

**School Advancement Plan**  
**Executive Summary**  
**2021 - 2022**  
**Visioning Forward**  
**2021 - 2024**



**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 Alberta 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

### 2021-2022 School Advancement Plan - Executive Summary

<u>School Goal #1</u>	<ul style="list-style-type: none"> <li>• Build teacher capacity in the areas of literacy and numeracy               <ul style="list-style-type: none"> <li>→ <b>Literacy</b> Progressions - Alberta Education</li> <li>→ Using F&amp;P data to inform instruction - reading interventions - reading comprehension, LLI</li> <li>→ Highest Level Of Achievement (HLAT) - awareness and use of F&amp;P Writing continuum</li> <li>→ 6+1 Traits: School-wide progression</li> <li>→ <b>Numeracy</b> Progression - Alberta Education</li> <li>→ Math Intervention Programming Instrument (MIPI)- Data Analysis - mental math, math talk/vocabulary</li> </ul> </li> </ul>
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Provincial Domain	Gateway Statement:	Division Outcome:
Student Growth and Achievement	<b>Learners are Successful</b>	a) Learners are literate and numerate.
	<b>Learners are Successful</b>	b) Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
All literacy teachers will meet, plan and implement writing strategies with the literacy coach through the Literacy Residency. (Cheryl Gascoyne)	3 days (18 hours): face to face, online or blended meeting days TBD	All teaching staff	During the 21/22 school year, all teaching staff will have the opportunity to have two to three meetings with Cheryl Gascoyne to help plan and implement writing strategies.	

Literacy teachers will have the opportunity to complete Fountas & Pinnell (F&P) benchmarking and analysis training	2 days offered by Learning Services TBD	Learning Services Literacy teachers		
All teachers will complete Fountas & Pinnell (F&P) benchmarking and analysis 3x this year	Oct 2021 March 2022 June 2022	All teaching staff	Sept 2021 - arrange for teachers to attend F&P refresher course if needed/wanted Sept 2021. - arrange schedule and timetable to support this (utilizing literacy teacher) Date: TBA: will focus on analysis with literacy coach	
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 2021 May 2022	All teaching staff	Sept 2021 - HLAT administered <ul style="list-style-type: none"> <li>• have learning services coordinator support teachers in standards setting.</li> <li>• arrange subs for marking</li> </ul>	
Leveled Literacy Intervention (LLI) and/or Guided Reading.	Oct 2021 - June 2022	All teaching staff	Sept. 2021 - Classroom teachers benchmark all students not yet at the level Z (Fountas and Pinnell). Oct. 2021 onward - classroom teachers identify students requiring literacy support, create groups, provide a weekly schedule of supports. With small class configurations, individual and small group supports will be provided by the classroom teachers. Hopefully students will be able to be grouped	

			outside of cohorts to provide targeted supports.	
All numeracy teachers will meet, plan and implement numeracy strategies with the numeracy coach through the Numeracy Residency.	TBD (2-3days)	All teaching staff		
Teachers will administer and analyze the Math Intervention/Programming Instrument (MIPI) (numeracy)	Sept	All teaching staff		

<b>School Goal #2</b>	Teachers will develop a wide variety of methods to conduct evaluations of student comprehension, learning needs, and academic progress to inform teaching and next steps in a lesson, unit or course. Assessment practices will be developed intentionally to move learning forward for students and educators. Assessment is used in a strength-based manner, accessible to all different types of learners.
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<b>Provincial Domain</b>	<b>Gateway Statement:</b>	<b>Division Outcome:</b>
<b>Learning Supports</b>	<b>Learners are Supported</b>	Learners are educated in a system that respects diversity and is inclusive.

