

HIGH LEVEL PUBLIC SCHOOL

2025-2026 SCHOOL ASSURANCE PLAN



Principal: Cory Boudreau

Trustee: Mark Beland and Shane Lloyd

Our Children, Our Students, Our Future: Moving the Dial on Every Child

Priority	Essential Principle Focus for Improvement Highlight one/two Essentials for improvement for each Priority	School Goal Reframe the Division Goal into a School Goal that highlight school focus	Results (current reality)	Target Data (desired reality)	Implementation Plan Consider research and best-practice in the short and long term	Short Report (completed as data becomes available)
<p>Connectivity</p> <p>FVSD will foster connectivity and well-being amongst community, students, parents, and staff</p>		<p>HLPS will foster a welcoming and inclusive school environment by building strong relationships within the school community and partnering with external organizations to increase student leadership, promote cultural understanding and connectivity for all students.</p>	<p>PTI attendance rates are lower than desired.</p> <p>Parent Council attendance is lower than expected.</p> <p>There has been a rise in partnerships with external agencies.</p> <p>The number and diversity of engagement opportunities for students, families, and the community have increased.</p> <p>RCMP visits have been reactive in nature.</p> <p>Increased participation in athletics. 30% of students participate in at least one sport.</p>	<p>Attendance reports show increase in attendance</p> <p>Student connectivity survey</p> <p>Targeted correlation from CRM meetings</p> <p>Increase number and frequency of interactions with outside agencies</p> <p>Increase parent participation in parent nights to 30% of student population</p>	<p>Short-Term Focus:</p> <p>Identify and support struggling students by addressing barriers to engagement and fostering a sense of belonging.</p> <p>Host community-building events that bring together students, parents, and local organizations to strengthen connections.</p> <p>Long-Term Focus:</p> <p>Develop sustainable partnerships with local organizations and diverse cultural groups to provide all students with opportunities for cultural exchange and shared initiatives.</p>	

					Incorporate inclusive cultural celebrations and student leadership opportunities to promote belonging, inclusion, and student voice across the entire school community.	
<p>Literacy</p> <p>All students will improve literacy skills</p>	<p>Focus on explicit comprehension strategies to improve students' understanding of texts. Building capacity for explicit instruction. Using data to determine whole class and targeted interventions.</p> <p>Cultivate a culture of reading by fostering intrinsic motivation and engagement in literature.</p>	<p>HLPS will strengthen literacy skills for all students by expanding vocabulary, promoting sustained reading motivation, and applying targeted strategies through a collaborative, cross-disciplinary approach to drive measurable improvement in literacy outcomes.</p>	<p>3T</p> <p>% of grade 9 students meeting acceptable PAT</p> <p>Diploma</p> <p>Common Assessments</p> <p>TOSREC</p> <p>Very Poor – Poor – Below Average – Average – Above Average – Good – Very Good –</p> <p>TOSWRF</p> <p>Very Poor – Poor – Below Average – Average – Above Average – Good – Very Good –</p>		<p>Disciplinary Literacy</p> <p>Short-Term Actions:</p> <p>Provide professional development for all teachers on disciplinary literacy strategies (PD with Tannis Niziol, Content Coach).</p> <p>Integrate reading and writing activities into all content areas, emphasizing the relevance of literacy in practical applications.</p> <p>Long-Term Actions:</p> <p>Establish cross-disciplinary teams to share best practices and monitor the implementation of</p>	

					<p>disciplinary literacy strategies.</p> <p>Develop subject-specific resources and exemplars for literacy instruction.</p> <p>Best Practices for Instruction</p> <p>Short-Term Actions:</p> <p>Use a shared “menu of look-fors” to promote consistency and high-quality instruction across classrooms.</p> <p>Facilitate collaborative professional learning by having teachers visit one another’s classrooms to observe, reflect, and share effective practices.</p> <p>Develop a simple, teacher-created tracking form to document classroom visits, observations, and key takeaways to support reflection and ongoing learning.</p>	
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					<p>Embed literacy goals into teacher professional growth plans, supported by regular feedback cycles to encourage reflection and continuous improvement.</p> <p>Long-Term Actions:</p> <p>Implement structures such as PLCs, classroom visits to facilitate collaborative professional learning program to encourage shared accountability and collaborative learning.</p> <p>Ensure ongoing training and mentorship for new and experienced teachers to deepen the consistent use of best practices.</p> <p>Motivation and Engagement</p> <p>Short-Term Actions:</p> <p>Develop school-wide reading initiatives to</p>	
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					<p>engage students and staff.</p> <p>Create spaces that celebrate literacy.</p> <p>Provide opportunities for students to connect with authors, participate in book clubs, and attend literacy-focused events.</p> <p>Long-Term Actions:</p> <p>Incorporate student voice and choice in text selection, classroom libraries, and reading projects.</p> <p>Encourage students to set literacy goals and monitor progress and celebrate growth.</p>	
<p>Numeracy</p> <p>All students will improve numeracy skills</p>	<p>Strengthen Foundational Skills and Fluency</p> <p>Enhance Instructional Quality and Engagement</p>	<p>HLPS will strengthen foundational math skills through targeted interventions and enhance instruction with engaging strategies and ongoing professional development and</p>	<p>WRAT</p> <p>Poor – 23.0%</p> <p>Below Average – 23.3%</p> <p>Average – 38.5%</p> <p>Above Average – 3.1%</p> <p>Good – 0.4%</p> <p>Very good 0.8%</p>		<p>Use diagnostic assessments to identify gaps in foundational knowledge and provide tailored support.</p>	

		teacher collaboration.			<p>Implement a multi-tiered intervention model:</p> <p>Tier 1: Ensure consistent, high-quality core instruction using agreed-upon best practices.</p> <p>Tier 1.5: Incorporate daily 15–20-minute class-wide interventions focused on essential skills and fluency.</p> <p>Tier 2: Offer small-group, skill-specific interventions for students requiring additional support.</p> <p>Emphasize conceptual understanding to ensure students grasp the "why" behind mathematical processes.</p> <p>Train teachers in evidence-based instructional strategies to improve math instruction.</p>	
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					<p>Use a shared "menu of look-fors" to ensure consistent, high-quality teaching. Facilitate collaborative professional learning through cross grade level classroom visits and collaboration.</p> <p>Incorporate technology and real-world applications to make to make learning interactive, personalized, and engaging for students.</p>	
<p>Career Paths</p> <p>All students will <i>Explore, Develop, Grow, and Experience</i> chosen career paths</p>	<p>All staff will actively engage in supporting students' exploration and understanding of career pathways.</p> <p>All grade levels will concentrate on skill development and make use of the tools provided by My Blueprint.</p>	<p>HLPS will empower all students in Grades 7 to 12 to explore and develop career pathways through skill-building, practical experiences, and personalized planning with My Blueprint.</p>			<p>Build Career Awareness and Exploration (Grades 7-10): Introduce students to diverse career options through guest speakers, field trips, and career fairs, while integrating My Blueprint for career exploration, goal setting, and skill development (focus on safety and job preparation courses in grade 10).</p>	

					<p>Develop Specialization and Practical Experience (Grades 11-12): Provide advanced career courses, internships, and credentialing opportunities to help students gain real-world experience and prepare for post-secondary pathways and future careers.</p>	
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As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2024-25 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

As Principal of this school, I hereby submit our School Assurance Plan for the 2024-25 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

School Council Chair

Date

Principal

Date