

School Advancement Plan 2018 - 2019



Oscar Adolphson Primary School



Northern Gateway
Public Schools

Learning for life. Together.

This document is created to share the goals, strategies and success indicators for the school.
 It is a legislative requirement as part of the 3 Year Education Plan and Annual Education Results Review (AERR).
 It is meant to share the local context and priorities and document school advancement direction.
 This is an organic document, which is open to change and modification as circumstances, results, and local context dictate.

2018 - 2019 School Advancement Plan

School Goal #1	Learners meet standards.
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Gateway Statement Learners are Successful
Division Outcome Learners meet Standards

Learners are successful in meeting provincial standards in core subject areas, demonstrating literacy and numeracy and other important skills.
 Learners demonstrate excellence in academic achievement.

Data Gathered	<ul style="list-style-type: none"> ● June 2018 Fountas and Pinnell Benchmarking Data <ul style="list-style-type: none"> ○ Grade 3 <ul style="list-style-type: none"> ■ At Grade Level = Level P=54% ■ Within 2 Levels of Grade = Level N & O = 19% ■ Below Grade Level = 27% - 10 students - 4 of which we were working on functional language and 2 with concerns beyond academics ○ Grade 2 <ul style="list-style-type: none"> ■ At Grade Level = Level M = 29% ■ Within 2 Levels of Grade = Level K & L = 29% ■ Below Grade Level = 14% ○ Grade 1 <ul style="list-style-type: none"> ■ At Grade Level = 45% ■ Within 2 Levels of Grade = 9% ■ Below Grade Level = 45% ● September 2018 MIPI Results <ul style="list-style-type: none"> ○ Grade 3
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	<ul style="list-style-type: none"> ■ 26% < 50 ■ 74% > 50 ■ 26% > 80 ○ Grade 2 <ul style="list-style-type: none"> ■ 6% < 50 ■ 94% > 50 ■ 53% > 80 ● September 2018 HLAT Results <ul style="list-style-type: none"> ○ Grade 3 <ul style="list-style-type: none"> ■ 2% = Excellent ■ 71% = Satisfactory ■ 29% = Not Yet ○ Grade 2 <ul style="list-style-type: none"> ■ 0% = Excellent ■ 50% = Satisfactory ■ 50% = Not Yet
Compelling Need	Results show that our students are having difficulties in: Grade 3's with Math and Grade 2's with writing and 1 through 3 with Reading.

School Goal #2	Learners are supported through quality learning environments which promote student wellness.
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Gateway Statement Learners are Supported
Division Outcome Learning is Inclusive

Data Gathered	<ul style="list-style-type: none"> ● Counselling referrals from teachers ● Many concerns of our Counsellors regarding Executive Functioning ● Teachers have identified more of our students having difficulties in the classroom with learning and friendship ● More students are seeking ways to self-regulate - the sensory room, bikes, trampoline, and calming kits
Compelling Need	When the three schools in Valleyview came together to share their data and experiences we knew that this was a concern for all three schools and needed to be dealt with as a community.

First Nations, Métis and Inuit Plan

School First Nations, Métis and Inuit Profile

- Oscar Adolphson Primary School serves 41 students from Sturgeon Lake Cree Nation. In addition, there are 20 self-declared FNMI students who are provincially funded. This is equal to 39% of our students being First Nations, Metis and Inuit at Oscar Adolphson Primary.

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

As we recognize that relationship building is the absolute key for success for students in education, OAP has had an Indigenous support teacher for the past 2 years now. This is a 1.0 FTE teacher who teaches Culture to students and teaches a Grade 3 class during the mornings. She is:

- teaches a Culture class so that all students know and understand the cultural differences present at OAP
- a contact for parents of Indigenous students
- monitors, with the administration, student attendance
- attending Success in Schools meetings when Indigenous students are involved.

To increase Teacher Foundational Knowledge about First Nations, Metis, and Inuit for All Learners:

- activities from the Alberta Teachers Association *Professional Learning Pebbles* will be completed by all staff throughout the school year

In addition we have several programs operating in our building that support students: our Booster class with 10 students 5 from Western Cree, 1 FNMI and 4 additional students. This group is for the morning classes - L.A. and Math with a teacher and a TA.

We have a Language and Literacy teacher who coordinates our support individuals to see our students and work with those needing supports in Speech and Language as well as Literacy.

School Community Communication and Collaboration

It is expected that this School Advancement Plan is a result of a collaborative effort among students (if appropriate), parents, School Council, staff members and the administrative team. Describe how the school community has been included in the development your school plan.

Collaboration Approach	Key Contact(s)
School Council	Sam Brodersen
Staff	Debbie Wedel
Administrator	Sherry Howey