



High Park School

2024-25 Development Plan

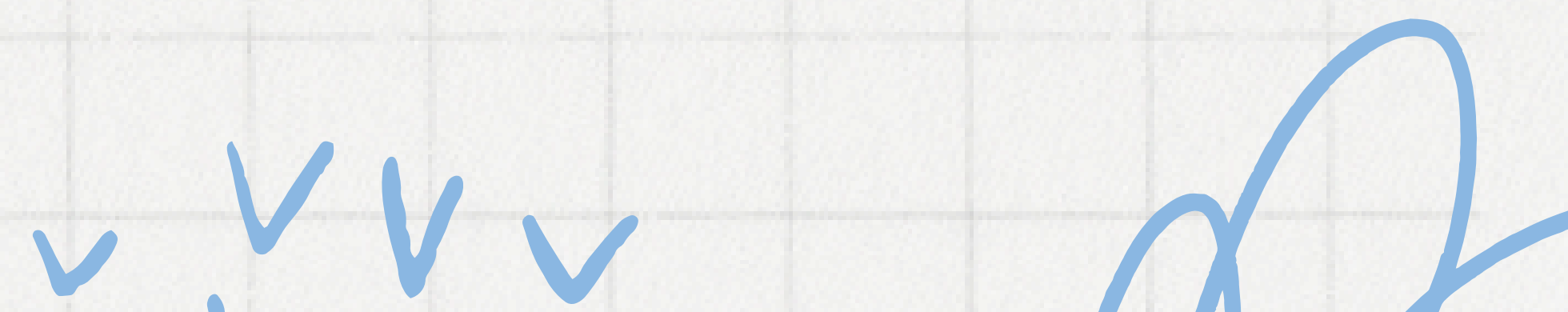




Message from the Principal

High Park School's Development Plan for 2024-25 was informed by reflection on data and observations from the previous school years, coupled with a vision about where the school is going in the future. Our school community is integral in establishing this vision for the future. The goals and strategies outlined in this plan are the result of countless conversations, feedback from parents and stakeholders, my own observations and those of our staff, as well as confrontations with quantitative measures, all of which intend to improve outcomes for our students in the future. It is my sincere hope that committing this vision to this plan assists in creating the desired future for this vibrant school community.

Adrienne Owen,
Principal



Considering our Context

High Park School is an Early Education to Grade 9 community school situated in the core of the neighbourhood of High Park, serving approximately 500 students from within the neighbourhood, as well as the communities of Westerra, Willow Park, and surrounding rural properties. Our school's gorgeous green space setting provides ample opportunity to connect with nature and one another in a relaxing community setting. Our school's population is prosperous and has strong family support. Our School Council, chaired by Catrin Thomson, is engaged and involved in all aspects of the school. Our school boasts a strong sense of community and high expectations for all. We are ready to rise to any challenge – our community deserves the best!



Origin of High Park School values and mission

At the outset of the 2023–24 school year, school staff met together to define and outline a set of values and beliefs as well as a vision for the future of High Park School. Based on discussions and activities over two days, staff reflected on their personal values and the collective values and needs of the organization as a whole. Here are the values we developed as a team.





**High Park
School Values...**



01. Relationships and Connection

02. Inclusion and Diversity

03. Safety and Well-Being



04. Innovation and Critical Thinking



academic accountability practices such as homework room, parent communication, and "reluctant zero" policy.



high quality CTF and Fine Arts complementary courses for grade 7-9 students, focused on a product, performance or service that encourages the development of critical and creative thinking and problem-solving skills.



to focus on small-group, direct and data-driven instruction in literacy and numeracy.



a cell phone policy that encourages limitations on cell phone use during school hours, to encourage social participation and a focus on academic success, and reduce issues related to online safety and security and improve student well-being.



sharing stories of successes and accomplishments to increase awareness of our programs and excellence in the community.



our universal breakfast and nutrition program so all students are prepared to learn as soon as they get to school.

