

**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

<p><u>School Goal #1</u></p>	<p>We will build teacher capacity in literacy and numeracy to improve student achievement in literacy and numeracy.</p> <ul style="list-style-type: none"> <li>● Aligning with Literacy Progressions - Alberta Education</li> <li>● Using Fountas &amp; Pinnell (F &amp; P) and BLAST data to inform targeted interventions and instruction through F &amp; P Literacy Continuum to improve reading comprehension</li> <li>● Using HLAT data to inform targeted interventions and instruction through the use of F &amp; P Writing Continuum</li> <li>● Aligning with Numeracy Progressions - Alberta Education</li> <li>● Analysis of MIPI data to inform numeracy instruction and interventions</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.

<p><b>Key Strategy</b></p>	<ul style="list-style-type: none"> <li>● Educators use data collected through annual assessments which inform responsive instruction to meet student needs.             <ul style="list-style-type: none"> <li>○ Early Years Evaluation -TA (readiness),</li> <li>○ Fountas &amp; Pinnell (literacy)</li> <li>○ Higher Level of Achievement Test (literacy), and Reading Readiness (literacy)</li> <li>○ Math Intervention/Programming Instrument (numeracy)</li> </ul> </li> <li>● A school wide approach of professional learning and coaching in literacy and numeracy creates consistency between classrooms.</li> <li>● Heightening the awareness and using the language of the Alberta Education literacy and numeracy progressions foster a deeper understanding throughout the division</li> <li>● The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet student needs.</li> </ul>
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- Collaborative Team Meetings provide the framework for improving student achievement.
- A focus on Formative Assessment practices to improve student achievement.
- Develop a writing scope and sequence for grades 1 and 2.

Action	Timeline	Responsible	Notes	Evidence of Success
All Grade 1 and 2 teachers will collaborate to create a writing scope and sequence for their respective grade.	August/ September 2021	Instructional Coach Teachers Administration	Time allocated to create a scope and sequence of topics/skills along with research proven lessons tried in the previous year that tie to each topic.	<ul style="list-style-type: none"> <li>• Teachers will use the writing scope and sequence and lessons to guide their instruction.</li> <li>• Teachers will use formative assessment, and baseline writing data to inform their teaching and adjust instruction.</li> <li>• The writing scope and sequence will be adjusted throughout the year to show growth in student achievement.</li> <li>• Student writing will improve in the areas of topics/skills that were targeted.</li> </ul>
All K-2 teachers will utilize the F & P Literacy Continuum to provide responsive, targeted literacy instruction and to set individual goals for students.	Oct 9th PD CTM Meetings	Teachers Principal Instructional Coach	<p>Oct. 9th - PD on how to use the continuum and set goals for students in writing and reading (sample and practice).</p> <p>Nov. 12 (K), 17 (2) &amp; 24 (1) - CTM check in with teachers on progress</p>	<ul style="list-style-type: none"> <li>• Teachers will deliver targeted literacy instruction through Daily 5 small groups twice per day at minimum for Grades 1 and 2.</li> <li>• Goal setting and formative assessment/observations will be documented weekly and will show improvements in student literacy skills.</li> </ul>
All grade 1 & 2 teachers will complete Fountas & Pinnell (F&P) benchmarking and analysis three times this year	Oct 2021 March 2022 June 2022	Teachers Principal Instructional Coach	<p>Sept - provide time to assess</p> <p>Oct./Nov., Mar &amp; June - Literacy CTMs will focus on analysis and planning.</p>	<ul style="list-style-type: none"> <li>• Teachers use F &amp; P data to develop targeted strategies for students during CTMs</li> <li>• Progression in student reading and reading comprehension at each of the 3 assessment periods.</li> </ul>

