

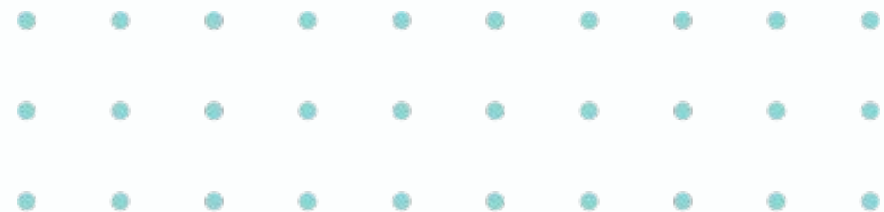
# 2024-2025 High Park Development Plan

*Where individual learning fosters  
citizens who positively impact the world*



# School Profile

High Park School is an Early Education to Grade 9 community school situated in the neighbourhood of High Park. We serve 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.







High Park's population is prosperous and has strong family support. Our School Council is engaged and involved in all aspects of the school.



We are proud of all of the opportunities we offer students. With a strong sense of community and high expectations for all, we are ready to rise to any challenge.



# High Park Pride



## Parkland School Division

High Park is one of 23 schools within Parkland School Division and one of 6 serving the Town of Stony Plain. While each school strives to meet the unique culture of the community it serves, all Parkland Schools work towards achieving the same mission and vision for success.







