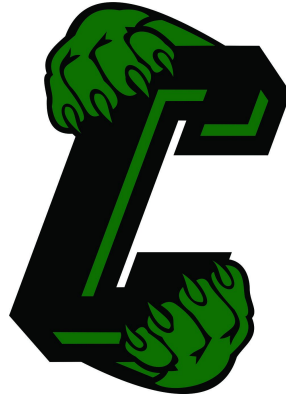


# School Advancement Plan 2019 - 2020



**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.

## 2019 - 2020 School Advancement Plan

<b>School Goal #1</b>	Learners meet standards
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**Division Gateway Statement**    Learners are successful

**Division Outcome**            1a: Learners are literate and numerate

1b: Learners achieve acceptable and excellence in curricular outcomes through Responsive Instructional Purposeful Assessment.

<b>Data Gathered</b>	<ul style="list-style-type: none"> <li>• Provincial Test Results 2018/2019 School Year</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Course</th> <th style="color: green;">HHS Acc Level</th> <th style="color: blue;">NGPS Acc Level</th> <th>Prov Acc Level</th> <th style="color: green;">HHS Exc Level</th> <th style="color: blue;">NGPS Exc Level</th> <th>Prov Exc Level</th> </tr> </thead> <tbody> <tr> <td>ELA 9</td> <td style="color: green;">81.6</td> <td style="color: blue;">74.3</td> <td>75.1</td> <td style="color: green;">10.5</td> <td style="color: blue;">9.2</td> <td>14.7</td> </tr> <tr> <td>ELA 9 K&amp;E</td> <td style="color: green;">61.1</td> <td style="color: blue;">61.3</td> <td>57.4</td> <td style="color: green;">5.6</td> <td style="color: blue;">3.2</td> <td>5.4</td> </tr> <tr> <td>Math 9</td> <td style="color: green;">60.5</td> <td style="color: blue;">52.3</td> <td>60.0</td> <td style="color: green;">18.4</td> <td style="color: blue;">8</td> <td>19.0</td> </tr> <tr> <td>Math 9 K&amp;E</td> <td style="color: green;">61.1</td> <td style="color: blue;">69.6</td> <td>59.6</td> <td style="color: green;">27.8</td> <td style="color: blue;">13</td> <td>13.2</td> </tr> <tr> <td>SS 9</td> <td style="color: green;">78.9</td> <td style="color: blue;">64.4</td> <td>68.7</td> <td style="color: green;">18.4</td> <td style="color: blue;">13.8</td> <td>20.6</td> </tr> <tr> <td>SS 9 K&amp;E</td> <td style="color: green;">55.6</td> <td style="color: blue;">55.2</td> <td>55.9</td> <td style="color: green;">5.6</td> <td style="color: blue;">6.9</td> <td>15.0</td> </tr> <tr> <td>Sci 9</td> <td style="color: green;">89.2</td> <td style="color: blue;">70.6</td> <td>75.2</td> <td style="color: green;">21.6</td> <td style="color: blue;">15.0</td> <td>26.4</td> </tr> </tbody> </table>	Course	HHS Acc Level	NGPS Acc Level	Prov Acc Level	HHS Exc Level	NGPS Exc Level	Prov Exc Level	ELA 9	81.6	74.3	75.1	10.5	9.2	14.7	ELA 9 K&E	61.1	61.3	57.4	5.6	3.2	5.4	Math 9	60.5	52.3	60.0	18.4	8	19.0	Math 9 K&E	61.1	69.6	59.6	27.8	13	13.2	SS 9	78.9	64.4	68.7	18.4	13.8	20.6	SS 9 K&E	55.6	55.2	55.9	5.6	6.9	15.0	Sci 9	89.2	70.6	75.2	21.6	15.0	26.4
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Sci 9 K&E	63.2	63.3	61.7	5.3	6.7	10.7
ELA 30-1	88.5	94.4	86.8	7.7	10.6	12.3
ELA 30-2	95.8	94.1	87.1	0	11.2	12.1
Math 30-1	55.6	68.3	77.8	0	77.8	35.1
Math 30-2	68.4	75.0	76.5	31.6	20.0	16.8
SS 30-1	85.7	87.3	86.6	7.1	12.7	17.0
SS 30-2	73.8	78.4	77.8	7.1	7.4	12.2
Bio 30	80.0	75.6	83.9	20	20.0	35.5
Chem 30	75	81.7	85.7	10.0	18.3	42.5
Physics 30						
Science 30	61.5	84.5	85.7	0	22.4	31.2

