



Highland Park Elementary School Improvement Plan (2023-2024)



CONTEXT:

Describe your school: students, FTE, geographic location, community values, demographics, unique needs, etc.

Highland Park Elementary School is a Kindergarten to Grade 5 School in Armstrong, B.C., with 310 students and 40 staff members. The City of Armstrong is in the heart of the Spallumcheen Valley, between the sunny Okanagan and the peaceful Shuswap Valleys. Numerous mountains, valleys, streams, and lakes surround this picturesque town that consists of many “farming first” families that value nature. Our community is socio-economically diverse, so we find opportunities to wrap families in supports and programs inside and outside of our school.

GOALS:

Must be specific, measurable, achievement goals that can be supported by data.

GOAL 1:

To improve student Literacy skills, in particular, the specific writing areas of style (impact of language) and conventions (punctuation).

GOAL 2:

To improve student skills in demonstrating 4 quadrants of Circle of Courage at school (Generosity, Belonging, Independence, Mastery).

RATIONALE

*Discuss why your school has chosen to focus on these specific goal areas. Include a summary of information based on your work with the **Observable Impact** tools or other data-driven dialogue tools you have used.*

This goal is connected to SD83’s Learning Plan and the outcome of students demonstrating proficiency in Literacy. Based on School and District/Ministry data, only 62% of our students are Proficient or Extending in Literacy. SD83’s Strategic Plan Measures and Targets are for 70% of all participating students meeting the standard of Proficient or Extending, with no significant gap between Indigenous students and all students. At Highland Park, we are below this target by 8% and the impact in classrooms is the need to apply models of assessment that include establishing goals and monitoring change along the learning continuum. Our rationale focus for the 2023-2024 school year will be to include opportunities for students to demonstrate growth and self-awareness in academic and personal goals for Literacy.

This goal is connected to SD83’s Learning Plan and the outcome of students pursue and demonstrate growth in personal goals. Based on our School data, 58% of students feel 2 or more adults care about them, 72% of students believe they have more than 1 adult they can trust, and 63% feel like they belong at our school. The Circle of Courage is comprised of 4 quadrants, each with specific areas of focus:
Generosity – Empathy, Altruism, Caring
Belonging – Family, School, Peers
Independence – Self-Regulation, Self-Efficacy, Self-Discipline
Mastery – Strengths, Supports, Engagement
Our rationale focus for the 2023-2024 school year will be to include opportunities for students to demonstrate growth and self-awareness in all 4 quadrants and 2 areas from each.

DATA SUMMARY

Part 1: Provide data that illustrates your goal and areas for continued focus. This may include a blend of quantitative and qualitative information.

Part 2: Data analysis: summarize what the data currently shows, celebrations/improvement and areas for further growth.

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| <p>Our Highland Park 2022-2023 SWW Data indicates overall students have shown improvement, but focus should continue to include: Primary Students – Finger spacing, capital letters to begin sentences, and writing complete sentences with end punctuation. Intermediate Students – Strong topic sentences, adding supporting details, and proper spelling, grammar, use of various punctuation.</p> | <p>Based on our School data, 58% of students feel 2 or more adults care about them. The Circle of Courage quadrant we will focus on for this data is Generosity (Empathy, Altruism, Caring). When only a little over half of our kids feel like the adults care about them, it is concerning. Using the Student Learning Survey results from our Grade 4 students, will guide our teaching and lessons around Empathy and Caring.</p> |
| <p>Our Highland Park 2022-2023 PM Benchmark Data indicates that students have shown improvement in overall reading levels during the year, and although 74% are at or above grade level, this should remain a focus to help the remaining 26%.</p> | <p>Based on our School data, 72% of students believe they have more than 1 adult they can trust. The Circle of Courage quadrant we will focus on for this data is Mastery (Strengths, Supports, Engagement). Student Learning Survey results from Grade 4 students will target Supports.</p> |
| <p>Our Highland Park 2022-2023 FSA Data indicates that overall Grade 4 students have shown improvement in using supporting details, but we have only 62% that are Proficient or Extending, which continues to remain below the District’s target.</p> | <p>Based on our School data, 63% of students feel like they belong. The Circle of Courage quadrant we will focus on for this data is Belonging (Family, School, Peers). Student Learning Survey results from Grade 4 students will guide our teaching and lessons around School and Peers.</p> |
| <p>Data analysis: Highland Park’s SWW results show that 66% of students are Proficient or Extending, which is an improvement from the previous year. However, a trend that was evident is that students are still not utilizing descriptive words to express themselves, nor are they using punctuation effectively, so they both will be areas we will target this coming school year.</p> | <p>Data analysis: Highland Park’s Student Learning Survey results indicate many of our students, for various reasons, don’t feel cared for, that they can trust others, or that they belong and we want to change that. We hope to improve the culture and atmosphere at our school so students can excel in the final Circle of Courage quadrant: Independence (Self-Regulation, Self-Efficacy, Self-Discipline).</p> |