## Vision:

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

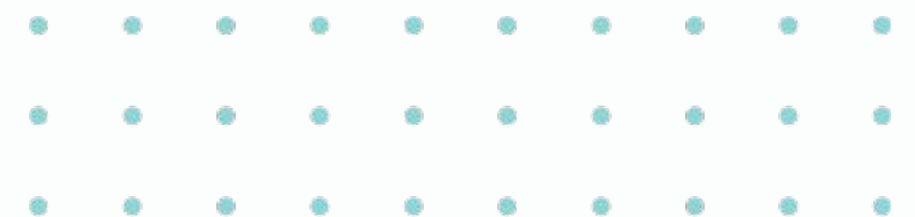


**PARKLAND**  
SCHOOL DIVISION

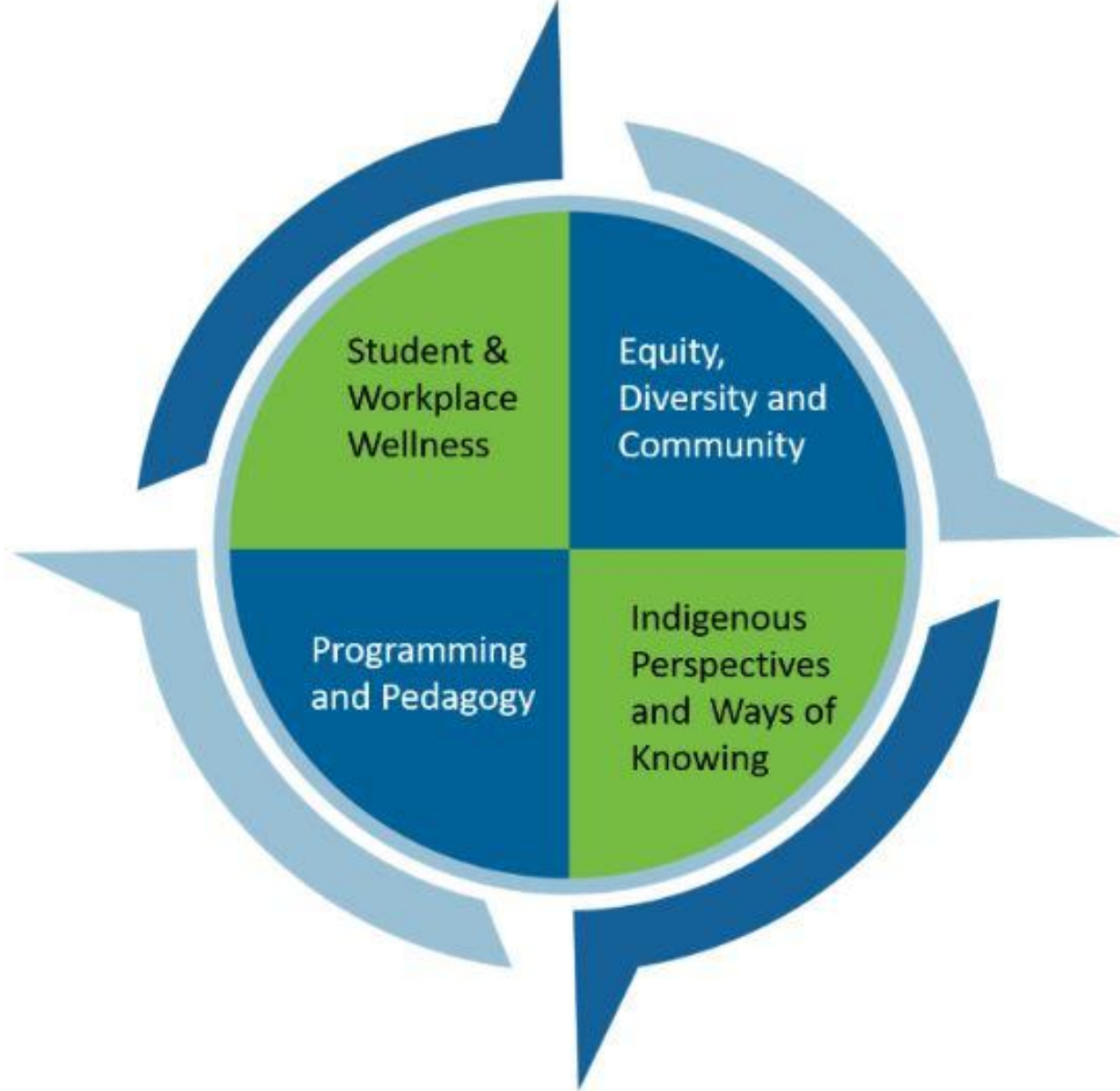
## Mission:

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.

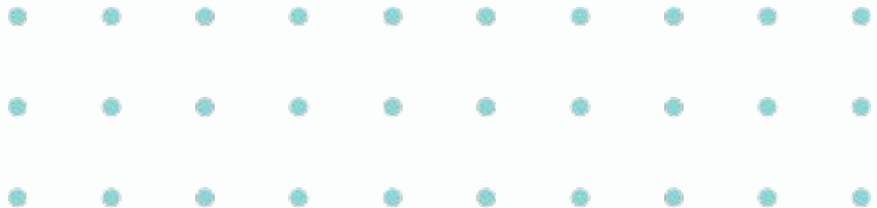
**Ultimate Goal – Student Success and Well-being**



# Divisional Priorities



**PARKLAND**  
SCHOOL DIVISION



## Four Enduring Priorities Guide Our School Plan

-  **Indigenous Perspectives and Ways of Knowing**
-  **Equity, Diversity and Community**
-  **Programming and Pedagogy**
-  **Student and Workplace Wellness**



# The Framework

PARKLAND SCHOOL DIVISION: 2024-2027



## OUTCOMES, STRATEGIES AND MEASURES

Our Education Plan provides **OUTCOMES**. An outcome is a defined statement that captures a visible, demonstrated aspect in education that promotes trust and confidence among stakeholders. Outcomes are important, realistic and measurable.

The **CONTEXT** helps the reader to better understand why the outcome is currently in focus, and why improving upon the outcome is important for Parkland School Division to attend to the mission and deliver on the vision.

An **OBJECTIVE** is used to describe a specific, measurable step that contributes to achieving the outcome. Objectives are practical, focused, and usually short-term targets.

A **STRATEGY** is a key-performance action toward a recognizable outcome that intends to improve our ability to demonstrate or attend to the outcome.

