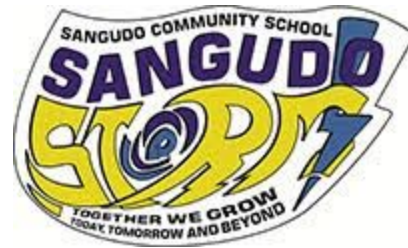


School Advancement Plan
Executive Summary
2020 - 2021
Visioning Forward
2020 - 2023



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

<u>School Goal #1</u>	<ul style="list-style-type: none"> • Build teacher capacity in the areas of literacy and numeracy <ul style="list-style-type: none"> → Literacy Progressions - Alberta Education → Using F&P data to inform instruction - reading interventions - reading comprehension, LLI → Highest Level Of Achievement (HLAT) - awareness and use of F&P Writing continuum → 6+1 Traits: School-wide progression → Numeracy Progression - Alberta Education → Math Intervention Programming Instrument (MIPI)- Data Analysis - mental math, math talk/vocabulary
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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 All literacy teachers will meet, plan and implement writing strategies with the literacy coach through the Literacy Residency. (Cheryl Gascoyne)	January 19, 20, & 21, 2021 Virtual meeting days TBD	All teaching staff	Literacy Plan	The importance of literacy is promoted throughout the school year. Students make connections to literacy.

All teachers will complete Fountas & Pinnell (F&P) benchmarking and analysis 3x this year	Oct 2020 March 2021 June 2021	Principal K-9 School Team	Sept 2020 - arrange for teachers to attend F&P refresher course if needed/wanted Sept 2020 - arrange schedule and timetable to support this (utilizing literacy teacher) Jan 19-21, 2021 will focus on analysis with literacy coach	Literacy areas (specifically reading) of need are identified and actions taken to address these needs. Students' literacy results improve.
Grades 2-9 teachers will administer and analyze results for the Highest Level of Achievement Test (HLAT). This information will be used to inform student programming and instructional practice.	Oct 2020 May 2021	Principal 2-9 teachers	Sept 2020 - HLAT administered <ul style="list-style-type: none"> • have learning services coordinator support teachers in standards setting • arrange subs for marking 	Literacy areas (specifically writing) of need are identified and actions taken to address these needs. Students' literacy results improve.
Numeracy All numeracy teachers will meet, plan and implement numeracy strategies with the numeracy coach through the Numeracy Residency. (Keith VanDeKeere)	TBD (6 days)	Principal K-9 teachers	Plan will be developed collaboratively with numeracy coach, principal and teachers to support teachers with numeracy instruction. This plan includes 3 rounds of two days per round: one day where teachers work and plan with the consultant, second day later in the week, the consultant will model and team teach a lesson, followed by debrief discussion with plans for next steps.	Sangudo Community School teachers will have a deeper understanding of the big ideas in mathematics and will reflect upon and develop their own practice.
Teachers will administer and analyze the Math Intervention/Programming Instrument (MIPI) (numeracy)	Sept 2020	Principal 2-9 teachers	Sept 2020 - Administer MIPI Oct 2020 PD Day - share and analyze results as a school (identify trends and next steps)	Numeracy areas of need are identified and actions taken to address these needs. Students' numeracy results improve.

School Goal #2	To provide support for teachers in creating, writing, implementing quality Instructional Support Plans to meet the needs of learners that respects diversity and is inclusive.
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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
<ul style="list-style-type: none"> Collaborative/team ISP creation 	Oct 9, 2020	Principal K-9 teachers	Allow time for previous year's teacher and current teacher of students requiring ISPs to collaborate and work on 2020-2021 ISPs	<p>Teachers collaborated in teams at the October 9, 2020 Professional Development. During meetings on that day as well as Professional Growth Plan meetings, teachers and principal had positive dialogue around the process of collaborative ISP creation. Qualitative data included:</p> <ul style="list-style-type: none"> Teachers felt supported by previous teacher Teachers indicated that they understood the needs of their student more completely Teachers indicated they were able to build their capacity to support their students through the collaboration process
<ul style="list-style-type: none"> Virtually meet with parents/guardians to review ISP goals and strategies 	Oct-Nov Jan-Feb May-June	Principal K-9 teachers	Schedule times for teachers to virtually meet with parents during school time (through booking of substitutes)	Open communication between parents and teachers will be developed to support the learners through a team approach.
<ul style="list-style-type: none"> IEF will collaborate with teachers in ISP creation, including updates and follow-up 	September 2020 - June 2021	Principal K-9 teachers	IEF and Principal will review ISPs. Discussions with teachers ongoing to meet the needs of students.	Students' needs will be addressed.