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Maintain We will continue

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Goals for 2024–25

01

**Expand Success in
Literacy and Numeracy**

02

**Expand Success at
the Standard of
Excellence**

03

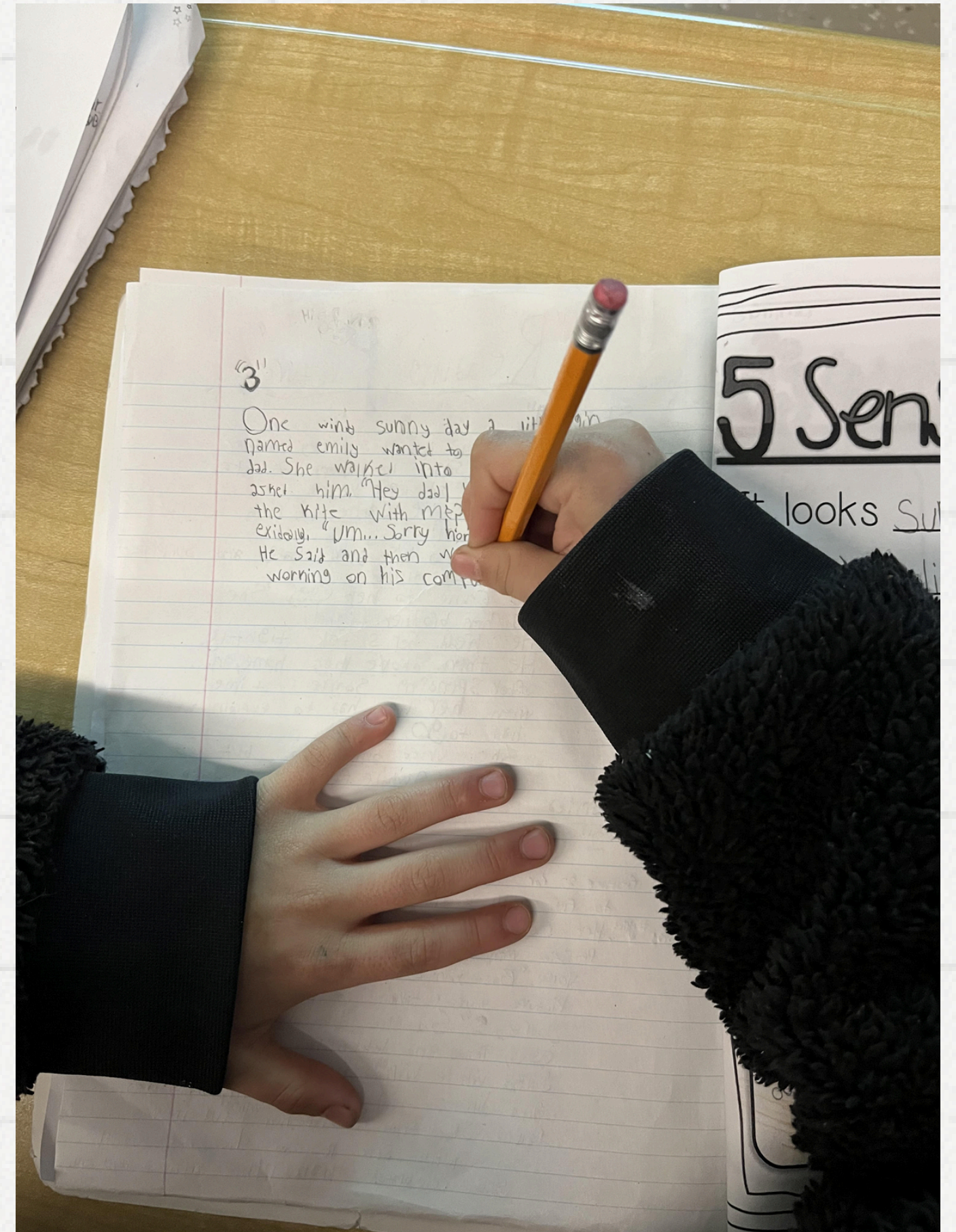
**Improve Student and
Staff Wellness**

04

**Improve Authentic and
Rich Learning Experiences**

Strategies to Expand Success in Literacy and Numeracy

- Prioritize Literacy and Numeracy Lead positions and dedicated time where budget allows
- Review assessment practices for consistency between classrooms and alignment to provincial standards
- Embed collaborative time for grade-level and subject-area teachers to expand menu of strategies and practices
- PD focus on Writing Scope and Sequence and rubrics
- PD focus in Building Thinking Classrooms and skill-building instruction
- Prioritize data-informed planning and instructional practice within grade-level cohorts



Literacy and Numeracy Measures of Success

- Provincial Reading Benchmark Assessments
- Numeracy Screens
- Reading Comprehension Assessment Tool (grade 7-9)
- Fountas & Pinnell (grade 1-6)
- Benchmark Writing Assessments
- PAT Results (Grade 6 & 9) at the Acceptable Standard and above
- Elk Island Numeracy Screen Data
- MiPi Data (Grade 6-9)



Strategies to Expand Success at the Standard of Excellence

- School assessment practices are reviewed and revised as necessary to encourage students to foster skills of determination and resilience, as well as accountability
- Ongoing professional development to improve teaching methods that have greater impact on learning
- Encourage use of project-based and problem-based learning to encourage critical and creative thinking and collaborative problem-solving
- Expand opportunities for students to explore passions and interests in school-based programs and activities, such as dramatic and fine arts, music and sport