Finally, a **PERFORMANCE MEASURE** provides a method to determine how well we are attending to the avenue for development and increasing our ability to demonstrate the outcome. Measures may include derived results (for example: tests, diploma exams, or demographic measures) or they may include assurance measures from surveys and stakeholder engagement processes.

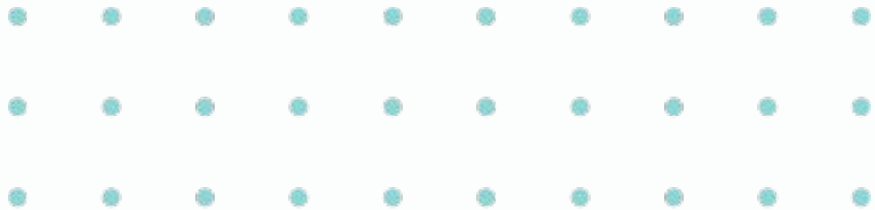




# Connection and Alignment



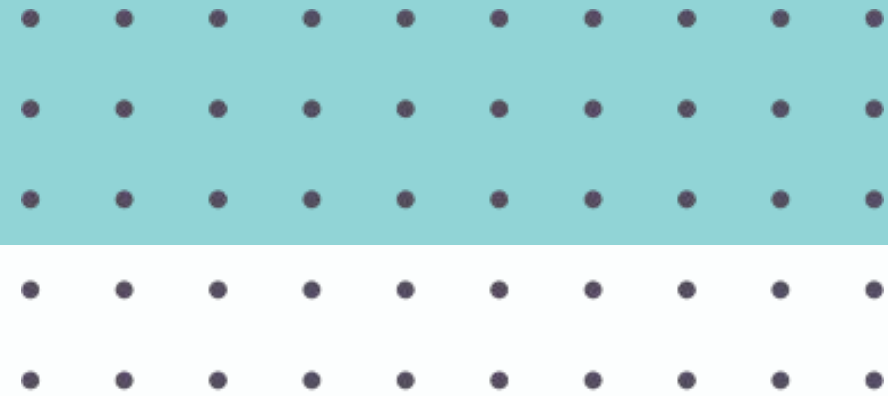
Alberta Education Business Plan					
Alberta's Students are Successful	First Nations, Métis and Inuit Students in Alberta are Successful	Alberta's Students Have Access to a Variety of Learning Opportunities to Enhance Competitiveness in the Modern Economy	Alberta's K-12 Education System and Workforce Are Well-Managed		
Parkland School Division Education Plan					
1 Students and Staff Demonstrate Success	2 Students and Staff Demonstrate Well-Being	3 First Nations, Métis and Inuit Students are Successful	4 Students and Staff Build Community, Promote Equity, and Foster Diversity	5 Support Systems are Efficient and Effective	6 Parkland School Division is Well Governed
School Development Plans					
School outcomes and objectives are based on alignment to the Division's six outcomes.					





# High Park School

## Narrowing our Focus

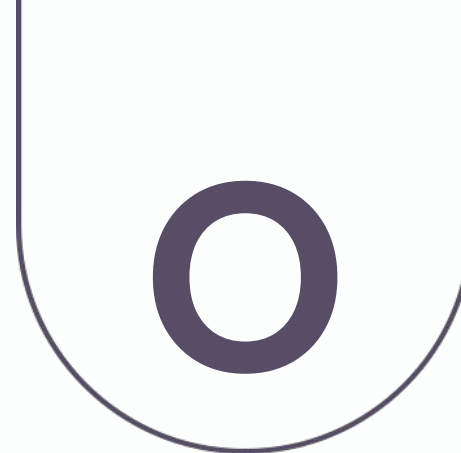




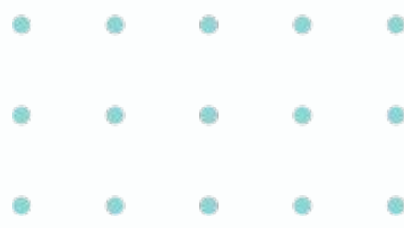


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# Context



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## STRENGTHS

- High Park is above the provincial average for performance on grade 9 PATs
- A well rounded offering of opportunities for students (CTF, clubs, teams, activities)
- A desire from staff and parents to foster a stronger sense of school community
- Working with other schools to offer more student opportunities and teacher PD

