



Northern Gateway
Public Schools



**Action Plan
2024-25**

**Principal: Mrs. M. Patenaude
Assistant Principal: Mr. Serediak**

Domain: Student Growth and Achievement

Division Outcome: Learners achieve acceptable and excellence standards in curricular outcomes.

Goal #1: By June 2025, numeracy fluency skills will increase, as measured by ongoing classroom assessment, resulting from teacher focus on the Universal Lens Model of Learning and Collaborative Team Planning.

Strategies:

- Universal Lens and I3 Models of learning.
- Promoting rich math tasks and vertical classrooms with “Conceptual Understandings and Computational Fluency” through continued work with Dave Martin.
- Data driven Collaborative Team Meetings, focused on building teacher capacity and adjusting instruction to student needs.
- ANIE/SNAP numeracy methodology will be present in all Math classrooms and used as a targeted instructional practice and assessment tool.
- Meeting students where they are at with their numeracy skills focussing on Numeracy Progressions with differential instructional strategies to address learning gaps and extend learning for enrichment.
- JUMP Math instructional program Grade 7 and 8
- Intervention time for K&E groups in Grades 8 and 9.
- Collaborative Planning Time will be dedicated to intentional planning and responsive instruction, ensuring that lesson construction and delivery includes 3 key components: Before, During and After
- Success Makers K-8 Reading Intervention Program to personalize learning paths for mastery of essential reading and math concepts.
- Quality Learning Environment PD sessions and application
- Division Office PD numeracy Opportunities

Goal #1 (continued)

Measures:

- Classroom assessments, observations and data
- Administrator classroom walkthrough data
- Basic fact strategy intervention assessments
- ANIE/ SNAP Template
- Elk Island Catholic Schools Numeracy Screen
- MIPI
- Success Make Data
- Provincial Achievement Tests and Diploma Exams
- Assurance Survey Data

Domain: Student Growth and Achievement

Division Outcome: Learners achieve acceptable and excellence standards in curricular outcomes.

Goal #2: By June 2025, students reading and writing ability will increase, as measured by ongoing classroom assessment, resulting from the Image, Inference and Interpreting (I3) Model of Instruction.

Strategies:

- Universal Lens Model of Learning and the I3 Model
- Collaborative Planning Time will be dedicated to intentional planning and responsive instruction to ensure lesson construction and delivery includes 3 key components: Before, During and After
- Data driven collaborative team meetings focused on building teacher capacity and adjusting instruction to student needs.
- Targeted reading intervention using The Seeing Stars program to develop symbol imagery, phonemic awareness, spelling and contextual reading fluency in the Jr High Classrooms.
- Words their Way in all Junior High Classrooms
- Dedicated literacy intervention time built into the schedule
- SuccessMaker Reading Intervention Program to personalize learning paths for mastery of essential reading skills
- Quality Learning Environment Pd sessions and applications
- Collaboration with NGPS schools for shared strategies of support.
- Division Office PD opportunities, including sessions with Tim Coates on diploma results analysis

Goal #2 (continued)

Measures:

- Classroom assessments, observations and data.
- Administrator classroom walkthrough data
- Successmaker Data
- Each reporting period, Collaborative Team Meeting for staff to collectively assess a student writing piece, based on a common writing rubric reflective of PAT and Diploma Rubric..
- Fountas and Pinnell Reading Benchmark (F&P)
- Highest Level of Achievement Test (HLAT)
- Provincial Achievement Tests (PAT)
- Edu Best Data
- Diploma Exam (DIP)
- Assurance Survey Data

Domain: Learning Supports

Division Outcome: Learners are educated in a system that respects diversity and is inclusive.

Goal #3: By June 2025, Hillside Jr/Sr High School will enhance school culture and wellness for all students and staff, aiming to increase the overall sense of belonging and engagement, as evidenced by an improvement in the school climate survey results and an improvement in student attendance rates.

Strategies:

- Supporting student wellness through the continuation of a mental health capacity building project, in partnership with Wellness Coach.
- Weekly Classroom Programming through Open Parachute focused on strategies and skills that support mental health and wellness.
- Lunch time programming to meet a variety of wellness needs and support inclusion and acceptance.
- Targeted small group sessions on variety of wellness topics.
- School academic and guidance counsellor as well as success coach student Check In's
- Greenview Counselling Consultation
- Conduct school climate survey at the beginning and end of the academic year.
- Continue the work around, "Creating Respectful Cultures through Restorative Practices." through implementation circle talks and intentional relationship building in Core Success blocks.
- Continue to expand on and provide leadership mentoring for student leaders to enhance their skills in organizing inclusive and engaging activities.
- Continue students leadership reaching into the community, OAP and HGE.
- Integrate social and emotional learning activities during the breakfast time to strengthen peer connections and student-staff relationships
- Establish a staff leadership team dedicated to continued enhancement of school culture and student engagement.

Goal #3 (continued)

Division Outcome: Learners are educated in a system that respects diversity and is inclusive.

Strategies (Continued)

- Implement monthly school-wide events that promote school pride and community building.
- Student and Staff Wellness lead facilitate and support “The Third Path” in the classroom.
- Establish a feedback system for students and staff to provide input on school culture initiatives and suggest improvements.
- Utilize the resources Weaving Ways: Indigenous Ways of knowing in Classrooms, and In Pulling Together: a professional learning series to help support inclusive and authentic learning experiences for all students.
- Leadership Group: Create opportunities for Indigenous students to take leadership roles and actively participate in decision making and planning cultural events that showcase Indigenous traditions, art, music and dance within the school community.
- Establish Student Principal Advisory group.
- Continue to partner with Elder Barb Goodswimmer to incorporate Land Based knowledge and teachings.
- Partnership with FCSS for continued programming and WISEGUYS.
- Continue collaboration with the three Valleyview school for Professional Development days and social gatherings.

Measures:

- Classroom observation and documentation
- Office/Counselling referrals
- Success Coach access data
- CTM Meeting data
- Assurance Survey - Safe and Caring Data
- Participation rates in the Breakfast Program
- Participation of Leadership and student-led activities
- Attendance records, participation data, and survey results