

School Advancement Plan
Executive Summary
2020 - 2021
Visioning Forward
2020 - 2023



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.

Actualizing the Quality Learning Environment through Strategic School Planning

Strategic Planning

2020- 2021 School Advancement Plan - Executive Summary

School Goal #1	<p>Learners are literate and numerate</p> <ul style="list-style-type: none"> • Build teacher capacity in the areas of literacy and numeracy <ul style="list-style-type: none"> • Aligning with Literacy Progressions - Alberta Education • Using Fountas & Pinnell (F & P) and Basic, Literacy, Acquisition, Skills, Time (BLAST) data to inform targeted interventions and instruction through F & P Literacy Continuum to improve reading comprehension, • Using Highest Level Achievement Test (HLAT) data to inform targeted interventions and instruction through the use of F&P Writing continuum • Aligning with Numeracy Progressions - Alberta Education • Analysis of Math Intervention/Programming Instrument (MIPI) data to inform numeracy instruction and interventions • Analysis of EYE Data to inform early years skill development on language and communication • Collaborating with Divisional Literacy and Numeracy Coaches
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Provincial Domain	Gateway Statement:	Division Outcome:
Student Growth and Achievement	Learners are Successful	a) Learners are literate and numerate.
	Learners are Successful	b) Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Literacy				
Grade 2 and 3 teachers will administer and	Oct 2020	Grade 2-3 teachers	Sept. - HLAT administered	<ul style="list-style-type: none"> • Grade 2 teachers will administer

analyze results for the HLAT. This information will be used to inform student programming and instructional practice.	May 2021	Principal Instructional Coach Learning services to support teachers in standards setting	Oct. - arrange subs for marking Nov. - analyze results to inform programming, and F&P writing resources (interactive reading, mini-lessons). All teachers have been in service to mark using the NGPS Rubric Dec.-Jun. - CTMs focused on literacy	and analyze results for HLAT in November and May <ul style="list-style-type: none"> Student results should have improved in May compared to October.
Grade 2 teachers will complete BLAST screening and analysis for all students who are reading at a pre-A level.	Oct/Nov. 2020	Grade 1 Teachers Principal Instructional Coach	Oct/Nov-arrange schedule and timetable to support adequate time to assess CTM/PLC time will focus on analysis	<ul style="list-style-type: none"> Our instructional coach will complete the BLAST screening on our Grade 2 students as required and utilize information to inform instructional programming for students, to organize small groups, and set goals which, in turn, will improve students' reading accuracy.
Consistent use of the division-wide rubric for written assignments	Oct 2020 Nov 2020 March 2021 June 2021	Teachers Students own their learning	Consistent use of division-wide rubric for written assignments	<ul style="list-style-type: none"> All teachers use the rubric Students are able to communicate learning expectations and needs through the use of the rubric and feedback
All 1-3 teachers will utilize the F & P Literacy Continuum to provide responsive, targeted literacy instruction and to set individual goals for students.	Ongoing all year in CTM Meetings	Teachers Principal Instructional Coach	December 1-3 on how to use the continuum and set goals for students in writing and reading (sample and practice).	<ul style="list-style-type: none"> Teachers will deliver targeted literacy instruction through Daily 5 small groups twice per day at minimum for Grades 1 and 2. Goal setting and formative assessment/observations will be documented bi-weekly and will

				show improvements in student literacy skills.
All grade 1-3 teachers will complete F&P benchmarking and analysis three times this year	Nov 2020 March 2021 June 2021	Principal Teachers Instructional Coach	All teachers have benchmarked their students and are teaching Reading through the Guided Reading, Level Literacy Intervention resources and Interactive Read Alouds. Oct./Nov., Mar & June - Literacy CTMs will focus on analysis and planning.	<ul style="list-style-type: none"> Students work at their own level and move forward at their speed and skill level Completion of all Grade 1-3 F & P benchmarking three times throughout the school year. Analysis and discussion of results during CTM's subsequent to assessments. We should see progression in student reading and reading comprehension at each of the 3 assessment periods.
The teachers will meet, plan and implement reading and writing strategies with Cheryl Gascoyne.	October 9 Dec. 8 Dec. 16 Dec. 17 Jan 28 Feb. 2 Feb 10 Mar. 9 Mar 10 Mar 11 Spring TBD	Principal K-3 classroom Teachers	Sept/Oct 2020 - Pre planning with the instructional coach Dec- Data analysis Jan-Feb- Writing March 2021 - Three follow up meetings with instructional coach completed	<ul style="list-style-type: none"> Instructional Coach will meet, plan and implement reading and writing strategies with teachers based on consultation with the Literacy Consultant. As a result, there will be improved literacy instruction in the area of reading and writing. Student learning will also improve. HLAT results will show improvements
Numeracy				
Grade 2-3 teachers will administer and analyze the Math Intervention/Programming Instrument (MIPI) and learn how to use this information to inform their whole class and small group teaching along with setting individualized goals	Fall 2020 Spring 2021	Grade 2-3 Teachers Instructional Coach Principal	Sept - Set schedule and timetable for goals Oct - Administer MIPI Oct CTM - Share and analyze results (identify	<ul style="list-style-type: none"> Purposeful analysis of data to drive instructional practice. This will improve instructional practice and student learning as seen in MIPI results.

