

School Advancement Plan 2016 - 2017



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.

A. School Profile

Focus Question:

Who are we?

Sangudo Community school is a small K to 9 school able to offer a complete educational program to our students. In addition to excellent academic programming, we have one to one computer technology, and an extensive fine arts/music program, a makerspace room and a library commons as well as a wide variety of extracurricular and athletic programs.

Location:

We are located in the community of Sangudo along the Pembina River approximately 1 hour and 30 minutes from Edmonton.

Population demographic breakdown by grade:

Number of Students:

2016-2017 - We have 132 K to 9 students and we house a Play School on site that services another 12 students (2 PUF)

Population Breakdown

PUF - 2 students

Playschool - 12 students

ECS - 14 students

Gr 1 - 15 students

Gr 2 - 21 students

Gr 3 - 15 students

Gr 4 - 13 students

Gr 5 - 11 students

Gr 6 - 13 students

Gr 7 - 4 students

Gr 8 - 13 students

Gr 9 - 13 students

Total of 132 students = 125 FTE

Number of certificated and non-certificated staff:

Certificated staff - 7 classroom teachers (6 FTE and 1 .8 FTE) principal (1 FTE)

Non Certificated staff - 1 admin assistant, 1 library commons facilitator/librarian, 2.9 FTE Educational Assistants

B. School Highlights

Focus Question: What is exciting and unique to our school?

At Sangudo we seem to be building a solid foundation in literacy and numeracy for our students which is extremely important but beyond this, what we do really well, is address the needs of the whole child by providing them opportunities that will lend themselves to also building a solid foundation in the competencies - those transferrable skills that will carry over to future success and continue to allow students to be successful academically. We do this through the many wonderful opportunities students are afforded in the arts, sports and recreation, our makerspace options and through a change in the way we engage students in the curriculum. Students are beginning to engage in inquiry and project based learning and are taking on more leadership roles. When the needs of the whole child are addressed they are able to tap into and grow their critical thinking, collaboration, communication and information management skills as well as enhancing their cultural and global perspectives and health and well-being. All of this is made possible because of the dedicated and talented staff at Sangudo.

We are very fortunate to have an extremely active and supportive Parent Association/School Council. This dedicated group has been responsible for fundraising to enhance our performing arts and athletic programs. They help to fund bussing for the field trips that allow students to take part in a variety of cultural, science, history and theatre field trips. These opportunities help students grow into young men and women that appreciate arts and culture, and become civic minded citizens. We also have an extremely supportive, generous and welcoming school community. They volunteer their time and share their talents with our students and provide invaluable opportunities for learning and growing. Our Parent Association, School Council and the larger community, are true partners in education.

C. Strategic Planning

2016 - 2017 Strategy Action Plan

School Strategy	Focus on numeracy
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Gateway Statement	Learners are Successful...
Division Outcome	Learners meet standards
School Outcome	Learners will successfully meet provincial numeracy standards

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Data Gathered	Student results on PATs as well as classroom assessment (grade 9 in particular, show a decline in PAT results) Also see a decline in interest and motivation of students during adolescence (grades 7, 8 and 9) on the accountability Pillar Results
Compelling Need	<ul style="list-style-type: none"> - Numeracy results of Provincial Achievement Tests are not always at the acceptable level - Few students are meeting the standard of excellence on the Math Provincial Achievement test

2016-2017 Timeline	School Actions	Indicators of Success	Responsibility	Results
2016-2017 School year	Principal and lead math teachers will attend the Numeracy PD offered through NGPS	Numeracy lead teachers will gain a deeper understanding of numeracy	Principal and numeracy lead teachers will share their learning with colleagues	Teachers will become more confident and competent in their classroom practice when teaching numeracy
2016-2017 School Year	Grade 4 to 9 Math teachers will work with Keith Van de Keere - planning, observing Keith do class demos, co-teaching and debriefing in a repeated cycle	Planning by teachers will reflect strategies and that Keith has provided and these will be used in the classroom	Teachers will incorporate strategies learned into classroom practice	Provincial achievement test results will improve in numeracy Classroom assessment practices will become more authentic and informative
September 19, 2016	K to 3 teachers attend a Box Cars and One Eyed Jacks workshop at Darwell school	Teachers have an increased sense of efficacy in the area of numeracy	Teachers will incorporate strategies learned into classroom practice	Students sense of efficacy in the area of numeracy will increase
September 26, 2016	Grade 4 to 9 math teachers attend a Box Cars and One Eyed Jacks workshop at Darwell school	Teachers have an increased sense of efficacy in the area of numeracy	Teachers will incorporate strategies learned into classroom practice	Students see that numeracy is a part of all we do Student increase in interest and motivation
January and April 2017 PD days	K to 3 teachers will engage in workshops/PD with Keith Van de Keere	Teachers have an increased sense of efficacy in the area of numeracy and will implement strategies learned in the classroom	Teachers in K to 3 will incorporate strategies learned into classroom practice	Increase in student ownership for learning
January and April 2017 PD days	Grade 4 to 9 teachers will engage in common planning sessions with an emphasis on integrating math concepts into social studies and science and learning through inquiry/projects with real world connections	Increased focus on numeracy in other subject areas	Grade 4 - 9 teachers will engage in common planning	

School Strategy	Focus on reporting through ongoing communication between home and school using the new PowerTeacherPro reporting system
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Gateway Statement Learners are Successful...