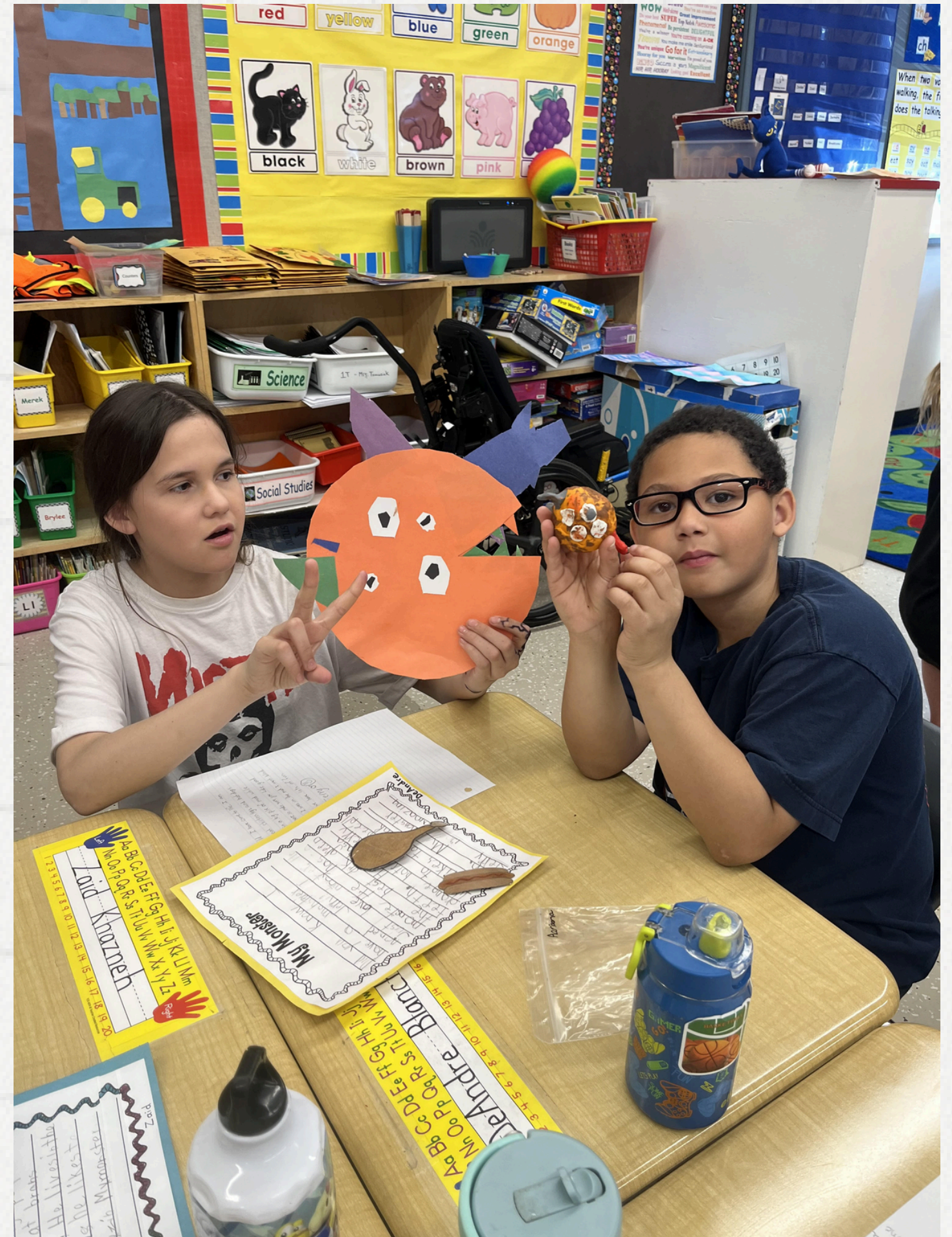
Standard of Excellence

Measures of Success

- The overall percentage of students in Grades 6 and 9 who achieve the standard of excellence on the Provincial Achievement Tests improves, including the number of First Nations, Metis and Inuit students achieving at the standard of excellence
- The percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for life-long learning
- Improvement in attendance of all students

Strategies to Improve Student and Staff Wellness

- Support various extracurricular activities to increase student opportunity
- Continue breakfast and nutrition program
- Access to counselling supports, groups, and universal presentations to support mental, emotional and social wellness needs
- Encourage healthy and limited use of personal technology devices and social media while at school
- Create a student leadership group to foster celebrations and community at school
- Create a staff wellness group to encourage social development, positive wellness choices and engage staff in opportunities for connection and reflection
- School leaders use "Guarding Minds" results to focus on wellness improvement at work



Student and Staff Wellness Measures of Success



- Attendance Data compared to previous school years
- Assurance Measures:
 - The percentage of students who feel welcome at school;
 - The percentage of students who feel safe at school;
 - The percentage of students who feel safe on the way to and from school; and
 - The percentage of students who feel that they belong.
 - The percentage of students who feel satisfied with the opportunity to learn about health at school;
 - The percentage of students who feel satisfied with the opportunity to learn about physical education at school
- Guarding Minds Survey results for staff

Strategies to Improve Authentic and Rich Learning Experiences



- Increase opportunities to build community and collaboration between grade levels within school and learning activities
- Continue to expand and adapt CTF and Fine Arts programs for grades 7-9
- PD for staff on Artificial Intelligence and its applications for learning
- Continue with regular Elder visits to the library offered at all grade levels
- Encourage student leadership opportunities for planning/leading school and extracurricular activities

Authentic and Rich Learning

Measures of Success

- An increase in school–community partnerships and relationships
- An increase in students seizing leadership opportunities within the school community
- Improved attendance for students at extracurricular and complementary programs (i.e. choir, band, drama club, sports)
- An increase in the number of parents who indicate their child is engaged in their learning
- The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school



Professional Development Plan

In the 2024-25 school year, High Park staff will work towards the goals established in this plan, through a variety of school-directed and self-directed PD activities and learning opportunities. In addition, during collaborative planning and meeting time, teachers will be expected to carry out the goals of this plan, taking time to reflect on each area and create an action plan at their grade-level to work towards these areas.