STRATEGIES AND SUPPORTS

*Identify specific strategies and supports for both **students** and **staff** that will support the goals.*

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| <ul style="list-style-type: none"> - Use SWW and PM Benchmark assessments in Fall to establish baseline for Writing skills for all students in every class. - Work with staff to create a common SWW assessment strategy that utilizes Performance Standards (exemplars) and common PM Benchmarking practice so we are more consistent with levels. - HPE staff create Writing Continuum to gauge progress of writing at various grade levels (“Farmstrong” family of schools rubric). - CEA’s reading with students 1 on 1 to help develop Literacy skills. - Student Learning Survey Responses about attitudes towards Literacy and reading or writing in particular. | <ul style="list-style-type: none"> - Students will complete a Circle of Courage Self-Assessment at the beginning of the school year. At the first school Assembly, we will introduce the Circle of Courage and the areas we will be focusing on. - To reinforce “The Husky Way” and “Husky Strong” mantra, we have ordered and supplied each student and staff member with a bracelet to wear bearing the “Husky Strong” slogan. - We will have monthly Family Team activities to create more belonging between and among grade levels and students, and so various staff can connect with different kids. - Buddy classes meet monthly to remove barriers and build community. |
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PROFESSIONAL LEARNING

Identify specific learning or initiatives at the school and/or district level that will build the staff capacity in the goal areas.

- Powerful Writing Structures PLC Cohort – Adrienne Gear
- “Farmstrong” Family of schools joint Pro-D Days
- Collaboration with Reading Teacher (Kelly Gontar)
- Literacy for the Early Years (POPEY) and UFLI
- Heggerty Phonological Awareness Program in Primary classes

- Circle of Courage Program/Karmen Krahn
- Mind Up Program/Zones of Regulation Program/SEL Program
- Collaboration with Bridge Teacher (Erik Vonniessen)
- Office Referral Tracking/Lunch & Recess Supervisors Behaviour Tracking
- Open Parachute Program

EQUITY, DIVERSITY & INCLUSION

Equity: How are Indigenous ways of knowing and doing embedded in curriculum? What initiatives are being implemented to support the Truth and Reconciliation Calls to Action?

Diversity: What strategies and structures are being implemented to embrace diversity with regards to ethnicity and gender identity?

Inclusion: What strategies, supports and professional learning is being implemented to enhance classroom teachers’ capacity to differentiate instruction?

Equity: Staff at Highland Park work closely with our Indigenous Education Worker, Laura Dolha, to support specific students as well as to plan class activities that teach Indigenous ways of knowing and doing throughout the year. Our Staff TRC Ally, Kyla Kalf, passes along Cultural Safety Training at Staff Meetings like Circle of Courage or class lessons to embed Calls to Action.

Diversity: Staff collaborate with our SOGI Lead, Lisa Coombs, about resources available for use in school as well as with our Librarian, Michele Lee, who supports staff learning vocabulary, finding stories, and changing words and class practice to better embrace identity.

Inclusion: Staff support students with diverse abilities through collaboration to differentiate instruction, plan in grade groups with Universal Design for Learning framework, and use a Three-Tiered Model for interventions. We have a hearing-impaired student and a CEA, Meagan Hirvinen, who shares American Sign Language with our staff and students in order to communicate better together.

Equity: Staff at Highland Park work closely with our Indigenous Education Worker, Laura Dolha, to support specific students and how we work together with them to ensure they are being treated in an equitable way. Our Staff TRC Ally, Kyla Kalf, shares Cultural Safety Training and class lessons to help embed Calls to Action so we can connect it to the 4 quadrants and support Trauma Informed Practices.

Diversity: Staff collaborate with our SOGI Lead, Lisa Coombs, about resources available for use in school as well as with our Librarian, Michele Lee, who will support staff learning how to connect the 4 quadrants of Circle of Courage to diverse learners and ways of learning.

Inclusion: Staff support differently abled students through collaboration to differentiate instruction, and planning in grade groups with Universal Design for Learning framework. We have a hearing-impaired student and a CEA, Meagan Hirvinen, who shares American Sign Language with our staff and students in order to communicate better together and this ties into the area of Belonging for Circle of Courage.

SOCIAL EMOTIONAL LEARNING

What strategies and supports are being implemented to increase sense of belonging? (With particular focus on Indigenous learners and families)

Staff at Highland Park collaborated with SD83’s Healthy Schools Coordinator, Laura Paiement, to improve physical literacy using a movement path to help students self-regulate. This has been a big success at our school, and many students and staff utilize it daily. Professional Development sessions, lead by Bridge Program Teacher, Erik Von Niessen, and other caring adults, will implement Zones of Regulation, Mental Health Literacy, and now Circle of Courage for our students to benefit from. We will have Spirit Days each month, Territory Acknowledgement at assemblies, and Indigenous flags displayed in our gym. Our IEW, Laura Dolha, develops and strengthens relationships with Indigenous students and families to create a safe space and belonging at Highland Park with the understanding that learning involves patience and time.