and programming for targeted students.			trends and next steps).	
Teachers work with Divisional supported Numeracy Coach	2020-2021 School Year	K-3 Teachers Instructional Coach	Sept./Oct - Data Nov - Areas of focus Nov-Mar. Mini Lessons, whole group and small group	<ul style="list-style-type: none"> • Improved numeracy instruction for both the whole group and small groups. • Student learning and number sense • skills will improve.

* Copy table for each key strategy connected to your goal

School Goal #2	Build teacher capacity to provide a responsive and inclusive educational environment for all students <ul style="list-style-type: none"> • Provide resources and training to improve inclusive educational practices • Build teacher capacity in supporting students with effective, research-based Tier 1 & 2 strategies to reduce reliance on Tier 3 supports
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Provincial Domain	Gateway Statement:	Division Outcome:
Learning Supports	Learners are Supported	Learners are educated in a system that respects diversity and is inclusive.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Use previous training from Neurosequential Model for Education (NME) to develop an Intervention Team approach to support our severe social/emotional students	2020-2021 School Year	Teacher participate in NME focused discussion of individual students to build a plan to support their specific needs		Staff can identify the effects of trauma on the function of the brain and identify ways to support students with trauma so as to increase their success in school (and life)
All K-3 teachers will develop and/or implement appropriate, attainable student goals for students requiring inclusive education supports that prioritize inclusion within the classroom setting.	Oct. 9, 2020 Nov 6, 2020	Teachers IEF Principal	Oct/Nov - Individual ISP review meetings between teacher and IEF/AP as needed	<ul style="list-style-type: none"> • ISP goal achievement • Increase independence and classroom inclusion of students with diverse needs which will be evidenced by more time in the classroom without 1:1 support.
Monthly CTM meetings are scheduled and held on a consistent basis and are focused on inclusive education strategies and practice. It assists the professionals to strategically communicate regarding targeted strategies to support learners in the classroom.	Oct 2020 Nov 2020 Jan 2021 March 2021 April 2021 June 2021	Administration Teachers	<p>Teachers share and commit to a range of Tier 2 strategies to support students.</p> <p>Allows teachers to plan measures that will impact student achievement.</p>	<ul style="list-style-type: none"> • Improved collective teacher efficacy in supporting diverse students within the classroom • Improved teacher ownership of student success in the classroom. • Supports are identified and put in place as a result of the CTM meetings. • Dossier CTM program is being utilized to record and analyze student data arising from the CTM

				meetings.
Kindergarten teachers collaborate with Instructional Coach in CTM meetings	2020-2021 School Year	ECS Teachers IEF Principal	<ul style="list-style-type: none"> Examine and interpret EYE data Develop a plan for students in the red zone in EYE data 	<ul style="list-style-type: none"> Teachers understand the purpose of EYE data and utilize it for programming for student needs. Students are better prepared for Grade 1
In-class student observations and feedback completed monthly or as requested to guide and support student programming.	Sept. - June	IEF Principal	Individual teacher coaching to build on existing strengths and support areas of growth	<ul style="list-style-type: none"> Improved teacher capacity to provide responsive, in the moment support specific to students in their classroom
Utilize Jigsaw Learnings Educational Assistant courses to build capacity in support staff.	Jan - June 2020	Educational Assistants		<ul style="list-style-type: none"> Research based strategies are demonstrated consistently by EAs working with students. Improved student learning and success
Outside services and personnel are utilized to support student learning at Oscar Adolphson Primary School.	2020-2021	Principal - facilitate collaboration and integration into the building IEF/Principal - schedule, coordinate and collaborate with service providers, staff, students and parents to utilize support to the best capacity	<p>PCS team</p> <p>Greenview Counselling</p> <p>Divisional Psychologist for PUF and KG</p> <p>Family support worker from Division Office</p> <p>RCMP</p>	<ul style="list-style-type: none"> Student's needs are being addressed in all areas; physical, social/emotional, mental. Staff feel comfortable and competent addressing students needs and using recommended supports. Less support is required throughout the year. Students show increased levels of regulation. Students are successful in the classroom. Increased time is spent on academic learning as the need in other basic areas are addressed.

