

School Advancement Plan 2019 - 2020

Sangudo Community School



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.

2019 - 2020 School Advancement Plan

School Goal #1	Refine and enhance the use of the Collaborative Response Model process to address student needs in the areas of literacy, numeracy and social emotional supports.
-----------------------	---

Division Gateway Statement Learners are successful

Division Outcome

1a: Learners are literate and numerate.

1b: Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.

1c: Learners are educated in a system that respects diversity and is inclusive.

Data Gathered	Accountability Pillar-				
	GRADE	PAT - LA	Past 3 year Average	PAT - MATH	Past 3 year Average
	6	Average 67.3% Acceptable Standard - 90.0% Standard of Excellence - 0	Acceptable Standard -100 % Standard of Excellence -22.7%	Average 63.3% Acceptable Standard - 90.0% Standard of Excellence - 0%	Acceptable Standard - 81.8% Standard of Excellence - 4.5%
9	Average n/a	Average %	Average n/a	Average %	

		Acceptable Standard - 100% Standard of Excellence - 0	Acceptable Standard - 78.2% Standard of Excellence - 11.2%	Acceptable Standard - 100% Standard of Excellence - 0%	Acceptable Standard - 80.8% Standard of Excellence - 16.8%
	Whole School	MIPI	HLAT		
		80% At or Above	64% At Grade Level		
Compelling Need	Some of Sangudo Community School students are below grade level in numeracy and literacy. Sangudo Community School teachers need support in meeting the needs of all of their students.				

School Goal #2	Develop the staff's understanding of the 5 domains of Quality Pedagogy, within the Northern Gateway Public Schools Quality Learning Environment (QLE).
-----------------------	--

Division Gateway Statement Learners are supported
Division Outcome 4. Learners have excellent teachers, school leaders, and school authority leaders.

Data Gathered	Teacher professional growth plans PAT data MIPI HLAT Fountas and Pinnell Accountability Pillar Results in Education Quality section
Compelling Need	Improving quality pedagogy within our classrooms will positively affect student success on learner outcomes. Standard of Excellence is a concern on the Provincial Achievement Tests at both Grades 6 and 9. Through examining the 5 domains of Quality Pedagogy, teachers will refine and enhance their practice in order to meet the needs of all of our children.

First Nations, Métis and Inuit Plan

School First Nations, Métis and Inuit Profile

Include:

- 1 student in kindergarten
- 4 students in Grade 1
- 1 student in Grade 2
- 2 students in Grade 3
- 2 students in Grade 4
- 1 student in Grade 5
- 3 students in Grade 6
- 1 students in Grade

Demographics (3x331, 6x332, 5x333, 1x334)

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)

Guiding questions: What actions are being taken to enhance the specific “Application of Foundational Knowledge of First Nations, Métis and Inuit” competency in the Professional Practice Standards?

What are your specific goals for your First Nations, Métis and Inuit students?

Our goal is to provide a safe environment, where everyone feels they belong and that includes the prevention of racism and bullying. We want to increase the number of students that meet or exceed prescribed learning outcomes set out by curriculum in literacy and numeracy.

What needs to occur for this to happen?

- Increased engagement in learning through personal relevant connections to learning
- Data driven instruction/interventions
- Trust and connections between school community, parents, and students

What are you going to do: what strategies do you have for spending targeted First Nations, Métis and Inuit dollars to address these needs? [See [Ideas for Indigenous Supports](#)]

- Dollars will be used to support professional development opportunities for teachers to expand their Foundational Knowledge of First Nations, Metis, and Inuit
- Dollars will be used to provide literacy support to struggling readers
- Provide opportunities for students to identify First Nations success stories
- Facilitate opportunities between school staff, students and First Nation communities to promote and enhance cross-cultural awareness and understanding

--

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 of your school plan.

Collaboration Approach	Key Contact(s)
Sangudo Community School team	Paige Duplessie (IEF)
	Mike Tavaroli (teacher lead)
	Sherry Pfanmuller (principal)
School Advisory Council	Kristina Vandersteen (chair)