



**Northern Gateway**  
Public Schools



**Action Plan  
2025-26**

**Principal: Mrs. Cheryl Gascoyne**  
**Assistant Principal: Mrs. Jocelyn Breland**

Domain: Student Growth and Achievement	
Division Outcome: Learners achieve acceptable and excellence standards in curricular outcomes.	
Goal #1: By June 2026, we will have seen improved numeracy fluency scores, as measured by ongoing formative classroom assessments, resulting from the explicit teaching of fluency strategies.	
Strategies: <ul style="list-style-type: none"> <li>• Integrate Power of 10 into daily math routines to build number sense and mental math fluency in a structured, incremental way</li> <li>• Utilize Jump Math resources to deliver conceptually rich, evidence-based lessons that support differentiated learning through guided discovery and structured practice.</li> <li>• Incorporate Number Talks and other interactive discussions to promote mathematical reasoning, communication, and conceptual understanding through student-led dialogue</li> <li>• Schedule consistent practice using platforms like Freckle, Splashlearn, and Math Seeds to improve students' speed and accuracy in foundational math skills.</li> <li>• Use tools such as number lines, base-10 blocks, and fraction strips to help students concretely visualize mathematical relationships and operations.</li> <li>• Schedule regular collaborative planning sessions and provide professional development opportunities to ensure teachers are equipped and supported in implementing these strategies effectively.</li> </ul>	
Measures: <ul style="list-style-type: none"> <li>• Classroom Assessments and Observations: Ongoing formative assessments and targeted observations to track numeracy progress</li> <li>• Power of 10: Regular, timed, fact family practice sheets to track improvement in basic math facts</li> <li>• SNAP Math: Periodic assessments that provide insights into skill-based numeracy across different areas</li> <li>• EYE-TA: To track early numeracy development holistically in Kindergarten students</li> <li>• ANIE: Administer to measure foundational numeracy skills (number recognition, counting, and early addition/subtraction)</li> <li>• Provincial Numeracy Screening Assessments</li> </ul>	
Review Date:	Reflection:
October	
January	
March	
May	

Domain: Student Growth and Achievement	
Division Outcome: Learners achieve acceptable and excellence standards in curricular outcomes.	
Goal #2: By June 2026, we will see improvement in students' literacy skills as measured by ongoing formative classroom assessment as a result of creating mental images (imaging) and making inferences while reading, fostering deeper comprehension and critical thinking across all grade levels.	
<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Provide structured small group reading instruction to address specific student needs, allowing for more guided practice, personalized feedback, and scaffolded support focused on imaging and inferring strategies.</li> <li>• Engage in regular collaboration with colleagues to analyze student work, share successful instructional practices, and align strategies for teaching imaging and inference across subject areas.</li> <li>• Ensure to plan reading lessons with intentional phases to activate prior knowledge (Before), guide comprehension with imaging and inferring strategies (During), and reinforce learning through reflection and discussions (After).</li> <li>• Support comprehension by having students use visual tools such as graphic organizers, story maps, and anchor charts to identify key element of text and record inferences.</li> <li>• Use digital tools, images, short videos, and interactive texts to stimulate mental imagery and provide context for students to make meaningful inferences during and after reading.</li> <li>• Regularly demonstrate how to visualize and infer while reading aloud to students by verbalizing thought processes, encouraging students to adopt these strategies in their own independent reading.</li> </ul>	
<p>Measures:</p> <ul style="list-style-type: none"> <li>• Formative Assessments (Teacher Observations and Checklists)</li> <li>• Student Reflections (Journals or Self-Assessments)</li> <li>• Reading Comprehension Check-Ins</li> <li>• Peer and Group Discussions</li> <li>• Fountas &amp; Pinnell Benchmark (measure of overall reading comprehension)</li> <li>• Writing Samples e.g. describe a scene using sensory details</li> <li>• Provincial Literacy Screens: RAN, PAST, LENS, and CC3</li> </ul>	
Review Date:	Reflection:
October	
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May	

Domain: Learning Supports	
Division Outcome: Learners are educated in a system that respects diversity and is inclusive.	
Goal #3: By June 2026, we will see an improvement in the well-being of students as measured by increased engagement and with less office referrals by promoting wellness programs and encouraging a supportive environment.	
<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Embed the first four conditions of <i>The Third Path</i> (Safety, Regulation, Belonging, and Positivity) to support student social-emotional learning and promote a culture of empathy and care.</li> <li>• Apply strategies rooted in neuroscience that support emotional regulation, executive functioning, and self-awareness in the classroom to foster better learning and well-being.</li> <li>• Establish ongoing check-ins with the Wellness Coach to monitor student emotional health, provide early intervention, and offer individual support as needed.</li> <li>• Coordinate small group sessions led by the Wellness Coach or FCSS to address students' specific mental health and wellness needs, including anxiety, social skills, and emotional regulation.</li> <li>• Integrate Indigenous perspectives on wellness, including teachings of the Medicine Wheel and opportunities for connection with nature, to foster a balanced and inclusive approach to student well-being.</li> </ul>	
<p>Measures:</p> <ul style="list-style-type: none"> <li>• Office referrals tracking</li> <li>• Students engaged and participating in class</li> <li>• Check ins by Wellness Coach</li> <li>• Sensory/Movement room use</li> <li>• Student Recognition - program for recognizing and celebrating achievements to boost morale and create a positive, appreciative school culture</li> </ul>	
Review Date:	Reflection:
October	
January	
March	
May	