* Copy table for each key strategy connected to your goal

First Nations, Métis and Inuit Plan

School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):
<p>Oscar Adolphson Primary School students include</p> <ul style="list-style-type: none"> • 34 students are from Sturgeon Lake Cree Nation • 41% of our student population being First Nations, Metis and Inuit

<p>Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)</p> <p>Reflect upon these Guiding questions as you plan your actions for the upcoming school year.</p> <p>What actions are being taken to enhance the specific “Application of Foundational Knowledge of First Nations, Métis and Inuit” competency # 5 in the Teaching Quality Standard and Leadership Quality Standard?</p> <p>What are your specific goals for your First Nations, Métis and Inuit students?</p> <p>What needs to occur for this to happen?</p> <p>What are you going to do?</p>
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School Goal #3	<p>Build teacher capacity to embed foundational Indigenous knowledge into instruction and to foster inclusion and belonging of First Nations, Metis and Inuit students.</p> <ul style="list-style-type: none"> • Increase literature and resources available for teachers to use in classrooms • Committee to develop strategies to build foundational knowledge of teachers
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Provincial Domain	Gateway Statement:	Division Outcome:
Learning Supports	Learners are Successful	Northern Gateway Public Schools First Nations, Metis and Inuit students are successful.

Key Strategy	
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Action	Timeline	Responsible	Notes	Evidence of Success
All staff will participate in Indigenous and staff meeting PD to increase foundational knowledge about First Nations, Metis and Inuit students	Yearlong	FNMI Advocate	November- Resource awareness at a staff meeting	<ul style="list-style-type: none"> Teachers develop empathy for the past and current context of Indigenous people Teachers develop a greater understanding and recognize their own biases and attitudes.
A teacher will participate in the NGPS First Nations, Metis and Inuit Advocate Group	Yearlong	Learning Services - scheduled meetings Christopher MacLellan - serves as our advocate	October 2020: First advocacy meeting	<ul style="list-style-type: none"> Teachers utilize resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit students.
Review and purchase books and resources with FNMI perspectives	December	Librarian FNMI Advocate		<ul style="list-style-type: none"> Teachers utilize resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit students. Teachers embed FNMI literature into Literacy instruction.
Orange Shirt Day Activities	September 30	Teachers Principal		<ul style="list-style-type: none"> Students appreciate that First Nations students often did not have positive experiences in school.
National Indigenous Awareness Day activities	June 21	Teachers Principal		
Explore ways to increase communication with members of the Sturgeon Lake Community including parents, council members and elders	Yearlong	Administration and Advocate - begin communication Teachers - offer alternate ways to host PTI's - phone, virtual meetings	Attend monthly PCC meetings. Get to know families, by reaching out through phone calls.	<ul style="list-style-type: none"> Indigenous students at risk for not succeeding are supported and successful at school which is evident with improved attendance and engagement in school. Greater trust in families developed.

* Copy table for each key strategy connected to your goal

School Goal #4	Learners are supported through quality learning environments which support wellness.
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Provincial Domain	Gateway Statement:	Division Outcome:
Teaching and Leading	Learners are Supported	Learners have excellent teachers, school and school authority leaders.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Participation of Lead Teachers in Divisional Work for QLE	Yearlong: Principal Cohort: Oct 5 Oct 20 Nov 19 Wellness: Oct 14	Principal - Steering Team, Principal Cohort Teachers to serve on Leadership Team, Wellness Committee - Debbie Wedel	Monthly meetings with the leadership team.	<ul style="list-style-type: none"> Attendance at virtual cohort meetings. Collaboration outside of scheduled meeting times between cohort members. Lead teacher contribution to staff activities and knowledge.
Continue to go deeper with the exploration and analysis of the 5 Domains of Quality Pedagogy and the 3 domains of the Culture of Wellness of the Quality Learning Environments (QLE)	2020-2021 School Year	QLE Steering Team/School Leadership Team - lead PD activities as developed by QLE Steering Committee Teachers - will know and use the 5 Domains of Quality Pedagogy and 3 Domains of the Culture of Wellness.	Domains will be highlighted and reviewed on a regular basis through the weekly staff communication. Domains will be focused on through CTMs and PD Days WAG's include a focus of a QLE domain.	Teachers are delivering their lessons with an intentional focus on the incorporation of the domains; are using the reflective questions to drive their practice and professional development.

* Copy table for each key strategy connected to your goal