Division Outcome Learners meet standards

School Outcome Teachers will develop a foundation for excellence between curriculum, instruction and assessment practices

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Data Gathered	Accountability Pillar on student learning and achievement
Compelling Need	<ul style="list-style-type: none"> - Teachers will build capacity between curriculum, instruction and assessment practices - Will increase the connection between home and school through increased and timely information regarding academic progress

2016-2017 Timeline	School Actions	Indicators of Success	Responsibility	Results
September 2016	Principal and lead teacher will attend PowerTeacherPro training session	Teachers will use PowerTeacherPro for all assessment and reporting	Principal and lead teacher will train other staff in use of PowerTeacherPro	Parents and guardians will be informed on an ongoing and timely basis of their child's academic progress through the use of the parent portal
2016-2017 school year	Teachers will use PowerTeacherPro as their online gradebook and will detail assignments and student progress	Parents are accessing student assessment information online Parents understand the achievement indicators	Parents with assistance of administrative assistant if needed Individual teachers	Increase communication of student progress
October 2016	Teachers will meet to assist one another in setting up and using PowerTeacherPro	All teachers have their gradebook set up in	Individual teachers	All teachers know how to attach outcomes to assignments/assessments
October 2016	A laptop will be set up in a designated spot in the admin assistant's office that can be used by parents to access PowerTeacher parent portal aided by admin assistant	Parents are seeking help if needed so they can access the parent portal	Eryn will set up the laptop for parent use	If need help it will be provided so can access information regularly and readily

School Strategy	Focus on health and well-being
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Gateway Statement Learners are Successful...

Division Outcome Learners meet standards

School Outcome Health and wellness will remain a priority for all staff and students, and will have a spillover effect to achievement

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Data Gathered	<p>Jacqui Currie 2015-2016 - Health Coordinator with Alberta Health Services - focus is specifically related to healthy eating, active living, and positive mental health in children and youth</p> <ul style="list-style-type: none"> - Attended 2 meetings last year at Sangudo to conduct a survey and to make recommendations on how we could initiate a program to create healthier environments for children and youth to both learn and play in - We want to extend and maintain this focus
Compelling Need	<ul style="list-style-type: none"> - Academic success is increased when we have optimal health and well-being - Teachers are better able to do their job when they maintain optimal health and well-being - We want to continue to maintain a focus on health and well-being to create healthy environments for both students and staff to both learn and play in - By implementing a focus on health and well-being we are undertaking to address the needs of the whole child

2016-2017 Timeline	School Actions	Indicators of Success	Responsibility	Results
September 2016	Establish a health Champion in our school	Staff member is interested and willing to be the health champion	Will be the lead person that will attend division meetings for school health champions and head our health and wellness focus	Will be informed and motivate others
October 2016	Health Champion will attend meeting for school Health Champions at Division office		Attend and bring back information and ideas	Information and ideas shared with whole staff, students and School Council
2016-2017 School year	School direct the RCSD psychologist to establish group sessions for students	Groups are established and students are engaged	Psychologist	Students have a voice in their own health and well-being

2016-2017 School year	that will focus on health, well-being, mindfulness and positive interactions A group of student leadership students will plan and carry out various activities related to health and wellness	Group is formed, working together and activities are ongoing	Student leadership students with staff supervision	All students and staff will be able to participate in activities and students will have ownership for their learning and feel empowered, responsible and valued as members of the school community
2016-2017 School year	Health Champion and other staff will organize and carry out activities with a focus on staff and students health and well-being	Events and activities are planned and ongoing	Health Champion and other staff	Staff morale will increase and staff relationships and feeling of being a team and working together for a common goal will be enhanced
January 2017	Health Champion will attend the "Shaping the Future" conference			Will gain new ideas and insights to share with staff and students
2016-2017 School year	We will add a health corner to the school newsletter	Monthly contributions of Staff and/or students	Staff and students	Parents, students and staff will be more well informed about matters of health and well-being

D. 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)
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Ongoing communication at regular Staff Meetings	Teacher Representative - Melody Moon Principal - Ms. Jo-Ann McLaren
Consultation with students about appropriate parts of the plan	Student Leadership Representatives: Georgia Werenka Autumn Kerr
Ongoing communication at School Council Meetings	Chairperson - Sherra Muldoon