## Opportunities

- High Park is approaching the provincial average for performance on grade 6 PATs
- The same staff and community members take on the lead roles for student activities
  - Digital Assessments for PATs
- Students leaving to programs of choice



## Aspirations



A

## Risks



R



# We Will Continue

## Accountability

Academic accountability practices such as homework room, parent communication, and “reluctant zero” policy.

## High Quality CTF

High quality CTF and Fine Arts courses focused on a product, performance or service that encourages critical and creative thinking and problem solving.

## Small Group Learning

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



## Indigenization

Regular elder visits, integration of Indigenous literature into everyday learning, and intentional recognition of important Indigenous days or events

## Celebrating Successes

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

## Nutrition Program

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





# Objectives

## Literacy

Expanding success in literacy at the Elementary level while striving for the Standard of Excellence in Junior High

## Numeracy

Expanding success in numeracy at the Elementary level while striving for the Standard of Excellence in Junior High

## Well-Being

Systems and structures that promote well-being and sustain High Park's high quality authentic and rich learning opportunities





# Elementary Literacy & Numeracy

Increase academic rigor and achievements with a focus on essential literacy and numeracy skills.

## PSD Objective

Staff will expand student success in literacy and numeracy



## Strategies:

### DATA INFORMED INSTRUCTION

Benchmark data will be used to inform instruction and well-researched resources, paired with professional learning, will create access points for all students.

### COLLABORATION & LEAD TEACHERS

Embedded collaboration blocks, literacy and numeracy leads, and multi-site PD days with Meridian's English teachers will foster common language, expectations, and also curate a continuum of writing exemplars.

### ASSESSMENT & REPORTING ALIGNMENT

Aligning expectations across classrooms around a similar scope and sequence and common assessment criteria will focus instruction and foster consistency as we make the final shift towards ongoing reporting in PowerSchool



# Junior High Literacy & Numeracy

Intentionally implementing targeted strategies to increase the achievement of students at the cusp of excellence.

## PSD Objective

Staff will expand success at the standard of excellence.



## Strategies:

### DATA INFORMED INSTRUCTION

PAT cohort analysis and benchmark data will be used to identify students close to achieving excellence and strategies from research based sources will focus on boosting student performance.

### COLLABORATION & LEAD TEACHERS

Embedded collaboration blocks, literacy and numeracy leads, articulation meetings with Div. 2 teachers, and multi-site PD days with Meridian's English teachers will clarify learning progressions to better target instruction.

### AI & DIGITAL ASSESSMENT EXPERIENCES

Artificial intelligence will enhance self-assessment through coaching and feedback while experiences with digital assessment tools and platforms will build digital literacy skills and confidence.





# Well-Being

Engaging staff and student voice to identify challenges and refining systems to increased well-being and workplace wellness

## PSD Objective

Staff will build support systems and structures that promote success and well-being.



## Strategies:

### WORKPLACE WELLNESS

Aligning the staff survey identifying opportunities and challenges with Guarding Minds categories to intentionally implement strategies for areas of growth.

### SOS-Q Student Survey Grade 4-9

Assessing resilience, student engagement, and school safety to implement research based Mental Health in School strategies to target areas for growth.

### REFINING SYSTEMS & STRUCTURES

Common language and expectations will be fostered through our Continuum of Supports, Positive Support Framework for responding to student behaviour, and our updated Staff Handbook. Re-organizing staff committees for engagement and sustainability, while building in time during PD days, and shifting to more student lead initiatives.

