

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

School Goal #1	Learners are literate and numerate <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 Fountas & Pinnell (F&P) data to inform instruction - reading interventions - reading comprehension → Highest Level of Achievement Test (HLAT) - awareness and use of F&P writing continuum → Numeracy Progression - Alberta Education → Math Intervention/Programming Instrument (MIPI) - Data Analysis - mental math, math talk/vocabulary → Collaborating with Divisional Literacy and Numeracy Coaches
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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				
Teachers will complete Fountas & Pinnell (F&P) benchmarking and analysis twice this year and optional for some students in June	Oct 2021 Analyze Nov 8 March 2022 Analyze April June 2021 - Optional	Principal Teachers	All teachers have benchmarked their students and are teaching reading through the Guided Reading, Level Literacy Intervention resources and Interactive Read Alouds. Oct. and April PLC's analysis data to inform intentional planning	
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 March 2022	Administration - Support Teachers, Share materials Teachers - administer Principal arrange ½ day subs for marking Fall HLAT	All teachers will administer and analyze the HLAT in September/March, using the NGPS Rubric to assess	
Each reporting period a summative writing will be administered using NGPS rubric Consistent use of the division-wide rubric for written assignments This information will be used to inform student programming and instructional practice	Nov 2021 March 2022 June 2022	Principal - share the rubric to teachers Teachers - share the rubric to students All teachers will do a summative writing for each reporting period using the NGPS rubric	Teachers administer a writing assessment using the NGPS rubric for each reporting period	

Teachers work with divisional supported Literacy Coach to plan literacy strategies	Nov 2021 Jan 2022 Feb 2022 April 2022	Learning Services and Administration - arrange and support Literacy Coach School Literacy Leads - support promising literacy practices in the school and PLC's All teachers - develop common practice	Consistency within the school for literacy practices	
Literacy - CTM	Oct 2021 Nov 2021 Jan 2022 March 2022 April 2022 June 2022	Administration - supports teachers through the CTM/PLC process Teachers - work to ensure the students are progressing in their literacy learning	Teachers are familiar with the strategies for reading and writing and literacy progressions to support students based on the results of F&P Teachers, in CTM/PLC meetings (weekly), collaboratively identified strategies to support and improve student literacy in their classrooms	
All teachers will become more familiar with literacy progressions	August - Overview October - Organization November - Planning	Principal - Plan for sessions	Resources: https://arpcresources.ca/consortia/literacy-numeracy-programming/	
Numeracy				
Teachers will administer and analyze the Math Intervention/Programming Instrument (MIPI) to develop instructional strategies This information will be used to inform student programming and	Fall 2021 Analyze Oct 8 Spring 2022	Learning services provide materials Teachers - administer	Teachers use data collected from Dossier to guide discussion and programming during PLC and classroom practice	

instructional practice		and used data collected		
Teachers work with divisional supported Numeracy Coach	Nov 2021 Jan 2022 Feb 2022 April 2022 2021-2022 School Year	Learning Services and Administration - arrange and support Numeracy Coach All teachers - develop common practice	Teachers work with divisional supported Numeracy Coach to develop consistency within the school for numeracy practices	
All teachers will become familiar with numeracy progressions	September - Overview October - Organization November - Planning	Principal - plan for sessions	Resources: https://arpcresources.ca/consortia/literacy-numeracy-programming/	
The Numeracy Lead Team continues to work on numeracy <i>big ideas</i> and progression to share during PLC/CTM times	2021-2022 School Year	Numeracy Lead team - Tina, Lindsay, and Kareen	Planning, instruction and assessment will be done collaboratively and student understanding of <i>big ideas</i> in numeracy will be strengthened	
All teachers will participate in Collaborative Team Meetings to determine strategies to use in all classes to support student growth in numeracy	Oct 2021 Nov 2021 Jan 2022 March 2022 April 2022 June 2022	Administration - supports teachers through the CTM/PLC process Teachers - work to ensure the students are progressing in their numeracy learning	Teachers, using the <i>big ideas</i> in math, numeracy progression outlined by Alberta Education and Scope and Sequence Teachers are familiar with the strategies in numeracy to support students based on the results of MIPI data	

* Copy table for each key strategy connected to your goal

School Goal #2	Learners are educated in a system 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
Review and reference the 5 domains of Quality Learning Environments (QLE) and the 3 domains of the Culture of Wellness	<p>August - Review QLE- 5 domains</p> <p>September, October, November a different wellness domain will be highlighted on the weekly staff memo</p> <p>PGP reviews - focus on QLE</p>	<p>School Leadership Team and Wellness Facilitator - lead PD activity for school start up</p> <p>Teachers - will know and use the 5 Domains of Quality Pedagogy and 3 Domains of the Culture of Wellness</p>	<p>Teachers can identify what should be evident in their classrooms when those domains are being used effectively</p> <p>Teachers are delivering their lessons with an intentional focus on the incorporation of the domains; are using the reflective questions to drive their practice and professional development</p>	
All staff will participate in Professional Development on inclusion	<p>August 31</p> <p>November 10</p> <p>May 19</p>	Administration - organize PD for staff	Three Inclusivity PD Session from The Get Real Movement	
Use previous training from Neurosequential Model for Education (NME) to develop an	2021-2022 School Year	Teachers participate in NME focused discussion	Staff can identify the effects of trauma on the	

