

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

School Goal #1	Develop teachers' capacity to continually refine and evolve pedagogy to meet diverse student needs through specific focus on Quality Learning Environments, cognitive/curriculum component of the webs of support program, and training in areas of literacy, numeracy, and Instructional Support Plans/diverse needs programming.
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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
Train all new language teachers on F&P benchmarking and protocols	By End Sept. 2021	Ms. Villneff (and Jigsaw Learning) New language arts teachers	Teachers who understand the levels can teach curriculum to meet students' abilities and assist their reading progression.	Students have teachers who know and understand their strengths and challenges. Teachers have timely information they may use to plan appropriate learning opportunities for diverse student needs.
Build teachers' capacity to improve literacy in all subject areas.	Throughout 2021/22 year	All teaching staff Administration	With C. Gascoyne (Jigsaw Learning). Focus on literacy in all subjects, not just ELA.	Teachers can implement strategies in the classrooms. Student learning improves.

Literacy progressions are reviewed with staff	Introduced as a focus by end October 2021 and reviewed throughout school year	Administration and Jigsaw Learning	All teachers need to understand what the levels mean, how to access them, and make literacy meaningful regardless of content area.	Teachers have a solid understanding of the connection between their content area and the expectation of student literacy at that level. Students are more competent in content-literacy tasks.
Numeracy progressions are reviewed with staff	Introduced as a focus by end October 2021 and reviewed throughout school year	Administration, mathematics teachers, K. Charchun (Jigsaw Learning)	Focus on numeracy in all subjects, not just math. All teachers need to understand what the levels mean, how to access them, and make numeracy meaningful regardless of content area.	Teachers have a solid understanding of the connection between their content area and the expectation of student numeracy at that level. Students are more competent in content-numeracy tasks.
Thinking classrooms	Throughout 2021/22 year	Administration, mathematics teachers, K. Charchun (Jigsaw Learning)	Continue work with math teachers on this concept which was introduced last year.	Students have math teachers who can utilize methods of instruction beyond notes and rote learning. Teachers are able to facilitate students to better understand and conceptualize mathematics learning.
Build teachers' capacity to improve numeracy in all subject areas.	Throughout 2021/22 year	All teaching staff Administration	All teachers need to understand what the levels mean, how to access them, and make literacy meaningful regardless of content area.	Teachers can implement strategies in the classrooms. Student learning improves.
Ensure ISPs are living documents that are of high quality and consistently contribute to staff understanding and impact student success	Throughout the 20/21 year	Administration, Inclusive Education Facilitator, Learning Services Coordinator	Time will be dedicated to staff training and collaboration during PD days.	ISPs reflect consistent updating and student-specific strategies. ISPs are completed in full and connections to student-specific programming and resulting achievement are evident. Teachers may learn from one another and work together to better support diverse student needs.

* Copy table for each key strategy connected to your goal

School Goal #2	Goal 2 is to build staff capacity to understand and support the wellness of students, students' anchors, and themselves. The wellness dimensions of QLE, collaborative response model, as well as our Webs of Support Framework will be cornerstones of attaining this goal.
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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
Webs of Support training/refresher for all staff	August 2021	Ms. Villneff, Mr. Bellerose, Ms. Lind, Mrs. Dundas, Ms. Ferguson, Ms. Ross	All staff need to understand Webs vocabulary to be able to aptly use it in interactions with each other and to discuss pertinent issues	Staff trained, understanding and using the language with students. Students using the language with staff.
Professional development and training to support staff working with students with diverse learning needs and mental health challenges.	Throughout 2021-22 school year	Administration	All staff who work with students need strategies for working with students with diverse needs. This impacts positive classroom achievement and culture.	Certificated and EA staff have all had access to PD opportunities and been involved in at least one training during the school year. Students work with adults who have a better understanding of their needs.
Students will be guided through kaleidoscope lessons and/or positive mental health promotion activities over the course of the school year	Throughout 2021-22 school year	Teachers, Student success coach	Students need to recognize when they are having a web issue or an anchor issue and what they are able to do (if anything) about it. They need to know where they can seek help so they are less anxious and develop resilience.	Students surveyed at mid and end of year indicate reduced levels of anxiety around being at school. Students engage in opportunities offered at school to improve wellbeing.

* 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):

<p>Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)</p> <p>Reflect upon these Guiding questions as you plan your actions for the upcoming school year.</p> <p>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?</p> <p>What are your specific goals for your First Nations, Métis and Inuit students?</p> <p>What needs to occur for this to happen?</p> <p>What are you going to do?</p>
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School Goal #3	First Nations, Métis, and Inuit students feel a sense of belonging and success and OJSH.
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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.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
NGPS First Nations, Metis, and Inuit Advocate Group assists staff in the development of knowledge pertinent to our students’ success.	Throughout 2021/22 year	D. Bellerose, T. Noyes, S. Law, P. Jespersen, Ms. Villneff	Group needs the opportunity to share and teach what they learn	Each PD day and staff meeting has time dedicated to development of staff’s knowledge and understanding in this

			through the NGPS group.	area.
Development of an OJSH Treaty Acknowledgement	By November/21	Advocates, school staff	A land acknowledgement should be reflective of our particular community and the students who attend OJSH. It needs to be sincere and drafted from the heart.	OJSH Treaty Acknowledgement has been developed and is utilized at all assemblies and special events.
Celebrating First Nations, Metis, and Inuit students and families in purposeful and respectful ways.	Throughout 2021/22 year	Advocates, school staff	Significance and planning around Orange Shirt Day and National Indigenous Peoples' Day will reflect care and concern. Other opportunities shall be sought out.	More invitations for guest speakers and presenters are extended. Efforts to celebrate and acknowledge our First Nations, Metis, and Inuit students and families is evident.

* Copy table for each key strategy connected to your goal

School Goal #4	Staff have access to and take opportunities for professional development that contributes to quality learning environments in the school.
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Provincial Domain	Gateway Statement:	Division Outcome:
Teaching and Leading	Learners are Supported	Learners have excellent teachers, schools and school authority leaders.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Frequent reminders and advertising of the PD opportunities offered in NGPS and through ERLC, including options for funding through the local and school budget. Purposeful action taken to bring opportunities to staff or vice versa.	Throughout 21/22 school year	Administration and ATA representative	Staff are often unaware of what is available to them. With concerted efforts to advertise what funding is available and what in-division and out of division P.D. is being	More staff are participating in professional development opportunities. Notable changes in classroom pedagogy and/or staff are meeting professional growth plan goals.

			offered, they are more likely to find something that is pertinent to their practice.	
Professional development offered onsite during PD days for staff is relevant to school and staff goals. Collaboration is enhanced.	Throughout 21/22 school year	Administration, staff members	Instructional leaders in the school need to ensure staff have the training needed to perform their jobs well. Collaboration offers	A variety of opportunities are offered on PD days and less time is spent in autonomous work and learning. Staff members have the opportunity to share their knowledge and learning with one another.

* Copy table for each key strategy connected to your goal