- Provincial Test Results for Hillside High 2018/2019 School Year compared to Previous 3 Years

Course	2018/2019 Acceptable Level	Previous 3 Year Average Acc Level	2018/2019 Result Exc Level	Previous 3 Year Average Exc Level
ELA 9	81.6	79.5	10.5	7.2
ELA 9 K&E	61.1	57.4	5.6	0

SS 9	78.9	52.5	18.4	10.4
SS 9 K&E	55.6	57.1	5.6	3.3
Sci 9	89.2	74.3	21.6	10.2
Sci 9 K&E	63.2	78.4	5.3	11.1
Math 9	60.5	57.5	18.4	7.8
Math 9 K&E	61.1	60.7	27.8	7.2
ELA 30-1	88.5	89.7	7.7	8.5
ELA 30-2	95.8	82.3	0	8.5
SS 30-1	85.7	94.3	7.1	14.2
SS 30-2	73.8	75.7	7.1	8.4
Bio 30	80.0	92.8	20.0	29.8
Chem 30	75	76.2	10	20.6
Physics 30				
Sci 30	61.5	68.4	0	21.9

**Compelling Need**

Grade 9

- Hillside results are above the province at Acceptable level for all subjects except SS9 K&E
- No category of reporting showed a decline for all PAT results - all subject areas maintained or improved
- Overall results are excellent for Science 9 Acc, Exc
- Overall results are Good for Math 9 Exc; K&E Math 9 Exc; SS 9 Acc and Exc

	<ul style="list-style-type: none"> <li>● Overall results are Acceptable for ELA 9 Acc, Exc; ELA 9 K&amp;E Acc, Exc; Math 9 K&amp;E Acc; Science 9 K&amp;E Acc; SS 9 K&amp;E Acc</li> <li>● Overall results are an Issue for Math 9 Acc; Sci 9 K&amp;E Exc, SS 9 K&amp;E Exc</li> <li>● No results are a concern.</li> </ul> <p>While there has been improvement across the board, the work focusing on strong pedagogy, consistent assessment practices must continue in order to support all student achievement</p> <p>Grade 12</p> <ul style="list-style-type: none"> <li>● Hillside results are below the province at Acceptable level for all subjects except ELA 30-1 and 30-2</li> <li>● There were 3 areas of decline: ELA 30-2 Exc; Bio 30 Acc; Sci 30 Exc</li> <li>● Overall results are Good for ELA 30-2 Acc</li> <li>● Overall results Acceptable for ELA 30-1 Acc, Exc; SS 30-1 Acc; Chem 30 Acc</li> <li>● Overall results are an Issue for SS 30-1 Exc, SS 30-2 Acc and Exc; Bio 30 Acc and Exc; Science 30 Exc</li> <li>● Overall results are a concern for ELA 30-2 Exc, Chem 30 Exc, Science 30 Acc</li> </ul> <p>There is a need to improve overall results in almost all subject areas.</p>
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<b>School Goal #2</b>	<b>Learners are supported through quality learning environments which promote wellness</b>
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**Division Gateway Statement**    Learners are supported  
**Division Outcome**                3. Learners have excellent teachers, school leaders, and school authority leaders.