# Next Steps

## Elementary Literacy & Numeracy

### WHERE WE ARE NOW:

Our teachers have been developing their literacy and numeracy skills alongside the new curriculum changes and have integrated well researched sources into their practice. Our students have a strong literacy and numeracy foundation in the early years. Lead teacher time to support the implementation of well researched practices and resources is in place and we just embedded collaborative team time into our timetable.

### WHERE WE ARE GOING:

Our teachers are working to build a common language and shared expectations, particularly in writing. We need to focus our attention on supporting students in applying their literacy skills in Division 2. Building vocabulary and comprehension skills will improve student understanding and performance across all subject areas

## Junior High Literacy & Numeracy

### WHERE WE ARE NOW:

High Park has a history of strong performance on PATs when it comes to achieving above average for students meeting the acceptable standard. Our team regularly implements strategies and tools to support students in acquiring skills and knowledge where their may be gaps in their learning.

### WHERE WE ARE GOING:

We are going to expand our professional learning to identify and implement strategies that will push our students on the cusp of achieving academic excellence. Intentional use of AI for additional feedback opportunities and exposure to digital assessment tools will help prepare our students for a shift toward e-assessment for PATs.

## Well-Being

### WHERE WE ARE NOW:

A core group of staff and community members work consistently to ensure High Park students have access to as many opportunities as possible. We are very proud of our CTF offerings and how our teachers continue to weave Indigenous teachings into our daily work and conversations. The 2024-2025 timetable was re-built with a focus on wellness and maximizing teacher expertise with additional time embedded for teachers to move our school priorities forward.

### WHERE WE ARE GOING:

Building structures and embedding time into the school day and PD days for staff to plan for activities and events we offer will help make the workload more sustainable. We are also working to engaging more school community members. Opportunities for staff to connect and align expectations are critical for consistency and to ensure everyone feels supported.



# Performance Measures



## Elementary

### (Literacy & Numeracy)

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- LENS & CC3
- F & P
- Words Their Way
- RAND
- Elk Island Numeracy
- PATs (Grade 6)
- Common Writing Ass.

## Junior High

### (Literacy & Numeracy)

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- RCAT
- Words Their Way
- Elk Island Numeracy
- PATs (Grade 6)
- Common Writing Ass.

## Well-Being

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- SOS-Q Student Survey
- Assurance Measures
- Counselling Data
- Staff Interview Aligned to Guarding Minds

