



High Park School  
#40 Highridge Way  
Stony Plain, AB T7Z 1R6  
Phone: 780-963-2222  
Email: [highpark@psd.ca](mailto:highpark@psd.ca)

# High Park School

## 2025-2028 Development Plan



Principal - Nicole Marcinkevics  
Assistant Principal - Tracy Onuczko





## High Park School 2025-2028 Development Plan

<b>High Park School Profile</b>	<b>2</b>
<b>Parkland School Division</b>	<b>3</b>
Vision and Mission	4
Enduring Priorities	5
Connection and Alignment	5
<b>School Context</b>	<b>6</b>
<b>Initiatives to Continue</b>	<b>7</b>
<b>Community Engagement</b>	<b>8</b>
<b>High Park's Objectives for 2025-2026</b>	<b>9</b>
<b>Next Steps</b>	<b>11</b>
<b>Performance Measures</b>	<b>12</b>
<b>PD Pathway</b>	<b>13</b>

### A Note to the Reader:

High Park's Development Plan has been crafted to highlight the key take-aways and also provide an in-depth exploration of where we are going. To breeze through our plan, please focus on the content in the graphics.

For a deeper dive, please also review the accompanying text.



High Park School's Development Plan is an integral component of our school accountability and assurance. This plan is an extension of the [Parkland School Division Education Plan](#), which sets out educational priorities and assurance elements within the domains of education, while outlining the Division's Vision, Mission, Values, Ultimate Goal and Priorities. A strong plan implements strategies to maintain or improve student learning and achievement - while monitoring and adjusting as needed - and to help the school and division in making evidence-based decisions.

## School Profile

High Park School is a Kindergarten to Grade 9 community school situated in the neighbourhood of High Park. We serve approximately 450 students from within the neighbourhood, as well as the communities of Westerra, Willow Park, and surrounding rural properties. Our school grounds provide ample green space to connect with nature as well as one another in a relaxing community setting.



High Park School is known for a strong focus on academics, particularly in the areas of literacy and numeracy. Our teaching staff consistently strive to create engaging learning opportunities in an inclusive environment while expanding student success in literacy and numeracy. Many of our students are achieving at the standard of excellence and our teachers consistently challenge all learners to strive for continuous improvement. In addition to strong academics, we are proud to offer strong music, physical education, and career and technology foundations (CTF) programs to our students.

With the shift of Parkland School Division's Early Education program to another school site, we are excited to host the first CASA mental health classroom in Parkland. The CASA classroom will support students in Grade 4-6 across Parkland School Division with a few spots reserved for students from Evergreen Catholic. Eight to twelve students a term will have the opportunity to work with a Teacher, a Mental Health Therapist, and a Therapy Assistant over the five months they are with us. We are looking forward to learning from the specialists on CASA's multi-disciplinary team and welcoming students from the Parkland area into our High Park School community.

## Parkland School Division

High Park is one of twenty-three schools within Parkland School Division and one of six 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.



## Ultimate Goal – Student Success and Well-being

### Vision:

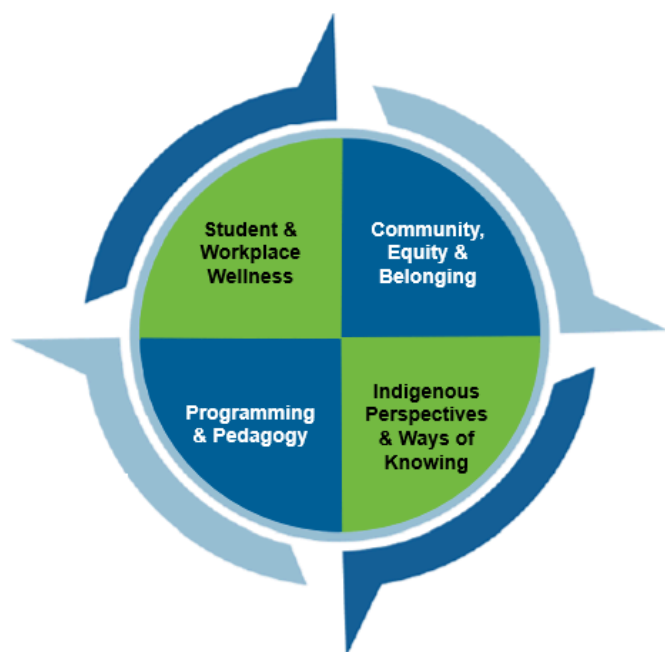
Our students possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world

### 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.



## Parkland School Division's Enduring Priorities:



The first four outcomes in Parkland School Division's Education Plan connect to the Division's **Four Enduring Priorities:**

- Programming and pedagogy
- Student and workplace wellness
- Indigenous perspective & ways of knowing
- Community, equity, and belonging

While the wording may shift slightly from year to year, Parkland School Division has been focused on continuously improving in each of these areas. Each school community strives to bring these to life within its own unique context and each school Development Plan captures the strategy for how.