<p>Grade 1 and 2 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>Grade 2 Teachers Grade 1 Teachers (May) Principal Instructional Coach Learning Services *support teachers in standards setting)</p>	<p>Sept. - HLAT administered  Oct. - arrange subs for marking  Nov. - analyze results to inform programming, use Literacy Continuum, and F&amp;P writing resources (interactive writing, mini-lessons) and Jennifer Seravello's writing strategies.  Dec-June CTM - Literacy focus</p>	<ul style="list-style-type: none"> <li>• Grade 2 teachers administer and analyze results for HLAT in October and May. Together, students and teachers will set criteria to improve writing.</li> <li>• Student results improve in May compared to October.</li> </ul>
<p>Grade 1 teachers will complete BLAST screening and analysis for all students who are reading at a pre-A level.</p>	<p>Sept. 2021</p>	<p>Grade 1 Teachers Principal Instructional Coach</p>	<p>Sept. - arrange schedule and timetable to support adequate time to assess (book subs).  PLC in Oct. will focus on analysis.</p>	<ul style="list-style-type: none"> <li>• Grade 1 teachers complete BLAST screening on students and utilize information to inform instructional programming for students; to organize small groups; and set goals to improve students' reading accuracy.</li> </ul>
<p>Grade 1 and 2 Teachers will administer an independent writing task from a F&amp;P Interactive Read Aloud to be used as a baseline.</p>	<p>Oct 2021 January 2022 April 2022</p>	<p>Grade 1 and 2 Teachers Instructional Coach</p>	<p>Oct 9 PD - teachers will learn how to administer the independent writing task. Nov- analyze baseline writing and set goals for students using the F&amp;P Literacy Continuum.</p>	<ul style="list-style-type: none"> <li>• Teachers will use the writing baseline to help guide their teaching and needs for instructional coaching in regards to the different areas and skills of writing for their students.</li> <li>• Mini lessons from F&amp;P and Jennifer Seravello will be modeled at CTM's throughout the year Dec-June that fit the student/teacher needs.</li> <li>• Lessons and strategies will improve instruction and student learning. The students will also receive targeted literacy instruction.</li> </ul>

The Instructional Coach will meet, plan and implement reading and writing strategies with Cheryl Gascoyne.		Principal Instructional Coach Literacy Consultant - LS	Sept/Oct - Pre planning with the Instructional Coach Oct- Data analysis Nov- Writing March - 3 follow up meetings with Instructional Coach completed May - Discussion regarding next steps	<ul style="list-style-type: none"> <li>There will be improved literacy instruction in the area of reading and writing. Student learning will also improve.</li> <li>HLAT results will show improvements</li> </ul>
8 PLC meetings focused on literacy strategies (writing and Daily 5)		Kindergarten Grade 1 and 2 Teams Instructional Coach Principal	Sept./Oct.-Data Nov.-Areas of focus Nov-Mar. Mini Lessons, whole group and small group	<ul style="list-style-type: none"> <li>Improved literacy instruction for both the whole group and small groups.</li> <li>Student learning and reading and writing skills will improve, evidenced in F &amp; P benchmarks and HLAT results</li> </ul>
8 PLC meetings focused on literacy strategies (writing and Daily 5)	monthly	Kindergarten Grade 1 and 2 Teams Instructional Coach Principal Assistant Principal	Sept./Oct.-Data  Nov.-Areas of focus  Nov.-Mar. Mini Lessons, whole group and small group	<ul style="list-style-type: none"> <li>Improved literacy instruction for both the whole group and small groups.</li> <li>Student learning and reading and writing skills will improve, evidenced in F &amp; P benchmarks and HLAT results</li> </ul>
CTM meetings focused on literacy.	monthly	Kindergarten Grade 1 and 2 Teams Instructional Coach Principal Assistant Principal	-Teachers will discuss methods to improve students' literacy  -Give each other suggestions  -Follow-up	<ul style="list-style-type: none"> <li>Improved literacy instruction for both the whole group and small groups.</li> <li>Student learning and reading and writing skills will improve, evidenced in F &amp; P benchmarks and HLAT results</li> </ul>
Teachers develop collective Grade Level literacy goal for PGP		Teachers Instructional Coach Principal	Develop goals together Review regularly Share individual and collective achievement of goals.	<ul style="list-style-type: none"> <li>Collective buy-in, application, and accountability of Literacy goals within teams</li> </ul>

				<ul style="list-style-type: none"> <li>Consistency and alignment between PGP, Grade Level and school goals</li> </ul>
<b>Numeracy</b>				
Grade 2 teachers will administer and analyze the MIPI (numeracy) and apply data to inform their whole class and small group teaching along with setting individualized goals and programming for targeted students.	Oct May	Grade 2 Teachers Instructional Coach Administration	Oct - Administer MIPI Oct PLC - Share and analyze results (identify trends and next steps).	<ul style="list-style-type: none"> <li>Purposeful analysis of data to drive instructional practice. This will improve instructional practice and student learning as seen in MIPI results.</li> </ul>
Grade 1 and 2 teachers will use the Thinking 101 Diagnostic to plan and program for students who are below or above grade level.	Oct June	Grade 1 and 2 Teams Instructional Coach	Oct CTM- model and discuss how to use the diagnostic. Practice on 1-2 students and bring data back to analyze and plan. This diagnostic will be used ongoing throughout the year as needed with specific students.	<ul style="list-style-type: none"> <li>Teachers can determine programming and target missing foundational skill sets in numeracy understanding specific to number sense.</li> <li>This will improve instructional practice and student learning and reduce number sense gaps and support progress in numeracy as seen in MIPI results.</li> </ul>
Monthly CTM meetings focused on numeracy.	Sept-June	K, 1 and 2 Teams Instructional Coach Principal		<ul style="list-style-type: none"> <li>Teachers collaborate to identify and apply strategies to support identified students with a shared area of need.</li> <li>Student learning improves with increased teacher capacity through collaboration.</li> </ul>
6 PLC Meetings with Instructional Coach		Kindergarten Grade 1 and 2 Teams Instructional Coach Administration	Sept./Oct - Data Nov - Areas of focus Nov-Mar. Mini Lessons, whole and small group strategies	<ul style="list-style-type: none"> <li>Improved numeracy instruction for both the whole group and small groups.</li> <li>Student learning and number sense skills will improve as seen in MIPI results.</li> </ul>