<b>Key Strategy</b>				
<b>Action</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Notes</b>	<b>Evidence of Success</b>
All teachers will engage in the completion of the C2L Course on Assessment. Course completion will be guided by Learning Services, the Steering Team, Principal Cohort and team leadership planning and focus sessions. School work and discussions on Purposeful Assessment will be a focus of Professional Development Days during the year.	Division PD Days: October 8, & November 10, 2021, January 31, March 11, May 18, 2022	Principal All Teachers		
The principal and interested teachers will participate in <i>The Pedagogy of Assessment</i> Conference.	October 20, 21 & 22, 2021	QLE Leadership Team: Principal Paige Duplessie Mike Tavaroli		
All literacy teachers will meet and discuss Purposeful Assessment with the literacy coach through the Literacy Residency. (Cheryl Gascoyne)	3 days (18 hours): face to face, online or blended meeting days TBD	All teaching staff	During the 21/22 school year, all teaching staff will have the opportunity to have two to three meetings with Cheryl Gascoyne to help plan and implement assessment practices.	
All numeracy teachers will meet and discuss Purposeful Assessment with the numeracy coach through the Numeracy Residency.	TBD (2-3days)	All teaching staff	During the 21/22 school year, all teaching staff will have the opportunity to have two to three meetings with the numeracy to help plan and implement assessment practices.	

## First Nations, Métis and Inuit Plan

<p><b>School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):</b></p>
<ul style="list-style-type: none"> <li>• 1 student in Grade 2</li> <li>• 2 students in Grade 3</li> <li>• 2 students in Grade 4</li> <li>• 1 student in Grade 6</li> <li>• 1 student in Grade 7</li> <li>• 1 students in Grade 8</li> </ul> <p>Demographics [3x331 (Status First Nations), 1x332 (Non-status First Nations), 4x333 (Metis), 0x334 (Inuit)]</p>

<p><b>Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)</b></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 <a href="#">Teaching Quality Standard</a> and <a href="#">Leadership Quality Standard</a>?</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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<b>School Goal #3</b>	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, Métis and Inuit students are successful.

<b>Key Strategy</b>				
<b>Action</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Notes</b>	<b>Evidence of Success</b>
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, 2021	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.	
First Nations, Metis and Inuit Advocate to attend First Nations, Metis and Inuit Advocate Meetings and then share information, training, resources with staff.	TBD	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.	
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 an education area determined by the First Nations, Metis and Inuit advocate and team (one focus per month).	
First Nations, Metis and Inuit students to be included in guided reading groups to support reading and writing.	October 2021-May 2022	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 guided reading support groups.	
Sangudo Community School will continue to acquire resources and artifacts to promote and inclusive environment	Ongoing throughout the year	First Nations, Metis and Inuit Advocate Principal SCS Staff	Resources might include: teacher resources, literature, artifacts and/or art work.	

<b>School Goal #4</b>	Support and promote a Culture of Wellness within the Quality Learning Environment keeping in mind the considerations of Mental, Physical and Social Health and well-being of students and staff.
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<b>Provincial Domain</b>	<b>Gateway Statement:</b>	<b>Division Outcome:</b>
<b>Teaching and Leading</b>	<b>Learners are Supported</b>	Learners have excellent teachers, schools and school authority leaders.

<b>Key Strategy</b>				
<b>Action</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Notes</b>	<b>Evidence of Success</b>
Continue to provide and model initiatives that promote student Wellness.(ie. Staff wellness activities, open communication, relationship building)	Ongoing throughout the year	All staff		
Student Support Facilitator will present and facilitate a wellness program with the Grade 8 and 9 students.	Spring 2022	Principal Grade 8 & 9 teachers		
Wellness Facilitator to attend division Wellness Days and share with staff plans, strategies and activities	4 days as scheduled by Learning Services	Wellness Facilitator All staff		
Provide healthy breakfast options for all students and staff	Daily	All Staff	Breakfast is provided daily to all students and staff	
Daily Physical Activity (DPA) will be scheduled for all classes	Daily	All classes	Students have scheduled daily physical activity	
Staff team building activities	Full day PD days	Principal All Staff	Appropriate activities can be used with students as deemed appropriate	
On-site mental health supports available for all students	Weekly	Canniff and Associates Psychologist Principal Teaching staff	Students who are identified by staff and/or parents are referred to psychologist for services	
Health outcomes related to a healthy lifestyle are prioritized during health class	Ongoing throughout the year	All teaching staff	Focused lessons related to specific needs within each class as determined by the teacher	