## Connection and Alignment



Alberta Education Business Plan 2025-2028					
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 2025-2028					
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 Belonging	5 Support Systems are Efficient and Effective	6 Parkland School Division is Well Governed
School Development Plans 2025-2028					
School outcomes and objectives are based on alignment to the Division's six outcomes.					







## 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
- Increase student interest and engagement in learning ensuring relevance beyond classroom

## ASPIRATIONS



## 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
- Increasing class sizes along with a decrease in EAs for support
- Students leaving to programs of choice

## RISKS



A SOAR analysis is helpful when analyzing a school as it provides a structured framework to assess its current state and plan strategically for improvement. This tool is especially helpful for diagnosing internal and external factors that can impact school success. When considering the context of High Park School, there are internal factors, such as strengths and opportunities, that staff at High Park have the ability to directly influence and there are also external factors that are not always within our control, such as aspirations and risks.

When considering internal factors, High Park has several notable strengths as well as opportunities where we can improve. In terms of academics, our grade 9 students have outperformed the province on Provincial Achievement Tests (PATs) at the acceptable standard and the standard of excellence for almost all subject areas. Our results in grade 6 are not quite as strong but our divisional literacy and numeracy screens reveal that our early years students are building a strong foundation for learning. Additionally, High Park offers a strong Career, Technology Foundations (CTF) program for our Junior High students, music and physical education specialists to deliver high quality learning, and many clubs or teams for students to participate in academically. In terms of opportunities for growth, as noted above, we are striving to achieve stronger academic performance in division two on our grade 6 PATs. Additionally, while we are able to offer a wide range of opportunities, a few key staff lead the majority of the work, at times, leading to burn out.

From an external perspective, building a stronger sense of community as well as working to increase student engagement and more authentic connections between learning and real-world tasks or challenges are aspirations that can further drive success at High Park. Risks that we need to work to mitigate include increasing class sizes with a decrease in EA support and students leaving for other schools or academies.

## We Will Continue

### Accountability

Academic accountability practices such as homework room, parent communication, and "reluctant zero" policy as well as attendance.

### Strong Programs

High quality PE, CTF, and Music courses delivered by specialized teachers to encourage physical activity, critical and creative thinking and problem solving.

### Targeted Skill Groups

A focus on creating target groups of students to differentiate literacy and numeracy skills through direct and data-driven instruction.



### 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.

We are a school focused on developing strong programs and opportunities for students to explore their passions. Over the past two years, our focus on developing robust Career Technology Foundations (CTF) courses has engaged Junior High students in experiences such as construction, sports exposure, and volunteerism. Our students have had the opportunity to build their skills, explore an array of physical activities to be active for life, and find ways to contribute back to their community.

In the 2024-2025 school year, we ensured Music for all elementary classes was scheduled with our music specialist and that all Grade 6-9 classes had the opportunity to work with a Physical Education specialist. Our aim is to strengthen our programming opportunities to more effectively develop and deepen skills. With the last band program West of Spruce Grove, our Band Director proudly formed the Parkland Band to ensure students in Stony Plain and area have the opportunity to learn and play music. Although it is not an area of focus in the 2025-2028 Development Plan, we are excited to once again offer French As a Second Language (FSL) with a French specialist to our Division 2 students. This will allow us to build continuity in our programming and offer quality opportunities for our students to experience language learning.

In terms of Indigenization, High Park hosted eleven visits from Elder Maryann, Kokum Violet, and Elder Linda throughout the year. Our students got to build model Red River Carts, learn the importance of Indigenous language, check out artifacts, try bannock, and experience smudging. Each class recognized the National Day for Truth and Reconciliation and previewed the Indigenous Map during Indigenous Peoples Day. We learned drumming from Wilson Bearhead and had a Métis History Through Music and Dance presentation.

We have continued to celebrate student successes with our Christmas Concert performance and year end awards ceremony. We also held our first Pep Rally. We also expanded our nutrition program this year with Explore Local June where we brought in snacks from local businesses for our students to try.



