics programs for students in grades 7-9, as well as several extracurricular activities, such as sports teams, Band, and Elementary Choir. Our school serves students in the surrounding communities of High Park, Willow Park, and Westerra.

Considering our Students

Our students are at the center of the work we do. We know that student success depends on a variety of factors, and consider student well-being to consist of both academic and social-emotional learning and growth. We want to prepare our students for a range of educational, career, and societal experiences beyond their time at High Park School, and this requires us to start with student interests, skills, and needs in planning for programming and structures at school. High expectations and authentic, challenging, and personally relevant learning experiences are something we aim for for all students, which students will need to adjust to as well, as they adapt to a changing school environment coming out of the COVID-19 pandemic.

Considering our Staff

Our staff capacity also needs to be considered when working towards our development goals for the year. With our main area of focus on Literacy and Numeracy, we recognize that our team is at varying levels of confidence and understanding in adopting a shift towards small-group instruction, especially as many of our teachers adapt to shifts necessitated by new curriculum implementation this year. We aim to provide meaningful professional development and guidance towards these goals in a supportive environment, by embedding Professional Learning Community collaborative time within teacher timetables, accessing both our literacy and numeracy leads for support, and meeting teachers where they are at in their journeys, while maintaining high standards and expectations for instruction school-wide.

Considering our Resources

Our work needs to consider our school availability of resources for teachers to do the work expected of them. In order to address this area, our numeracy and literacy leads, under the guidance of school

administration as well as our division facilitators, will take inventory of materials and resources available at the school level, as well as the feasibility of access to these materials. We are already working towards expanding guided reading resources, moving to a centralized resource location in our school, building our library of manipulatives and fluency games, and adding resources to support both literacy and numeracy as required.

In addition to physical resources, we recognize time as a valuable resource, and plan to provide release time for teachers to work towards these goals throughout the year. Professional Development opportunities and time to attend these will also be provided, prioritizing PD around the school goals above.

We know that in order to measure our success, considerable attention must be paid to gathering data and information, and we must balance staff learning and growth with these requirements to assess our overall growth as an organization.

Rationale for our School Goals:

We have chosen to focus our work around improving and promoting literacy and numeracy, as these foundational skills impact the work in many other domains of educational and social-emotional development in children. We also recognize that in order to perform to their full educational potential, students and staff need to feel safe, cared for and respected at school. To this end, we see the goal of improving literacy and numeracy as essentially linked to promoting a caring and respectful learning environment. Given the turbulence of the previous three years, our student well-being is of the utmost importance, as we work to address significant learning gaps and mental health needs. At the center of all of this is an inherent need to belong to a community which is shared by students and staff. During the pandemic, our sense of community was challenged and shifted our expectations and ability to respond to social and emotional needs, as well as literacy and numeracy skill development. As we move forward, our school strives to once again be the hub of the community, and a place of pride for both students and parents.

Domain	Assurance Element				
Student Growth and Achievement	Students Demonstrate Success		Students Demonstrate Well-Being		
Teaching and Leading	PSD Staff Build Systems and Structures that Promote Success and Well-Being		PSD Staff Expand Success in Literacy and Numeracy		PSD Staff Develop and Apply Indigenous Foundational Knowledge
Learning Supports	Support Systems Increase Success and Well-Being		Support Systems Promote Care, Respect and Safety		Support Systems Promote Equity, Community and Belonging
Governance	Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
Local and Societal Context	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				

Assurance Element 4: Teachers and Leaders Promote Literacy and Numeracy

Student learning drives what we do every day. Our students are continuously developing in literacy and numeracy, and are expected to demonstrate success in these areas. This domain is essential to student success, and remains a main focus for growth and development at High Park School.

Assurance Element 10: The Learning Community Promotes Care, Respect and Safety

Students need to feel safe physically, emotionally and socially while at school in order to do their best. We feel that a strong learning community ensures student needs are being addressed for the success of all students.

Assurance Element (new): Teachers and Leaders Promote Equity, Community and Belonging

A feeling of belonging is an essential human need. Our school desires to be a safe space for all students, staff and families, and promoting a sense of community belonging for students has wide-ranging impacts on students, including impacting their academic success.

Measuring Achievement

Literacy Assessments

- Program of Studies - At Risk Students
- F&P Scores gr. 1-6
- Brigance Survey
- HLAT Writing Assessments
- Grade 6 & 9 Provincial Achievement ELA Results

Numeracy Assessments

- MiPi results, grade 5-9
- Numeracy Interviews Results
- Grade 6 & 9 Provincial Achievement Test Results
- Alberta Education Numeracy Assessments

Safety, Caring, and Respect Data Sources

- Assurance Surveys
 - Safe and Caring Measure
 - Safe and Caring Staff, Student and Parent School-Created Surveys
- Annual Thought Exchange survey
- Suspension data
- School-based Safe and Caring student, parent and staff surveys

Equity, Community and Belonging Data Sources

AEAM Data:

- Access to Supports and Services
- Citizenship
- Parental Involvement
- Program of Studies (Broad Range of Programs)
- Program of Studies - At Risk Students
- Satisfaction with Program Access

Areas for Growth & Measures of Success

Literacy and Numeracy

- Our goal is to have 95% of our students able to successfully read and write, with a 10% improvement in literacy rates according to data collected each year.
- Decrease the percentage of students requiring pull-out style intervention in literacy and numeracy
- Increase small group differentiated learning in literacy and numeracy within the classroom
- Decrease the percentage of students not achieving at or above grade level in literacy and numeracy