Baseline

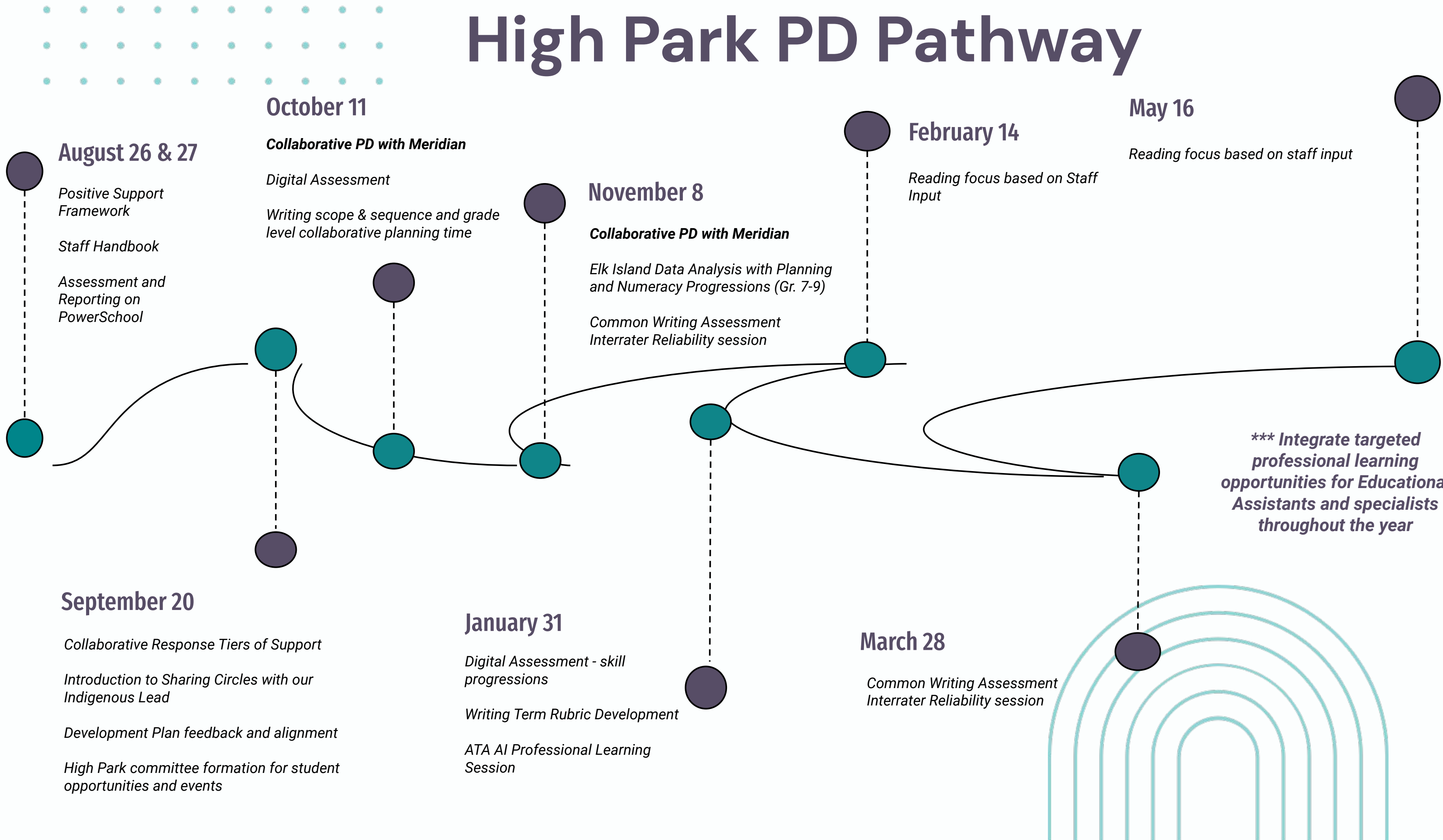
End of Year

- 
- LENS & CC3
  - F & P
  - Words Their Way
  - RAND
  - Elk Island Numeracy
  - PATs (Grade 6)

- 
- RCAT
  - Words Their Way
  - Elk Island Numeracy
  - PATs (Grade 6)
  - Common Writing Ass.
  - Quizzes & Unit Tests

- 
- SOS-Q Student Survey
  - Assurance Measures
  - Counselling Data
  - Guarding Minds Survey

# High Park PD Pathway



**August 26 & 27**

- Positive Support Framework
- Staff Handbook
- Assessment and Reporting on PowerSchool

**October 11**

**Collaborative PD with Meridian**

- Digital Assessment
- Writing scope & sequence and grade level collaborative planning time

**November 8**

**Collaborative PD with Meridian**

- Elk Island Data Analysis with Planning and Numeracy Progressions (Gr. 7-9)
- Common Writing Assessment Interrater Reliability session

**February 14**

Reading focus based on Staff Input

**May 16**

Reading focus based on staff input

**September 20**

- Collaborative Response Tiers of Support
- Introduction to Sharing Circles with our Indigenous Lead
- Development Plan feedback and alignment
- High Park committee formation for student opportunities and events

**January 31**

- Digital Assessment - skill progressions
- Writing Term Rubric Development
- ATA AI Professional Learning Session

**March 28**

Common Writing Assessment Interrater Reliability session

**\*\*\* Integrate targeted professional learning opportunities for Educational Assistants and specialists throughout the year**