## What does our community say?

Staff	Students	Parents
<ul style="list-style-type: none"> <li>Teacher collaboration time has been effective</li> <li>We are very satisfied with the professional learning opportunities we have</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>One common academic goal school wide to expand success with literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Our parents and teachers think what we are learning is relevant and interesting but we do not</li> <li>We are happy with the variety of courses offered</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>We need to continue building a community centered around respect and care</li> </ul>	<ul style="list-style-type: none"> <li>Staff care about our children and treat them fairly</li> <li>We are very pleased with the opportunities to be involved</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Junior High Wellness Days will be great with a clear plan to ensure all students participate</li> </ul>



Stakeholder engagement and alignment is an important part of crafting a well rounded Development Plan. Our 2025–2028 School Development Plan reflects feedback from a variety of key sources. We closely examined the Alberta Education Assurance Measure Results, which gather input from students in Grades 4 and 7, parents, and all teaching staff. In addition, we engaged staff in a reflective “Stop, Start, Continue” activity centered around our 2024–2025 goals to guide refinements moving forward. The draft plan was also shared with our School Council to ensure alignment with parent perspectives. These collaborative efforts helped surface the themes highlighted here and have directly shaped our next steps, ensuring our plan is grounded in community voice and responsive to student, staff, and family needs.





# High Park School

## 2025– 2028 Objectives

### Learn

Expand student success in  
**numeracy and literacy**

### Thrive

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

### Belong

Students and staff will  
develop and demonstrate a  
sense of **community**



## 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

Continue to enhance the use of benchmark data to inform instruction and implement well-researched resources, with the corresponding professional learning, to create access points for all students.

### COLLABORATION & LEAD TEACHERS

Maintain embedded collaboration blocks and literacy and numeracy lead support to identify gaps in learning, implement strategies for improvement, enhance targeted skill groupings, and clarify success criteria.

### ASSESSMENT & REPORTING ALIGNMENT

Aligning expectations across classrooms around common assessment criteria to focus instruction and foster consistency while supporting students in building self-assessment skills through the use of tools such as AI.





## Well-Being

Curating targeted health and wellness learning experiences for students to foster resilience and belonging while refining processes to increase 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.

### RESILIENCE & BELONGING STUDENT SURVEY

Developing and refining a student survey to measure resilience, student engagement, and belonging to identify and implement research based Mental Health in School strategies to target areas for growth.

### WELLNESS AND COMMUNITY DAYS

Designing targeted wellness days in Junior High throughout the year to deliver health curriculum and support student well-being through the Heroes program, guest speakers, and skill-based sessions that build resilience and belonging.

## Community

Celebrating achievements and expanding opportunities that promote interaction, collaboration, and a shared sense of purpose among students and staff

### PSD Objective

Students and staff will develop and demonstrate a sense of community



## Strategies:

### CULTURAL & COMMUNITY EVENTS

Planning meaningful school events that celebrate culture, build relationships, and engage families — including a Welcome Back BBQ, cultural celebrations, and volunteer opportunities — to foster connection, recognition, and a shared sense of belonging.

### SCHOOLWIDE THEMES & CONNECTIONS

Implementing monthly school wide themes that guide assemblies, student leadership, wellness initiatives, clubs, and curricular connections — fostering empathy, citizenship, and a strong sense of community across grades.

### CELEBRATION ASSEMBLIES

Hosting monthly assemblies aligned with schoolwide themes and wellness days to celebrate student achievements, build community, and invite families to share in our successes.





Taken together — **Learn**, by expanding success in literacy and numeracy; **Thrive**, by promoting well-being for students and staff; and **Belong**, by developing a stronger sense of community — our three development plan objectives give us a balanced and focused roadmap to continue setting High Park up for success. Our school is already a strong learning community, and we are committed to continuous improvement. We are proud of our early years programming, which lays a solid foundation in literacy and numeracy, and our focused Junior High model, where Grade 9 students consistently outperform both Parkland School Division and provincial averages on Provincial Achievement Tests. Significant work has also gone into fostering staff and student well-being, and we are excited to keep building on that progress. This year marks the first time that “Belong” will be a formal focus in our plan, and we look forward to deepening connections within and beyond our classrooms. Our Alberta Education survey results highlight the high level of parent engagement at High Park, and we aim to grow that even further while also strengthening the sense of belonging for every student.

The visual below highlights where we are now and the intentional steps we are taking as we move forward.