<b>School Goal #2</b>	Develop resilience and a growth mindset within a foundation of Wellness for students and staff. <ul style="list-style-type: none"> <li>• Support effective, research-based Tier 1 &amp; 2 strategies, with a focus on relationships and trauma-sensitive practice</li> <li>• Foster a mindset that embraces challenges and mistakes as an opportunity for learning and growth (We can do hard things!)</li> </ul>
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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>	Pat Hardy creates a welcoming culture through a variety of caring, respectful, and safe strategies <ul style="list-style-type: none"> <li>• Collaborative Team Meetings provide the framework for improving student achievement by considering connection and support for each student.</li> <li>• Two for Ten strategy, mentor support network</li> <li>• Creating and implementing criteria for developing a growth mindset in areas of competencies, learning, and social-emotional contexts.</li> </ul>
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Action	Timeline	Responsible	Notes	Evidence of Success
All K-2 teachers will develop and implement appropriate, attainable student goals for students requiring inclusive education supports that prioritize inclusion with peers.	September 2021	Instructional Coach IEF Administration Teachers	Sept/Oct PD - ISP creation & goal setting	<ul style="list-style-type: none"> <li>• ISP goal achievement</li> <li>• Increase independence and classroom inclusion of students with diverse needs with less 1:1 support.</li> </ul>
All staff will understand the effects of trauma and will apply trauma-related concepts to their daily practice.	August 2021 + Ongoing	All Staff	Aug PD - Trauma sensitive practice for teachers  PD opportunities	<ul style="list-style-type: none"> <li>• Staff members embed trauma sensitivity into the classrooms.</li> <li>• Students and staff feel safe, heard, valued and respected.</li> </ul>
Growth Mindset - staff / students	Monthly CTM meetings Sept - June	Teachers IEF Instructional Coach Administration	Aug PD - Growth Mindset PD for Teachers  CTM - focus on growth mindset	<ul style="list-style-type: none"> <li>• Staff and students demonstrate a growth mindset towards challenges.</li> <li>• Staff and students can articulate criteria for having a growth mindset and perseverance.</li> <li>• Challenges and mistakes are seen as an opportunity for learning.</li> </ul>
Monthly CTM meetings with the IEF are focused on inclusive education strategies and	Oct. 6 CTM Ongoing all	Teachers IEF	Teachers share and commit to a range of Tier 2	<ul style="list-style-type: none"> <li>• Improved collective teacher efficacy in supporting diverse students</li> </ul>

practice.	year	Administration Instructional Coach	strategies to support students.	within the classroom <ul style="list-style-type: none"> <li>Improved teacher ownership of student success in the classroom</li> </ul>
In-class student observations and feedback completed monthly or as requested to guide and support student programming.	Sept. - June	IEF Assistant Principal Principal	Individual teacher coaching to build on existing strengths and support areas of growth	<ul style="list-style-type: none"> <li>Improved teacher capacity to provide responsive, in the moment support specific to students in their classroom</li> </ul>

### First Nations, Métis and Inuit Plan

<b>School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):</b>
Pat Hardy Primary School students include 39 First Nations and Metis students from diverse communities, including Cree, Nakota Sioux, Dene, and Hwech'in, from across Alberta, Manitoba, Saskatchewan, Yukon and the Northwest Territories.

