

**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

<b>School Goal #1</b>	<p>Build teacher capacity in the areas of literacy and numeracy</p> <ul style="list-style-type: none"> <li>→ <b>Literacy</b> Progressions - Alberta Education</li> <li>→ Using Fountas &amp; Pinnell (F&amp;P) data to inform instruction - reading interventions - reading comprehension,</li> <li>→ Highest Level of Achievement Test (HLAT) - awareness and use of F&amp;P Writing continuum</li> <li>→ <b>Numeracy</b> Progression - Alberta Education</li> <li>→ Data Analysis - mental math, math talk/vocabulary</li> </ul>
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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
<b>Literacy</b>				
All Junior High teachers will complete Fountas & Pinnell (F&P) benchmarking and analysis 2x this year	Oct 2021 March 2022	Principal Junior ELA Teachers	Sept - arrange schedule and timetable to support this (subs)	

<p>All English/Language Arts teachers will integrate the Edu-Best Reading Comprehension Success program into their classes (addressing Outcomes 2.1, 2.2, 2.3)</p>	<p>Diagnostic Assessment completed at the beginning of each ELA course, repeated at least twice per course</p>	<p>Teachers - administer diagnostic tests, analyze class data to develop instructional plans for groups of students</p>	<p>Posters with common vocabulary to be posted in each classroom to ensure school wide common language</p>	
<p>All teachers will analyze F&amp;P benchmarking and/or Edu Best Reading Comprehension Success results in CTM Meetings</p>	<p>November</p>	<p>Principal - Schedule CTM's to allow for effective (shared student teams) analysis  Teachers - complete analysis, adjust learning plans to support students</p>		
<p>Junior High 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.</p>	<p>Oct 2021 May 2022</p>	<p>Principal Junior ELA teachers</p>	<p>Sept 2021 - HLAT to be administered May 2022 - HLAT to be administered</p>	
<p>Junior High teachers will work with the NGPS Literacy Coach to develop book clubs to increase student engagement for all junior high classes.</p>	<p>Fall - Book kits are fully created and utilized in classrooms  After each use of the book kits - students are surveyed to determine student engagement</p>	<p>Learning Services - support the Literacy Coach  Principal - Coordinate with teachers and Literacy Coach to plan working session  Teachers - create book club kits for the classroom; students are surveyed to determine if book clubs increase student engagement.</p>	<p>Literacy Coach to help create the surveys; consider a pre and post survey.</p>	

All teachers will consistently use the divisional-wide rubric for written work.	Beginning of each ELA course - rubric is shared with students	Principal - Share the rubric to teachers  Teachers - Share rubric with students, use the rubric when marking.		
<b>Numeracy</b>				
All math teachers will collaborate to establish a coherent and consistent student-centred approach to instruction	Schedule for book study/ working sessions to be developed in partnership with Numeracy Consultant	Principal - Coordinate days/subs for teachers to collaborate and work with Numeracy Consultant - lead book study  Teachers - Participate in book study, develop the pact for Hillside	Book study - <i>The Math Pact</i>	
Junior High Teachers will administer and analyze the Math Intervention/Programming Instrument (MIPI) (numeracy) to develop instructional strategies.	September/ October	Principal Junior Math Teacher	Explore new reports in Dossier to allow for deeper analysis	
Teachers utilize materials created to assess pre-requisite skills for success in senior high math courses	Beginning of each course of Senior High Math	Teachers -analyze results to develop learning plans for each unit of the course		
Junior High Math Teachers will utilize problem solving banks on a regular basis in the classrooms.	September - Survey students about confidence in solving problems in Math	Principal - schedule Aug PD Day to allow for creation of survey  Teachers - Develop survey; administer survey in fall and spring; develop schedule to		

	<p>Fall - Teachers set up plan for implementation of problem solving bank</p> <p>May/June - Students surveyed about confidence in solving problems in math</p>	incorporate problem solving banks into the classroom		
All teachers will participate in Collaborative Team Meetings to determine strategies to use in all classes to support student growth in literacy and numeracy.	4 CTM's per year for each teacher team	Principal - School Teams	First Meeting - Analysis of F&P/ Edu Best Reading Comprehension Third meeting - numeracy focus	
All teachers will become familiar with literacy and numeracy progressions	<p>September - Overview</p> <p>October - Organization</p> <p>November - Planning</p>	Principal - Plan for sessions	<p>Resources:</p> <p><a href="https://arpdcreources.ca/consortia/literacy-numeracy-programming/">https://arpdcreources.ca/consortia/literacy-numeracy-programming/</a></p>	

<b>School Goal #2</b>	Students are educated in a school which respects diversity and is inclusive.
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<b>Provincial Domain</b>	<b>Gateway Statement:</b>	<b>Division Outcome:</b>
<b>Learning Supports</b>	<b>Learners are Supported</b>	Learners are educated in a system that respects diversity and is inclusive.