## Next Steps

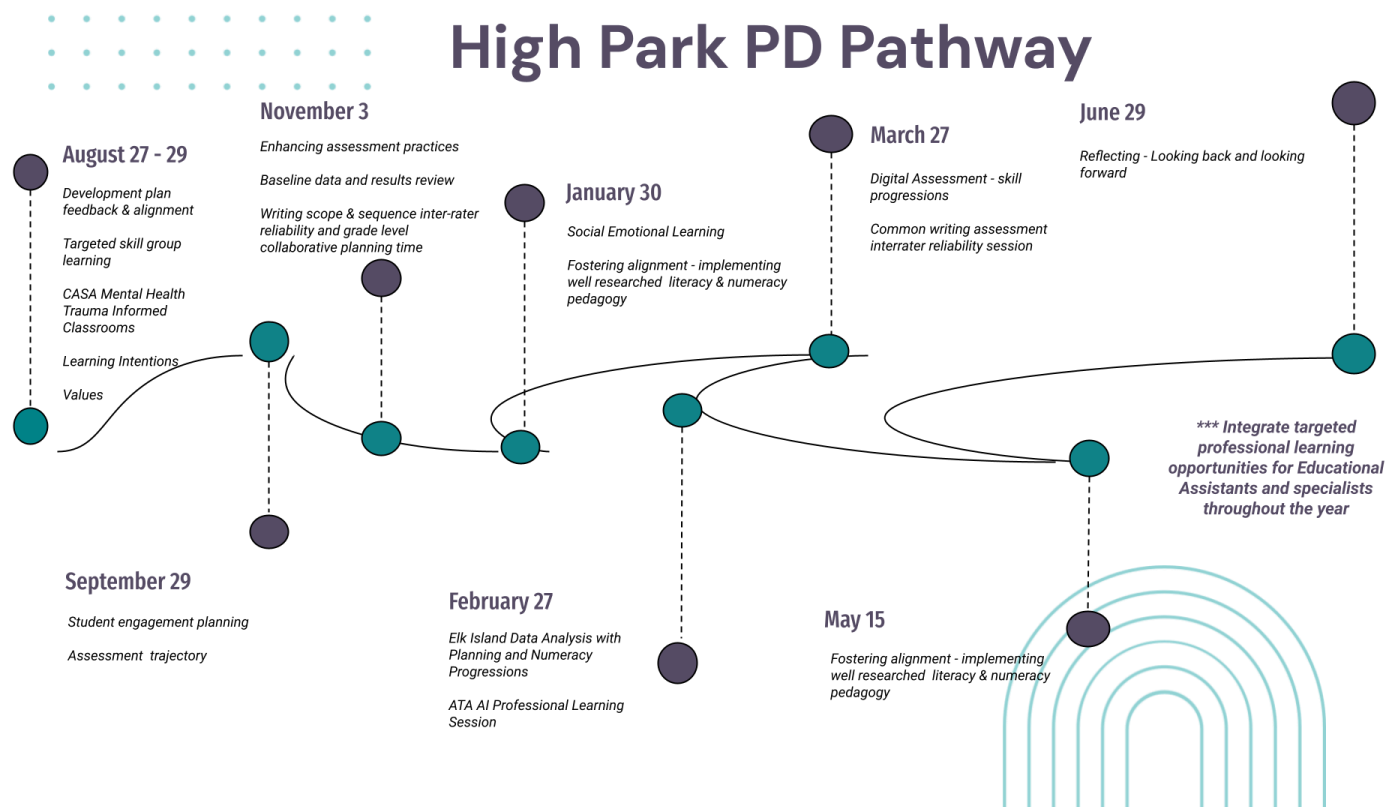
Literacy & Numeracy	Well-Being	Community
<p><b>WHERE WE ARE NOW:</b></p> <p>Our teachers have been developing their literacy and numeracy skills alongside the new curriculum changes and have integrated well researched sources into their practice. Collaborative team time and lead teacher time to support the implementation of well researched practices and resources is in place and our teachers are engaging in ongoing reporting with PowerSchool.</p>	<p><b>WHERE WE ARE NOW:</b></p> <p>A core group of staff and community members continues to lead meaningful opportunities for students, with growing involvement to support sustainability. CTF offerings remained strong, Elder visits increased, and new clubs reflected diverse interests. Collaborative team time supported aligned planning and reduced teacher workload. Flexibility in CTF allowed staff to teach what they love, and SOS-Q data informed targeted social-emotional supports.</p>	<p><b>WHERE WE ARE NOW:</b></p> <p>Post-COVID, re-engaging families at High Park has been a work in progress. This year, we leaned more on volunteers and School Council, who are eager and ready to deepen their involvement. While we hosted several cultural events, planning was more reactive than proactive. Some cross-grade buddy activities have begun, and we see strong potential to grow a greater sense of connection between classes and with our broader school community.</p>
<p><b>WHERE WE ARE GOING:</b></p> <p>Our teachers are continuing to align practices and expectations. We need to focus our attention on bridging gaps in learning, implementing strategies for improvement, enhancing targeted skill groupings, and clarifying success criteria. We aim to enhance our assessment practices to foster consistency while building student self-assessment skills.</p>	<p><b>WHERE WE ARE GOING:</b></p> <p>To promote staff wellness, we will redistribute responsibilities and adjust assignments to support sustainability. In place of the SOS-Q, we plan to develop our own tool to assess student resilience, engagement, and belonging. Junior High wellness days will be implemented monthly to deliver health curriculum and foster well-being through the Heroes program and targeted skill-building sessions.</p>	<p><b>WHERE WE ARE GOING:</b></p> <p>We will introduce monthly celebration assemblies aligned with schoolwide themes to recognize success and foster belonging, connecting our well-being and community goals. Nutritional grants will support these events to further enhance connection. Intentional buddy pairings and student leadership teams will be used to strengthen relationships and build a more unified school community.</p>