<p><b>Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)</b></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 <a href="#">Teaching Quality Standard</a> and <a href="#">Leadership Quality Standard</a>?</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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<b><u>School Goal #3</u></b>	<p>Build staff capacity to embed foundational Indigenous knowledge into instruction and to foster inclusion and belonging of First Nations, Metis and Inuit students.</p> <ul style="list-style-type: none"> <li>Pat Hardy has a male and female Indigenous mentors who will support cultural awareness, Cree language, and traditional ways of knowing as well as foster as sense of belongingness in our Indigenous students</li> <li>Increase literature and resources available for teachers to use in classrooms</li> </ul>
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- Committee to develop strategies to build foundational knowledge of teachers

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		<ul style="list-style-type: none"> <li>• Utilizing the First Nations, Métis and Inuit advocate, students, teachers, and leaders, will foster a deeper understanding of the application of Foundational Knowledge of First Nation, Métis and Inuit peoples.</li> <li>• Teachers collaborate to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</li> </ul>		
Action	Timeline	Responsible	Notes	Evidence of Success
Monthly mini PD at staff meetings relating to Treaties: <ul style="list-style-type: none"> <li>• Differences, purpose, meaning and implication, types of Treaties, legality of Treaties</li> <li>• Historical antecedents of Treaties</li> <li>• Meaning of land to signatories of treaties from both Indigenous and Colonial perspectives</li> <li>• Responsibility of both settlers and Indigenous people in regards to Treaty</li> <li>• How are Treaties relevant today?</li> </ul>	Sept - June	FNMI Advocate Principal	Focus on understanding Treaty and reciprocity. Treaties are part of global approach to expanding land appropriation	<ul style="list-style-type: none"> <li>• Teachers critically reflect on their traditional perceptions and biases about Treaty rights and recognize their own biases and attitudes about Indigenous rights.</li> <li>• Teachers understand reciprocity of treaties</li> <li>• Teachers develop empathy for the past and current context of Indigenous people</li> </ul>
Review and purchase literature and other resources with First Nations Metis & Inuit perspectives and content	October	Librarian FNMI Advocate		<ul style="list-style-type: none"> <li>• Teachers utilize resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit students.</li> <li>• Teachers embed FNMI literature into Literacy instruction.</li> </ul>
Cree mentors support First Nations Metis & Inuit students	September	Principal	Specifically support FNMI students in care. On hold until volunteers are allowed in schools.	<ul style="list-style-type: none"> <li>• Indigenous students at risk for not succeeding are supported and successful at school which is evident with improved attendance and engagement in school.</li> </ul>

Resource and Literature Review	September	Learning Commons FNMI Advocate Principal	Review resources and materials being utilized by teachers for appropriate language, illustrations, and content.	<ul style="list-style-type: none"> <li>Ensure materials being used by staff and students are respectful and authentic in their representation of First Nations, Metis &amp; Inuit peoples and histories</li> </ul>
Orange Shirt Day	Sept 30	Teachers Principal		<ul style="list-style-type: none"> <li>Students appreciate that First Nations students often did not have positive experiences in school.</li> </ul>
National Indigenous Awareness Day	June 21			
National Ribbon Skirt Day				

\* Copy table for each key strategy connected to your goal

<b>School Goal #4</b>	Build capacity in teachers to effectively use assessment to support students' ownership of their growth, learning, and success.
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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>	<ul style="list-style-type: none"> <li>Anne Davies book</li> <li>Utilizing our Instructional Coach</li> <li>CTM's, PLC's</li> </ul>			
<b>Action</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Notes</b>	<b>Evidence of Success</b>
Assessment for Learning (Anne Davies) course (12 Quick Fixes) will be completed by administration and teachers.	Sept - June	Administration Teachers Instructional Coach	<ul style="list-style-type: none"> <li>Register all teachers for course</li> <li>Provide time in PLC, PD days, staff meetings to work through course, discuss, and plan</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will identify and implement strategies to assess for learning so they can plan to effectively meet the needs of all students.</li> <li>Teachers will understand the difference between assessment and evaluation.</li> <li>Student learning and growth will improve as they receive instruction at their individual level of learning.</li> <li>Students will take more ownership over their learning.</li> </ul>

<p>Teachers will engage students in developing exemplars and rubrics for what success looks like for classroom routines, learning, and social interactions.</p>	<p>Sept-June</p>	<p>Administration Teachers Instructional Coach</p>		<ul style="list-style-type: none"> <li>● Students are able to communicate goals and exemplars for expectations in behavioural, learning, and social activities and tasks when asked.</li> <li>● Students have increased ownership in their learning, behaviour, and social competencies.</li> </ul>
<p>Descriptive Feedback</p>	<p>Sept-June</p>	<p>Administration Teachers Instructional Coach</p>	<ul style="list-style-type: none"> <li>● Two stars and a wish strategy</li> <li>● Parent information is shared to support consistent communication about goals and learning at home and at school</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers model descriptive feedback to students and parents in communicating about growth and challenges in multiple areas.</li> <li>● Parents recognize and can provide descriptive feedback to their children</li> <li>● Students are able to provide descriptive feedback to each other.</li> <li>● Student learning improves as they receive specific feedback on what they need to do to improve.</li> </ul>

\* Copy table for each key strategy connected to your goal