Safety, Caring and Respect

- Decrease in the percentage of students feeling they are not safe, cared for or respected at school
- Increase in the percentage of students who feel they belong at school and can be successful at school
- Increase in the percentage of staff who feel they can contribute to ensuring a safe, caring and respectful learning environment
- A downward trend in the number of, and severity of, discipline concerns requiring administrative intervention (i.e. office referrals and suspensions)
- Improvement in the “safe and caring” measure of the AEAM Assurance surveys, and more alignment between results from teachers, students and parents.
- Improved results on High Park School’s Care, Safety, and Respect survey of students, parents/guardians and staff over the course of the year.
- Decrease in the severity of concerns regarding discrimination, racism, and homophobic language and frequency of microaggressions (anecdotal evidence)

Equity, Community and Belonging

- Increased attendance for our at-risk students
- Increased level of engagement of students in school subjects
- Improved results in our Citizenship measure on the AEAM assurance surveys
- Improved results in our “At Risk Students’ measure on the AEAM assurance surveys
- Improved results in our “Program of Studies” measure on the AEAM assurance surveys (2022 - 72.2 %)

Strategies for Growth

Literacy and Numeracy

- Ensure teachers have access to resources to support improving pedagogy to meet the learning needs of students
- Teacher collaborative PLC time embedded in the schedule for gr. 1-6
- Focus on classroom embedded small group instruction in literacy & numeracy
- Professional development in RCAT, Word Study, Small Group Differentiation
- Utilizing Literacy and Numeracy Leads as leaders of implementation in our building, to encourage, model and facilitate small-group instruction with classroom teachers

Safety, Caring and Respect

- Develop a team to participate in Collaborative Response training, to embed a *Collaborative Response Framework* to effectively respond to student needs
- Set consistent standards for student and staff behavior, and follow through with predictable, progressive interventions when expectations are not met
- Access community agencies to bring age-appropriate educational programs in for students on a variety of wellness and health topics
- Implement social-emotional groups through our CSW, to help students develop tools for conflict resolution and emotional regulation
- Continue to implement and work towards our Comprehensive School Health plan
- Continue to embed Indigenous Ways of Knowing and Being into classroom and school activities
- Increase access to counseling supports at school

Equity, Community and Belonging

- Diversifying options programming with new CTF courses and greater choice offered
- Staff will participate in PD & Training from the Institute for Gender and Sexual Diversity
- Work with the Parent Advisory League to access resources that will help further programming in the school
- Use School-Based Support Team meeting model to address student needs and coordinate supports and interventions for at-risk students
- Under our comprehensive school health plan, work towards implementing a universally-accessed daily breakfast program for students.
- Work with School Council members to find opportunities for parent engagement and involvement with school activities and events.

Timelines

August - September

- Administer Baseline F & P Assessments to students
- Administer MIPI for grades 5-9 students
- Administer Alberta Ed Screening Assessments in Literacy and Numeracy
- Administer RCAT for grades 6-9
- Present CTF/Options Offerings for 7-9 students

October

- Convene Collaborative Support Team and begin training
- Student Social-Emotional Groups Begin with CSW
- Review Spring 2022 Assurance Measures Report

November/December

- Gather and analyze 2021-2022 Exclusionary Discipline Suspension Data
- Re-introduce School-Based Support Team meeting model with staff
- Development Plan Baseline Report completed
- Present Draft Development Plan to School Council
- Administer School Safety, Care, Respect Survey to Students
- Gather feedback from 7-9 students and teachers on CTF Options/Offerings

January-February

- Assurance Surveys Administered to grade four & seven students and parents/guardians
- Pilot universal breakfast program for all students
- Staff a school-based counselor 3 days/week

May

- Provincial Achievement Tests Administered Gr. Six and Gr. Nine (Language Arts Part A Written Portion)
- Review Baseline, Development Plan, and Improvement Plans with School Council

June

- Provincial Achieve Test Administered Gr. Six and Gr. Nine (Multiple Choice Part B Language Arts, Mathematics, Science, Social Studies)
- Review 2022-2023 Exclusionary Discipline Data

Professional Development Planning

School directed professional development will focus on Literacy & Numeracy, Safe and Caring School Culture, and Community, Equity and Belonging.

Safety, Care, Respect

- Begin Collaborative Response Training & Assemble a School CR Leadership team
- School discipline issues discussions with staff at staff meetings
- Diversify student social development support groups options to meet student needs
- Continue to explore avenues for community referrals for student and family supports
- School-Based Support Team meetings scheduled weekly

Literacy

- Small Group Instruction
 - Led by PSD facilitators and division principal as well as WMS Literacy Lead
- Phonemic Awareness training
 - Led by PSD facilitators and division principal as well as WMS Literacy Lead
 - Science of Reading Webinar series from Right to Read - accessible to all literacy teachers
- Words Their Way PD
 - As needed for staff new to the program (ERLC)
 - Purchase of Vocabulary resources for grade 7-9 language teachers
- Regular Classroom Observations to see good practices being implemented

Numeracy

- Numeracy leads train staff in using Building Fact Fluency kits
- Staff training in Numeracy Interview assessments for students in need of intervention
- Building Thinking Classrooms PD during site-directed time for grade-level teachers
- Mine the Gap PD during site-directed time for grade-level teachers

Community, Equity and Belonging

- Presentation for staff from MacEwan's Centre for Sexual and Gender Diversity (January, 2023)
- Food security presentations and bias awareness discussions with staff
- CTF-focused planning and review meetings with grade 7-9 staff during PD Days