# Performance Measures

	Literacy & Numeracy	Well-Being	Community
Baseline	<ul style="list-style-type: none"><li>• LENS &amp; CC3</li><li>• F &amp; P or RCAT</li><li>• Words Their Way</li><li>• RAND</li><li>• Elk Island Numeracy</li><li>• Alberta Ed. Num. Screening</li><li>• PATs (Grade 6 &amp; 9)</li><li>• Common Writing Ass.</li></ul>	<ul style="list-style-type: none"><li>• Resilience &amp; Belonging Student Survey</li><li>• Assurance Measures</li><li>• Counselling Data</li><li>• Staff Interview Aligned to Guarding Minds</li></ul>	<ul style="list-style-type: none"><li>• Share a Thought Survey</li><li>• Assurance Measures</li><li>• Input and feedback from School Council</li><li>• Data on events &amp; social media engagement</li></ul>
End of Year	<ul style="list-style-type: none"><li>• LENS &amp; CC3</li><li>• F &amp; P or RCAT</li><li>• Words Their Way</li><li>• RAND</li><li>• Elk Island Numeracy</li><li>• Alberta Ed. Num. Screening</li><li>• PATs (Grade 6 &amp; 9)</li><li>• Common Writing Ass.</li><li>• Quizzes &amp; Unit Tests</li></ul>	<ul style="list-style-type: none"><li>• Resilience &amp; Belonging Student Survey</li><li>• Assurance Measures</li><li>• Counselling Data</li><li>• Guarding Minds Survey</li></ul>	<ul style="list-style-type: none"><li>• Share a Thought Survey</li><li>• Assurance Measures</li><li>• Input and feedback from School Council</li><li>• Data on events &amp; social media engagement</li></ul>

To ensure our work is making a meaningful impact, we are committed to using a variety of measures to assess student growth and school improvement. Foundational literacy and numeracy screeners are used as benchmarks at the beginning and end of the year to inform instruction, identify learning gaps, and guide the formation of targeted skill groups. These assessments not only help us monitor student progress, but also refine teaching practices and identify areas for staff professional learning. While our well-being and community objectives are less quantifiable, we are working to develop an internal student survey focused on engagement, belonging, and resilience. This will help us determine where to focus support and whether our strategies are effective. In addition, the Alberta Education Assurance Measure Results and Parkland School Division's Share a Thought Survey provide valuable insights into how students and families experience our school. To support our goal of increasing community engagement, we will also monitor our social media presence and track the number and nature of events that invite family involvement and celebrate student success. These combined measures will ensure that we remain responsive, reflective, and aligned with our school's goals.



The visual below outlines our professional development days for the upcoming school year, along with the themes and learning intentions we've identified under each date. While these topics are not prescriptive, they reflect our commitment to circling back to our three core objectives — literacy and numeracy, well-being, and community — throughout the year. Our approach is intentionally flexible and responsive, allowing us to adapt to trends, gaps, and emerging needs as they arise. Collaborative team time will continue to inform this work, along with insights gained from Strength-Based Classroom Observations. We are also excited to continue offering targeted professional learning for our support staff, which proved to be highly impactful this year. With the CASA Mental Health classroom joining High Park in 2025–2026, we will have a unique opportunity to collaborate with their multi-disciplinary team and deepen our collective understanding of social-emotional learning. Our professional learning plan includes self-directed time, collaborative team opportunities, and whole-school learning sessions — all thoughtfully designed to build staff capacity, support student success, and promote well-being across our school community.

The implementation of this plan will be led by Principal Nicole Marcinkevics and Assistant Principal Tracy Onuczko, with key support from our literacy and numeracy leads. Our school counsellor will play a central role in advancing the well-being portfolio. Additionally, all staff will be invited to join a Professional Learning Committee, offering teachers and Educational Assistants the opportunity to contribute ideas, provide input, and help lead learning across the school.