

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>	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 2022	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 effective 'literacy block' instruction for a consistent balanced literacy approach	September 2021 to June 2022	OES admin team with support from OES literacy champions	Using the J Saravello resources "Reading Strategies" and "Writing Strategies" resources and webinar information, all teachers will be provided with	Improved results in our F & P benchmarking data Improved results in our HLAT results Improved scores in PAT ELA results in both the acceptable and excellence range

			ongoing professional learning to use these resources Use the Words Their Way resources to provide continuity in spelling, phonics and vocabulary development	
Continue to provide students with BLAST (basic literacy acquisition skills time)	September 2021 to June 2022	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 2021 to June 2022	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): We have 71 students attending OES self-identified First Nations, Metis and Inuit students, including 9 students from Alexis Nakota Sioux First Nation.

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

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.

School Goal #3

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.

Provincial Domain

Gateway Statement:

Division Outcome:

Learning Supports	Learners are Successful	Northern Gateway Public Schools First Nations, Métis and Inuit students are successful.
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Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
To weave Indigenous ways of knowing and learning with curricular outcomes for all grade levels	September 2021-June 2022	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
To continue to use the 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 2021-June 2022		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

* Copy table for each key strategy connected to your goal