Intervention Team approach to support our severe social/emotional students		of individual students to build a plan to support their specific needs	function of the brain and identify ways to support students with trauma so as to increase their success in school (and life)		
CTM's are scheduled and held consistently throughout the year	Oct 2021 Nov 2021 Jan 2022 March 2022 April 2022 June 2022	Administration - sets schedule Admin/IEF/Teachers share materials from last year and review model Admin/IEF/Teachers participate in CTM	Jigsaw Learning - video modelling effective meetings		
Explore and implement student wellness through the domain of positive classroom culture	September to June (yearlong)	Principal - include a focus on Positive Classroom Culture in staff meetings with teachers sharing best practice in that domain	Each classroom creates a welcoming culture through a variety of caring, respectful, and safe strategies		

* Copy table for each key strategy connected to your goal

First Nations, Métis and Inuit Plan

School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):
<p>Harry Gray Elementary School serves:</p> <ul style="list-style-type: none"> • 34 students from Sturgeon Lake Cree Nation • 8 self-declared FNMI students who are provincially funded. • 39% of our student population being First Nations, Metis and Inuit

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)
<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> <p>Harry Gray Elementary continues to work on achieving long term goals for our First Nation, Metis and Inuit Students:</p> <ul style="list-style-type: none"> • Close performance gap on all standardized tests including Provincial Achievement Tests

School Goal #3	First Nations and Metis students are successful
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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

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
All teachers will review Competency 5 in the Teaching Quality Standard	August	Administration - Schedule FNMI Advocate - Lead Activity	Learning Pebble Activity or Walking Together Section	
Teachers will participate, collaborate and plan authentic learning experiences for students to gain a respect for, and knowledge of, Indigenous history, knowledge, cultures, perspectives, experiences and/or contemporary contexts	PD Days: October November January February May	Advocates Team to Develop and lead Activities on PD Days Teachers - create and implement learning activities	Staff will participate in Learning Pebbles Activities to increase foundational knowledge about First Nations, Metis and Inuit students Walking Together/Kits may be used as resources	
A teacher will participate in the NGPS First Nations, Metis and Inuit Advocate Group	Yearlong	Learning Services - scheduled meetings Mandy Patenaude - serves as our FNMI advocate and leads the FNMI team in school	FNMI team established with 2 teachers and 1 support staff	
Explore ways to increase communication with members of the Sturgeon Lake Community including parents, council members and elders	September - confirm email addresses, determine preferred communication means for each family Yearlong	Administration and teachers - begin communication Teachers - offer alternate ways to host PTI's - phone, virtual meetings		
Use of PLC/CRM time to discuss and	Yearlong	Teachers		

implement strategies to support our First Nations, Metis students needs				
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* Copy table for each key strategy connected to your goal

School Goal #4	Learners are supported through quality learning environments which support wellness
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Provincial Domain	Gateway Statement:	Division Outcome:
Teaching and Leading	Learners are Supported	Learners have excellent teachers, schools and school authority leaders

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Participation of QLE Lead Team in Divisional Work for QLE	PD Days: October November January February May	Principal Cohort, Leadership Team IEF and 2 Teachers to serve on Leadership Team, 1 teacher on Wellness Committee Teacher to serve on the Wellness Committee and lead the Wellness team in school.	Wellness Team established with 2 teachers and 1 support staff	
Continue to review and reference the 5 domains of Quality Learning Environments (QLE) and the 3 domains of the Culture of Wellness	August - overview of the domains September,			

	October, November a different wellness domain will be highlighted on the weekly staff memo			
Create a Wellness Advocacy Team, including both teachers and support staff, to Raise Awareness of Wellness for students and staff through activities and education	September - Creation of Team Monthly-Sharing of Information/ Activity to support wellness	Principal - ensure team is creating; serve as an ad hoc member Wellness Facilitator - lead the team	Messaging includes to staff on weekly memo, to larger community through social media and monthly newsletters	
Teachers will complete the C2L online course on assessment throughout the school year	PD Days 2 sections of the course will be highlighted each PD Day	Principal - Participate in Principal Cohort Sessions to prepare for Leadership Team Days Leadership Team - Attend Leadership Days with Principal, preview C2L course; plan, deliver and participate in PD Days with staff Teachers - participate in PD Days, apply best practices in their classrooms		

<p>Teachers will increase their awareness and understanding of the QLE through regular reference to domains, self reflections</p>	<p>Yearlong September February - Positive Classroom Culture</p> <p>October March - Intentional Planning</p> <p>November April - Responsive Instruction</p> <p>December May Engage Professional</p>	<p>Administration</p> <p>QLE Leadership Team/ teachers</p>	<p>Domains will be highlighted and reviewed on a regular basis through the weekly staff communication</p> <p>Domains will be focused during CTMs, PD Days and PGP reviews</p>	
<p>All teachers will participate in Collaborative Team Meetings to determine strategies to use in all classes to support student wellness</p>	<p>6 CTM's per year for each grade team</p>	<p>Principal , IEF and PLC Teams</p>	<p>Second Meeting focus on Wellness</p>	

* Copy table for each key strategy connected to your goal