

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

School Goal #1	Learners are successful in meeting provincial standards in core subject areas, demonstrating proficiency in literacy and numeracy.
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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
Provide coaching support and opportunities for our grade 4-7 teachers to strengthen literacy instruction, in particular writing about reading.	September 2020 to June 2021	OES admin team, in coordination with Jigsaw Learning consultant	Cheryl Gascoyne, literacy consultant will provide 4 days of literacy coaching (residency and online coaching) to our grade 4-7 teachers	Improved results in our F & P benchmarking data Improved scores in PAT ELA results in both the acceptable and excellence range (20.21 NGPS has opted out of writing PATs)
Provide support to teachers in developing	September 2020 to June	OES admin team with support from OES literacy	Using the J Saravello resources "Reading	Improved results in our F & P benchmarking data

effective 'literacy block' instruction for a consistent balanced literacy approach	2021	champions	Strategies" and "Writing Strategies" resources and webinar information, all teachers will be provided with ongoing professional learning to use these resources Use the Words Their Way resources to provide continuity in spelling, phonics and vocabulary development	Improved results in our HLAT results Improved scores in PAT ELA results in both the acceptable and excellence range
Continue to provide students with BLAST (basic literacy acquisition skills time)	September 2020 to June 2021	OES admin team and Inclusive Education Facilitator	Organize screening for K-1 using RRST/BLAST screen Collect data and utilize the kits for each grade level as a class (due to COVID restrictions, we cannot mix cohorts and create small groups) Provide training to new staff	Improved results in EYE, (Reading Readiness Screening Tool) RRST and early literacy tools RRST/BLAST pre and post tests Qualitative data such as teacher assessments and ongoing formative assessment practices
Numeracy				
Provide coaching support and opportunities for our grade K-3 teachers to strengthen numeracy instruction, with a particular focus on number sense	September 2020 to June 2021	OES admin team in coordination with NGPS numeracy coach	Provide ongoing coaching with Meagan Vesley, both residency/online for K-3 teachers to strengthen responsive instruction for number sense	Improved scores in PAT Mathematics results in both the acceptable and excellence range (NGPS has opted out of PATS for 2021) Improved results on MIPI screen

* Copy table for each key strategy connected to your goal

School Goal #2	Develop resilience in students' social emotional development through staff, parent and community collaboration to strengthen every students' webs of support.
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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
Collaborate with OJSH using focused supports aligned with the WEBS of Support Framework for all students K-7, using the PRISM lessons provide by Kaleidoscope International	ongoing	OES leadership team, Success coach and IEF	Ongoing focus on knowing and developing our own values (intangible strings) connected to our work on webs of support for children and youth and their families	Increased awareness on how to develop intangible strings (values) through identifying our own values, sharing those values with others and modelling how to support the development of those values for all students
Use the strategies in Reclaiming youth Circle of courage to promote core competency development	ongoing	leadership teams and FNMI champs		Improved results in the areas of safe and caring, quality education on the accountability pillar responses from students, staff and families
Continue to focus on values education using the 7 Sacred Teachings as a way to actualize student's development of intangible strings	ongoing	leadership teams and FNMI champs		Improved results in the areas of safe and caring, quality education on the accountability pillar responses from students, staff and families

* 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):	Budget:
We have 71 students attending OES self-identified First Nations, Metis and Inuit students, including 9 students from Alexis Nakota Sioux First Nation.	\$16 000

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)

Reflect upon these Guiding questions as you plan your actions for the upcoming school year.

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](#)?

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

Our goals for our First Nations, Metis and Inuit students are to see themselves, and their families as part of the community as we study the local traditions and history. We want all students to understand and respect the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.

What needs to occur for this to happen?

We need to connect our FNMI team with the other FNMI teams across the division to continue to grow and learn from others. We need to share our collective efforts and journey with other schools. We need to continue to build relationships with Alexis Nakota Sioux First Nation and create opportunities to share and learn from Elders, Knowledge Keepers, families and school staff.

What are you going to do?

We have intentionally planned for weaving Indigenous Ways of knowing with student growth and achievement. We have identified different traditions, historical contributions, current perspectives of Indigenous Peoples into our everyday structures and routines. We use the four principles of the Circle of Courage (Brokenlegs, et al.) to create a self-reflective survey and student growth and achievement portfolio. We use the Seven Sacred Teachings as the ‘how’ students achieve their goals in these four areas; generosity, belonging, mastery and independence.

<u>School Goal #3</u>	For First Nations, Metis and Inuit students to see themselves, and their families as part of the community as we study the local traditions and history. We want all students to understand and respect the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.
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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
To create student self-reflection portfolios in google sites (gr 3-7) and SeeSaw (gr K-2) focused on the four principles of the Circle of Courage (independence, mastery, generosity and belonging)	September 2020-June 2021	OES leadership team, FNMI champions and staff	K-2 focus will be on developing an understanding of the four principles and the 7 Sacred Teachings using SeeSaw as a platform Gr 3-7 will create a goal focused on one of the four principles of the Circle of Courage and find 1 piece of self-selected evidence to demonstrate their ability to show the character traits of the 7 Sacred Teachings using Google sites as a platform	Accountability pillar results will increase in the areas of Education Quality and Safe and Caring schools for students, families and staff
To weave Indigenous ways of knowing and learning with curricular outcomes for all grade levels	September 2020-June 2021	OES leadership team, FNMI Advocates	FNMI overview for OES	Accountability pillar results will increase in the areas of Education Quality and School Improvement for students, families and staff

* Copy table for each key strategy connected to your goal

School Goal #4	We will leverage the Collaborative Response Model to promote collective efficacy in our efforts to improve student learning and encourage student growth and achievement
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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
Provide grade level teachers with Collaborative team meetings each week	64 minutes for each grade level team/weekly	OES admin team	Schedule of weekly team meetings	Improved results in the areas of the accountability pillars: Education Quality, School Improvement and Program of Studies
Provide admin support for responding to learner needs on a 4-6 week basis	4-6 weeks	OES leadership team	Share timetable with teachers	
Educational Assistants to be included in School Intervention Team (SIT) mtgs	To begin after November 20/2020	OES leadership team, grade level teams and Educational Assistants	Schedule of weekly SIT meetings Educational Assistants to meet with grade level teams during CTM time in mid-Nov to review ISPs and discuss strategies	Improved results in individual student learner profiles for students requiring additional support and services
Monthly Educational Assistant meetings with Inclusive Educational Facilitator (IEF)	Monthly meetings	Inclusive education Facilitator	Monthly schedule and planning template to be created	Increased collaboration between teaching staff and Educational Assistants

* Copy table for each key strategy connected to your goal