<ul style="list-style-type: none"> Collaborative Team Meetings 	Weeks of: Sept. 19 Oct. 27 Dec. 8 Jan. 12 Feb. 9 Mar. 9 Apr. 13 May 11	Principal K-9 teachers	K- Gr. 5 teacher teams and Gr. 6-9 teacher teams meet during embedded CTM times for 55 minutes during the weeks listed. Meetings will focus around focus areas of concern and strategies to address the areas of concern	Students' needs will be addressed.
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First Nations, Métis and Inuit Plan

School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):
<ul style="list-style-type: none"> 1 student in Grade 1 2 students in Grade 2 2 students in Grade 3 1 student in Grade 5 1 student in Grade 6 1 students in Grade 7 <p>Demographics [3x331 (Status First Nations), 1x332 (Non-status First Nations), 4x333 (Metis), 0x334 (Inuit)]</p>

<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	To build teacher capacity to develop and apply foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students.
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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				
Action	Timeline	Responsible	Notes	Evidence of Success
Sangudo Community School learns about Orange Shirt Day with a cultural experience! Classes will listen to age appropriate literature as well as participate in an Orange Shirt Day activity facilitated by the FNMI advocate.	Sept. 30, 2020	First Nations, Metis and Inuit Advocate Principal SCS Staff	Sangudo Community School staff and students will have a deeper understanding and respect for the impacts of residential schooling.	Sangudo Community School staff and students will have a deeper understanding and respect for the impacts of residential schooling.
First Nations, Metis and Inuit Advocate to attend First Nations, Metis and Inuit Advocate Meetings and then share information, training, resources with staff.	October 14, 2020 January 13, 2021 February 22, 2021 (staff meeting following these meetings)	First Nations, Metis and Inuit Advocate Principal SCS Staff	Sangudo Community School staff and students will have a deeper understanding and respect for each other in an inclusive environment.	Sangudo Community School teachers will have a deeper Foundational Knowledge of First Nations, Metis, and Inuit.
First Nations, Metis and Inuit Advocate and school team (consisting of two additional teachers) to organize monthly activities to raise awareness and acceptance of First Nations, Metis and Inuit.	Monthly	First Nations, Metis and Inuit Advocate and team Principal SCS Staff	Monthly activities (grade/age appropriate) will focus on the Seven Sacred Teachings (one teaching per month).	Sangudo Community School teachers will have a deeper Foundational Knowledge of First Nations, Metis, and Inuit.
First Nations, Metis and Inuit students to be included in LLI (literacy intervention) groups to support reading and writing.	October 2020-May 2021	LLI teacher SCS Teachers Principal	Sangudo Community School staff identify First Nations, Metis and Inuit students who are achieving below or approaching grade level expectations. Students will be leveled according to current ability and participate in LLI reading support groups.	Sangudo Community School teachers will have a deeper Foundational Knowledge of First Nations, Metis, and Inuit.

School Goal #4	Refine and enhance the use of the Collaborative Response Model process to address student needs in the areas of literacy, numeracy and social emotional supports.
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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
Embed monthly Collaborative Team Meetings (CTM) into the timetable for the Kindergarten to Grade 5 teacher team and the Grade 6 to Grade 9 teacher team.	Weeks of: Sept. 19 Oct. 27 Dec. 8 Jan. 12 Feb. 9 Mar. 9 Apr. 13 May 11	Principal K-9 teachers	One embedded CTM per month, with the focus on literacy, numeracy or social emotional needs and key issues.	Sangudo Community School teachers will be able to identify student needs. IEF and Principal will have a more in-depth understanding of students' strengths and areas for growth. Students' needs are being addressed.
Schedule two whole school Collaborative Team Meetings to extend the conversation to all teaching staff.	November 5, 2020, January 29, 2021	Principal K-9 teachers	Two whole team CTM per year, with the focus on literacy, numeracy or social emotional needs and key issues.	Sangudo Community School teachers will be able to identify student needs. IEF and Principal will have a more in-depth understanding of students' strengths and areas for growth. Students' needs are being addressed.
Participate in 'Fishbowl' CTM with Jigsaw Learning (if available).	TBD	Principal Leadership Team	The Principal has volunteered Sangudo Community School staff to Learning Services as a potential site for a Collaborative Team Meeting facilitated by Jigsaw Learning.	Staff develop capacity in the processes of an effective CTM meeting. Teachers create a relationship of trust where they are able to be vulnerable and ask for help during CTM meetings. Students' needs are being addressed.