

# School Advancement Plan 2018 - 2019

SANGUDO COMMUNITY SCHOOL



**Northern Gateway**  
Public Schools

**Learning for life. Together.**

### 2018 - 2019 School Advancement Plan

<b>School Goal #1</b>	<b>Students meet expected standards of academic achievement in literacy.</b>
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**Division Gateway Statement**    Learners are Successful

**Division Outcome**                Learners Meet the Outcomes

<b>Data Gathered</b>	<ul style="list-style-type: none"><li>• Performance Measures (ABEd) <b>ELA Provincial Achievement Tests</b></li></ul> <p>All of our students are meeting acceptable standard but there is always room for growth. A focus area for growth is writing.</p> <ul style="list-style-type: none"><li>• Performance Measures (NGPS) <b>HLAT</b></li></ul> <p>Also becomes evident in the HLAT a writing assessment that students would benefit from a concentration in writing</p> <ul style="list-style-type: none"><li>• Performance Measures (School) <b>Classroom Based Assessment</b> (Words Their Way, classroom based assessments)</li></ul>
<b>Compelling Need</b>	<p>There is a strong connection between writing and critical thinking. Through writing, students must make their ideas explicit and understood to a variety of audiences. They must evaluate the types of tools and writing that will enhance the communication of their ideas. Some of the connections between writing and critical thinking include content selection and presentation, as well as editing. This pulls in the work we have engaged in with Peter Bowers and Structured Word Inquiry where students need to understand the vocabulary related to the content and this along with background knowledge, provides students with a better opportunity to understand the content and convey ideas in writing. Structured word Inquiry is an inquiry based approach that teaches how spelling works (English spelling is a meaning based system). This approach engages students' interest in words, provides the tools for investigation, develops critical thinking, and builds vocabulary, reading and writing skills.</p> <p>The collaborative response model will be used as a problem-solving framework for organizing hierarchies of evidence based interventions in the context of ongoing progress monitoring. This involves universal screening, and analysis of data to inform instructional planning, Implementation of quality universal instruction, supplementary instruction for students with early difficulties and intensive interventions for children who still struggle. This is an effective way to meet the needs of all students and increase student success.</p>

<b>School Goal #2</b>	<b>Students meet expected standards of academic achievement in numeracy.</b>
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**Division Gateway Statement** Learners are Supported  
**Division Outcome** Learners Meet the Standard

<b>Data Gathered</b>	<ul style="list-style-type: none"> <li>• Performance Measures (ABEd) <b>Math Provincial Achievement Tests</b> Did very poorly this year particularly in the new Part A of the Math test in grade 6 that is timed calculations.</li> <li>• Performance Measures (NGPS) <b>MIPI</b> Tends to be recall and calculations and have seen this is an area of general weakness in students.</li> <li>• Performance Measures (School) <b>Classroom based assessment</b></li> </ul>
<b>Compelling Need</b>	<p>Student results on the PATs and MIPI as well as classroom assessment show a general weakness in numeracy, as well as a weakness in working quickly and flexibly with strategies to solve calculations and mathematical problems.</p> <p>There needs to be a balance between memorizing basic facts and hands on inquiry based learning that promotes inquiry into basic math concepts through logical and critical thinking. There is a need to be able to work quickly, easily and flexibly with basic facts balanced with the knowledge of what those facts mean, why they are important, and where they come up in the real world. Students need a deep understanding of numeracy that does not result from rote memorization and practice alone. Students need to be engaged with the math rather than simply listening to a teacher talk about it and provide them with only one standard method for solving problems. They also need to develop and nurture a deep understanding of mathematical concepts, ways of thinking mathematically and an abundance of problem solving strategies that allow them to think critically and make reasoned decisions, about mathematics. Students need opportunity to make mistakes but continue to work on solving the problem, re-organize their thinking and refine their strategies in a manner similar to mathematicians. Improving results is about developing impactful teaching and with adequate training and access to professional development we can learn to teach in a way that helps learners understand. The goal is to have both students and teachers develop a deep understanding of numeracy because as Keith Van De Keere would tell us when we deeply understand what we are teaching we teach for understanding.</p> <p>The collaborative response model will be used as a problem-solving framework for organizing hierarchies of evidence based interventions in the context of ongoing progress monitoring. This involves universal screening, and analysis of data to inform instructional planning, Implementation of quality universal instruction, supplementary instruction for students with early difficulties and intensive interventions for children who still struggle. This is an effective way to meet the needs of all students and increase student success.</p>

## First Nations, Métis and Inuit Plan

### **School First Nations, Métis and Inuit Profile**

- 3 students in Kindergarten
- 1 student in Grade 1
- 2 students in Grade 2
- 2 students in Grade 3
- 1 student in Grade 4
- 3 students in Grade 5
- 2 students in Grade 6
- 1 student in Grade 8

5 - 331 - status

6 - 332 - non-status

4 - 333 - metis

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

Guiding questions: What actions are being taken to enhance the specific “Application of Foundational Knowledge of First Nations, Métis and Inuit” competency in the Professional Practice Standards?

What are your specific goals for your First Nations, Métis and Inuit students?

- Targeted supports and collaboration that results in students achieving or exceeding the educational outcomes for all students
- To provide a safe environment that includes prevention of racism and bullying

What needs to occur for this to happen?

- Increased engagement in learning through personal relevant connections to learning
- Data driven instruction/interventions
- Trust and connections between school community, parents and students

What are you going to do: what strategies do you have for spending targeted First Nations, Métis and Inuit dollars to address these needs?

- Providing opportunities for students to identify FN success stories
- Facilitate opportunities between school staff, students and First Nation communities to promote and enhance cross-cultural awareness and understanding through professional development sessions.

### **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)
Staff work sessions on PD days and ongoing discussions at staff meetings in which all staff contributed to the discussion and creation of plan	Jo-Ann McLaren/ Leonard Oates Paige Duplessie Mel Moon Don Moon
School Council discussions	Chair Kristina Vandersteen