<b>Key Strategy</b>					
<b>Action</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Notes</b>	<b>Evidence of Success</b>	
Review and reference the 5 Domains of Quality Pedagogy and the 3 domains of the Culture of Wellness of the Quality Learning Environments (QLE)	August - overview of the 5 domains	School Leadership Team and Wellness Facilitator - lead PD activity for school start up  Teachers - will know and use the 5 Domains of Quality Pedagogy and 3 Domains of the Culture of Wellness.			
All staff will participate in a PD Activities on inclusion	August November	Principal - Organize session by <i>The Get Real Movement</i>			
All staff will participate in an Anti-Racism PD Activity	May	Principal - Organize session by <i>The Get Real Movement</i>			
All teachers will participate in Professional Development Activity Reviewing Effective Collaborative Team Meetings	October	Administration/Teacher-Counsellor - share materials from last year  Teachers - participate in review of model adopted	Jigsaw Learning - video modelling effective meetings		

		in the 2020/2021 school year, suggest changes for the 2021/2022 school year.			
Tweak and re-instate Collaborative Team Meetings in the School	October-redesign  Remainder of School year - hold regular meetings	Administration, IEF, Teacher-Counsellor to develop new teams, set schedule	Prioritize changes identified by the teachers from the October PD Day		
All teachers will participate in Collaborative Team Meetings to determine strategies to use in all classes to support student growth	4 CTM's per year for each teacher team	Principal - School Teams	Fourth Meeting - Inclusion Focus		
Explore and implement student wellness through the domain of positive classroom culture.	September February	Principal - Include a focus on Positive Classroom Culture in weekly staff memo  Teachers - share best practice in the domain in monthly staff meeting			

## First Nations, Métis and Inuit Plan

<p><b>School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):</b></p>
<p>Hillside Jr/Sr High Students serves 95 students from Sturgeon Lake Cree Nation and has 83 Provincially funded students who are First Nation, Metis or Inuit. This accounts for 48% of our student population.</p> <p>Gateway Outreach has 21 students from Sturgeon Lake Cree Nation and 6 Provincially funded students who are First Nation, Metis or Inuit. This accounts for 79% of the Outreach student population.</p> <p>When combined, 51% of our students population is First Nation, Metis or Inuit.</p>

<p><b>Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)</b></p>
<p>Hillside Jr/Sr High School and Gateway Academy, Valleyview Campus have had, and are achieving, long term goals for our First Nation, Metis and Inuit Students:</p> <ul style="list-style-type: none"> <li>- Close performance gap on all standardized tests including Diploma and Provincial Achievement Tests and High School Completion</li> <li>- Continue to have higher performance than Provincial First Nation, Metis and Inuit performance in the areas of High School Completion (3, 4 and 5 year) and Rutherford Eligibility</li> <li>- Continue to have lower dropout rates than Provincial First Nation, Metis and Inuit Students</li> </ul>

<b>School Goal #3</b>	First Nations, Metis and Inuit students are successful at Hillside Jr/Sr High School
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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.



<b>Key Strategy</b>				
<b>Action</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Notes</b>	<b>Evidence of Success</b>
All teachers will review Competency 5 in the <a href="#">Teaching Quality Standard</a>	August	Administration - Schedule Tim  Indigenous Support Teacher - Lead Activity	Learning Pebble Activity or Walking Together Section	
All Staff will participate in Blanket Exercise	October	Advocates Team to Lead Activity		
Teachers will 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.	November February May	Advocates Team to Develop and lead Activities on PD Days  Teachers - create and implement learning activities	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  Sharmaine Boman - serve as our advocate	First Meeting will be held in October	
Explore ways to increase communication with members of the Sturgeon Lake Community including parents, council members and elders	August/September - confirm email addresses, determine preferred communication means for each family	Administration and Advocate - begin communication with all families; communicate to teachers preferred means of communication  Teachers - offer alternate ways to host PTI's - phone, virtual meetings		

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

<b>Key Strategy</b>				
Action	Timeline	Responsible	Notes	Evidence of Success
Participation of Lead Teachers in Divisional Work for QLE	Yearlong	Principal - Steering Team, Principal Cohort, Leadership Team  IEF and 2 Teachers to serve on Leadership Team, 1 teacher on Wellness Committee		
Teachers will participate in subject specific Professional Development Activities on effective use of SmartBoards in the Classroom	August	Assistant Principal - Arrange and schedule PD Sessions  Teachers attend, embed technology in practice to increase student learning	Sessions will be recorded so teachers can review later in the school year.  Presentations will be made by Smart Technology	
Teachers will complete the C2L online course on assessment throughout the school year	PD Days 2 sections of the course	Principal - Participate in Principal Cohort Sessions to prepare for		

	will be highlighted each PD Day (see section E for timeline and schedule)	<p>Leadership Team Days</p> <p>Leadership Team - Attend Leadership Days with Principal, preview C2L course; plan, deliver and participate in PD Days with full staff</p> <p>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>Yearlong</p> <p>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 - Add excerpts to each Weekly staff memo</p> <p>Teachers - share best practices for each domain at monthly staff meeting</p>	Domains will be highlighted and reviewed on a regular basis through the weekly staff communication.	
Create a Wellness Advocacy Team, including both teachers and support staff, to raise	September - Creation of	Principal - ensure team is creating; serve as an ad	Messaging includes to staff on weekly memo, to larger	

Awareness of Wellness for students and staff through activities and education	Team Monthly-Sharing of Information/Activity to support wellness	hoc member Wellness Facilitator - lead the team	community through social media and monthly newsletters	
All teachers will participate in Collaborative Team Meetings to determine strategies to use in all classes to support student wellness	4 CTM's per year for each teacher team	Principal - School Teams	Second Meeting focus on Wellness	