

# School Advancement Plan 2017 - 2018



**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 Annual 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.

## 2017 - 2018 School Advancement Plan

<b>School Goal #1</b>	Focus on Literacy - specifically on increasing vocabulary and spelling through Structured Word Inquiry
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**Gateway Statement: Learners are Supported**

**Division Outcome: Learners meet the Standards**

<b>Data Gathered</b>	<ul style="list-style-type: none"> <li>● Performance Measures (ABEd) <b>ELA Provincial Achievement Tests- Students are generally meeting acceptable standard but there is always room for growth and one of the areas of focus is that of spelling. This is an area where we could use some growth.</b></li> <li>● Performance Measures (NGPS) <b>HLAT</b></li> </ul> <p><b>Also becomes evident in the HLAT a writing assessment that students spelling could use strengthening.</b></p> <ul style="list-style-type: none"> <li>● Performance Measures (School) <b>Classroom Based Assessment (F &amp; P, WTW, teacher made assessments)</b></li> </ul>
<b>Compelling Need</b>	<p>There is a strong connection between vocabulary knowledge and reading comprehension. Students need to understand the vocabulary related to the content and this along with background knowledge, provides students with a better opportunity to understand content and what is read. Structured word Inquiry is an inquiry based approach that teaches how spelling works (English spelling is a meaning based system). Through this approach, spelling instruction engages students' interest in words, provides the tools for investigation, develops critical thinking, and builds vocabulary, reading and spelling skills.</p> <p>The collaborative response model will be used as a problem-solving framework for organizing hierarchies of evidence based interventions in the context of ongoing progress monitoring. This involves universal screening, and analysis of data to inform instructional planning, Implementation of quality universal instruction, supplementary instruction for students with early difficulties and intensive interventions for children who still struggle. This is an effective way to meet the needs of all students and increase student success.</p>

<b>School Goal #2</b>	Focus on Numeracy
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**Gateway Statement: Learners are Supported**

**Division Outcome: Learners meet the Standards**

<b>Data Gathered</b>	<ul style="list-style-type: none"> <li>● Performance Measures (ABEd) <b>Math Provincial Achievement Tests</b></li> </ul> <p>Did very poorly this year particularly in the new Part A of the Math test in grade 6 that is timed calculations.</p>
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	<ul style="list-style-type: none"> <li>• Performance Measures (NGPS) <b>MIPI</b></li> </ul> <p>Tends to be recall and calculations and have seen this is an area of general weakness in students.</p> <ul style="list-style-type: none"> <li>• Performance Measures (School) <b>Classroom based assessment</b></li> </ul>
<b>Compelling Need</b>	<p>Student results on the PATs and MIPI as well as classroom assessment show a general weakness in numeracy, as well as a weakness in working quickly and flexibly with strategies to solve calculations and mathematical problems. There needs to be a balance between memorizing basic facts and hands on inquiry based learning that promotes inquiry into basic math concepts through logical and critical thinking. There is a need to be able to work quickly, easily and flexibly with basic facts balanced with the knowledge of what those facts mean, why they are important, and where they come up in the real world. Students need a deep understanding of numeracy that does not result from rote memorization and practice alone. Students need to be engaged with the math rather than simply listening to a teacher talk about it and provide them with only one standard method for solving problems.. They also need to develop and nurture a deep understanding of mathematical concepts, ways of thinking mathematically and an abundance of problem solving strategies that allow them to think critically and make reasoned decisions, about mathematics. Students need opportunity to make mistakes but continue to work on solving the problem, re-organize their thinking and refine their strategies in a manner similar to mathematicians. Improving results is about developing impactful teaching and with adequate training and access to professional development sw we can learn to teach in a way that helps learners understand. The goal is to have both students and teachers develop a deep understanding of numeracy because as Keith Van De Keere would tell us when we deeply understand what we are teaching we teach for understanding.</p> <p>The collaborative response model will be used as a problem-solving framework for organizing hierarchies of evidence based interventions in the context of ongoing progress monitoring. This involves universal screening, and analysis of data to inform instructional planning, Implementation of quality universal instruction, supplementary instruction for students with early difficulties and intensive interventions for children who still struggle. This is an effective way to meet the needs of all students and increase student success.</p>

<b>School Goal #3</b>	Focus on Health and Well-being
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**Gateway Statement: Learners are Supported**

**Division Outcome: Learners are Successful**

<b>Data Gathered</b>	Jacqui Currie 2015-2016 - Health Coordinator with Alberta Health Services attended meetings at Sangudo to conduct a survey and make recommendations about how we could initiate a program to create healthier environments for children and youth to both play and learn in and we want to maintain and extend this focus
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<b>Compelling Need</b>	Academic success is enhanced when have optimal health and well-being and by maintaining a focus on health and well being we are undertaking to address the needs of the whole child
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### School Community Communication and Collaboration

It is expected that this School Advancement Plan is a result of a collaborative effort among students (if appropriate), parents, School Council, staff members and the administrative team. Describe how the school community has been included in the development your school plan.

<b>Collaboration Approach</b>	<b>Key Contact(s)</b>
Staff work sessions on PD days and ongoing discussions at staff meetings	Jo-Ann McLaren, Mel Moon, Joanne Myrol
School Council discussions	Sherra Muldoon, Kristina Vandersteen