<b>Data Gathered</b>	<p>Quality Learning Environments:</p> <ul style="list-style-type: none"> <li>● 65% of parents are satisfied with the quality of education their child is receiving, and 20% of parents are very satisfied for a total of 85%</li> <li>● 57 % of grade 7 students report the quality of teaching at their school is good, 38% say very good</li> <li>● 69 % of grade 10 students report the quality of teaching at their school is good, 27% say very good</li> <li>● These results are consistent with the results from the year before, which were an improvement over the 2 previous years</li> </ul>
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	<p>Student Wellness:</p> <table border="1" data-bbox="506 183 1984 711"> <thead> <tr> <th data-bbox="506 183 926 245">Question</th> <th data-bbox="926 183 1094 245">Grade</th> <th data-bbox="1094 183 1392 245">Strongly Agree %</th> <th data-bbox="1392 183 1690 245">Agree (%)</th> <th data-bbox="1690 183 1984 245">Top 2 Box (%)</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 245 926 339">I am treated fairly by adults at my school</td> <td data-bbox="926 245 1094 339">10</td> <td data-bbox="1094 245 1392 339">22</td> <td data-bbox="1392 245 1690 339">63</td> <td data-bbox="1690 245 1984 339">84</td> </tr> <tr> <td data-bbox="506 339 926 433">I am treated fairly by adults at my school</td> <td data-bbox="926 339 1094 433">7</td> <td data-bbox="1094 339 1392 433">36</td> <td data-bbox="1392 339 1690 433">51</td> <td data-bbox="1690 339 1984 433">87</td> </tr> <tr> <td data-bbox="506 433 926 495">My teachers care about me</td> <td data-bbox="926 433 1094 495">10</td> <td data-bbox="1094 433 1392 495">20</td> <td data-bbox="1392 433 1690 495">59</td> <td data-bbox="1690 433 1984 495">78</td> </tr> <tr> <td data-bbox="506 495 926 557">My teachers care about me</td> <td data-bbox="926 495 1094 557">7</td> <td data-bbox="1094 495 1392 557">32</td> <td data-bbox="1392 495 1690 557">55</td> <td data-bbox="1690 495 1984 557">87</td> </tr> <tr> <td data-bbox="506 557 926 651">Your child is treated fairly by adults at school</td> <td data-bbox="926 557 1094 651">Parents</td> <td data-bbox="1094 557 1392 651">22</td> <td data-bbox="1392 557 1690 651">60</td> <td data-bbox="1690 557 1984 651">80</td> </tr> <tr> <td data-bbox="506 651 926 711">Teachers care about your child</td> <td data-bbox="926 651 1094 711">Parents</td> <td data-bbox="1094 651 1392 711">30</td> <td data-bbox="1392 651 1690 711">55</td> <td data-bbox="1690 651 1984 711">85</td> </tr> </tbody> </table>					Question	Grade	Strongly Agree %	Agree (%)	Top 2 Box (%)	I am treated fairly by adults at my school	10	22	63	84	I am treated fairly by adults at my school	7	36	51	87	My teachers care about me	10	20	59	78	My teachers care about me	7	32	55	87	Your child is treated fairly by adults at school	Parents	22	60	80	Teachers care about your child	Parents	30	55	85
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<p><b>Compelling Need</b></p>	<ul style="list-style-type: none"> <li>• While 85% of parents, 95% of grade 7's and 96% of grade 10's report satisfaction with the quality of education and quality of teaching, most of that is at a general satisfied/good not very satisfied/very good</li> <li>• Student reporting in the areas of wellness have improved, but in grade 10 1 out of 5 students do not believe that their teachers care about them</li> </ul>																																							

## First Nations, Métis and Inuit Plan

### School First Nations, Métis and Inuit Profile

- Hillside Jr/Sr High School serves 106 students from Sturgeon Lake Cree Nation. In addition, there are 85 self-declared FNMI students who are provincially funded. This is equal to 49% of our students being First Nations, Metis and Inuit at Hillside.
- Gateway Academy, Valleyview Campus, serves 35 students from Sturgeon Lake Cree Nation. In addition, there are 7 self-declared FNMI students who are provincially funded. This is equal to 76% of the students at Outreach being First Nations, Metis and Inuit.

### Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

Guiding questions: What actions are being taken to enhance the specific “Application of Foundational Knowledge of First Nations, Métis and Inuit” competency in the Professional Practice Standards?

Indigenous Support Teacher will continue to provide focused PD in this area, using the Learning Pebbles as the primary source.

Partnership with SLCN elder to increase all teachers’ understanding of the local traditions, customs and learnings.

Discussions will be held with teachers during PGP review to discuss their confidence in this area, their application of their knowledge in their practice.

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

- Close the gap in all performance measures

What needs to occur for this to happen?

- Continued relationship building with all students and their families

What are you going to do: what strategies do you have for spending targeted First Nations, Métis and Inuit dollars to address these needs?

Continued work of the Indigenous Support Teacher to be a first contact between home and school, to begin to build relationships where needed

- Introduction of Cree Language and Culture classes to increase feelings of belonging
- Continued, and expanded support through the addition of a 0.5 FTE teacher, in the Outreach Program to allow a wider variety in the education delivery model
- Partnership between the school and an elder to increase understandings and relationships between all members of the school community

### 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 of your school plan.

<b>Collaboration Approach</b>	<b>Key Contact(s)</b>
Administration - share results of testing, surveys with school community - staff and parents; Share goals and strategies with school community.	Darlene Wood, Principal Les Serediak, Assistant Principal
Teachers - Analyze data; identify areas of growth; develop instructional strategies	Pat Galandie - Gateway Academy Matt Staples - English Laurena Newman - Social Studies/IEF Linda Serediak - Science Kim Caron - Math Jody Morrison - CTS
School Council - Provide feedback around goals and strategies	Amber Krieger, Chair