



**Northern Gateway**  
Public Schools



**Pat Hardy Elementary Action Plan  
2025-26**

**Principal: Anne Martens**

## Domain: Student Growth and Achievement

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

Goal #1: By June 2026, numeracy fluency scores will improve, as measured by ongoing classroom and common grade level assessment resulting from teacher focus on the Universal Lens Model of Learning and Collaborative Team Planning.

### Strategies:

- Universal Lens and I3 Models of learning.
- P.L.A.N for Better Learning book study to build capacity in planning for Before, During and After
- Promoting deep learning with math tasks that promote mastery using manipulatives, visualization, and multiple forms of communication.
- Continued work with Jump Math and Spiral Math planning.
- Data driven Collaborative Team Meetings, focused on building teacher capacity and adjusting instruction to student needs.
- ANIE/SNAP numeracy tools will be present in all math classrooms and used as a targeted instructional practice and assessment tool.
- Targeted instruction that meets the individual numeracy levels of all students to build numeracy skills, utilizing Numeracy Progressions
- Staff development to improve intentional planning and responsive instruction that consistently includes key planning components: Before, During and After.
- Targeted basic fact strategy instruction and intervention.
- Quality Learning Environment PD
- Division Office PD numeracy opportunities.

**Measures:**

- Comprehension -
- Skills - targeted small group practice
- Fluency - weekly basic fact activities
- Classroom assessments, observations, and data
- School based common assessments
- Administrator classroom walkthrough data
- Basic fact strategy intervention assessments
- ANIE/SNAP Template
- Elk Island Catholic Schools Numeracy Screen

Review Date:	Reflection:
October	
January	
March	
May	

## Domain: Student Growth and Achievement

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

Goal #2: By June 2026, students reading and writing skills will improve, 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 to focus on intentional planning and responsive instruction that includes 3 key components: Before, During and After.
- P.L.A.N for Better Learning book study to build capacity in planning for Before, During and After
- Data driven Collaborative Team Meetings focused on building teacher capacity and adjusting instruction to student needs.
- Targeted reading intervention using BLAST, Leveled Literacy Intervention (LLI) Program, UFLI and Morphology resources
- Dedicated literacy intervention time built into the schedule.
- University of Florida Literacy Instruction (UFLI) instruction in K-3 classrooms
- Decodable books for grades K-2
- Morphology resources for grades 3-5
- F & P Guided Reading program in Gr 2-5 classrooms
- Empowering Writers resources for Gr 2-5
- F & P Book Club in Gr 3-5 to support literacy instruction that meets individual reading levels and interest of all students
- Quality Learning Environments PD sessions and application.
- Collaboration with NGPS schools
- NGPS professional learning opportunities

### Measures:

- Comprehension -
- Skills
- Fluency
- Classroom assessments, observations and data
- Administrator classroom walkthrough data
- Common writing tasks for each grade level
- Develop a continuum of writing expectations from K-5
- Fountas and Pinnell Reading Benchmark (F&P)
- Highest Level of Achievement Test (HLAT)
- Castles and Coltheart Test (CC3)
- Letter Name-Sound Test (LeNS)
- EYE-TA Data

Review Date:	Reflection:
October	●
January	
March	
May	

## Domain: Learning Supports

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

**Goal #3:** By June 2026, students' and staff will demonstrate improved executive functioning abilities, as measured through observation, checklists and interviews, resulting from improved awareness, intentional instruction, and schoolwide and classroom interventions and strategies.

### Strategies:

- Collaborative Team Meetings will focus on targeted executive functioning skills of students to develop Tier 1 and Tier 2 classroom strategies
- Develop a continuum of executive functioning skills
- Parent participation via workshops and home tasks to improve awareness and home-school approach to building executive functioning skills
- Increase student and staff awareness of Peg Dawson's definitions and strategies on executive function development
- Establish spaces for under supported students to assist with executive functioning and to foster connection
  - HUB: morning and afternoon daily scheduled time
  - Learning Commons: daily scheduled time for Maker Space and creativity projects
  - OT Room: scheduled gross motor movement
  - Cosy cubes and designated classroom areas
- Universal Lens Model of Learning and the I3 Model
- Collaborative Planning Time to focus on intentional planning and responsive instruction that includes 3 key components: Before, During and After.
- Intentional planning and assessment for all students so they are learning and progressing at their individual levels.
- Introduction and use of The Third Path for PD with staff

## Domain: Learning Supports

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

### Measures:

- Comprehension
- Skills
- Fluency
- Classroom observation and documentation
- Administrator classroom walkthrough data
- Peg Dawson Checklist and Questionnaire Data
- Assurance Survey
- Safe and Caring Data
- School culture and relationships
- Social Emotional Plans
- The Third Path

**Review Date:**

**Reflection:**

**October**

**January**

**March**

**May**