

School Advancement Plan Executive Summary 2019 - 2020

Mayerthorpe Jr. Sr. High



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	We will continue to exceed the provincial average in all of our Provincial Achievement Test and Diploma Exam courses.
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Gateway Statement

Learners are successful

Division Outcome

1a: Learners are literate and numerate

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

3. Learners have excellent teachers, school and school authority leaders.

- The Superintendent, Division Office Team and School Administration have completed and adhere to the applicable Alberta Education Quality Standard.
 - The Superintendency has successfully completed the Alberta Education Superintendent Leadership Quality Standard certification.
 - The Division Office Team and school administration have successfully completed the Alberta Education Leadership Quality Standard certification.
- Teachers are supervised and/or evaluated using the new Alberta Education Teaching Quality Standard
- The division focus of the NGPS Quality Learning Environmental (QLE) is a priority at each NGPS school.
- NGPS classroom teachers apply the Five Quality Pedagogy domains of the QLE in their classroom practice and through Collaborative Response Meetings
- NGPS offers an extensive mentoring and coaching program to its cohort of teachers new to the profession.
- NGPS offers a variety of professional learning, side by side coaching and external education consultants to build capacity of school staff.
- NGPS offers a variety of professional learning to build and enhance leadership capacity of its school administration teams.

Data Gathered	<ul style="list-style-type: none">• Accountability Pillar Results - PAT: Acceptable 65% (Prov. 73.8%)• Accountability Pillar Results - DIP: Acceptable 86.4% (Prov.83.6%)• Accountability Pillar Results - High School Completion Rate 90.2% 3-Year Average (Prov. 79.1% 3-Year Average)• PAT Results Acceptable Standard
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	<ul style="list-style-type: none"> ○ ELA 9 → 87.2% (Prov. 76.1%) ○ Social 9 → 71.8% (Prov. 66.7%) ○ Mathematics 9 → 92.3% (Prov. 59.2%) ○ Science 9 → 84.6% (Prov. 75.7%) ● DIP Results Acceptable Standard <ul style="list-style-type: none"> ○ ELA 30-1 → 86.4% (Prov. 87.5%) ○ ELA 30-2 → 96.3% (88.0%) ○ SS 30-1 → 100% (Prov. 86.2%) ○ SS 30-2 → 88.6% (Prov. 78.8%) ○ Mathematics 30-1 → 69.2% (Prov. 77.8%) ○ Mathematics 30-2 → 81.0% (Prov. 74.2%) ○ Biology 30 → 91.7% (Prov. 86.6%) ○ Chemistry 30 → 100% (Prov. 83.6%) ○ Physics 30 → 93.3% (Prov. 86.2%) ○ Science 30 → 95.2% (Prov. 85.4%)
Compelling Need	Maintaining a high level of academic expectations, maintains a high level of academic success

School Goal #2	Students and staff will continue to report a Quality Learning Environment with a strong culture of wellness.
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Gateway Statement Learners are supported

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

- Through a variety of caring, respectful, and safe strategies, each NGPS site creates a welcoming culture.
- Through the application of a variety of programs and resources, student welfare is a priority in each NGPS school.
- Through the application of a variety of programs, resources, and support, student learning is accessible and individualized while fostering student growth and achievement.

Data Gathered	<ul style="list-style-type: none"> • Accountability Pillar Result - Program of Studies 70.3% (Prov. 81.8%) • Accountability Pillar Result - Safe and Caring 89.3% (Prov. 89.0%) • Accountability Pillar Result - School Improvement 79.5% (Prov. 80.3%) • Accountability Pillar Result - Education Quality 89.2% (Prov.90.0%)
Compelling Need	Staff and students need to feel that the environment they are in is welcoming, safe, caring, respectful, engaging and supportive to continue to improve.

First Nations, Métis and Inuit Plan

Learners are Successful:

Division Outcome: 2. NGPS works collaboratively with First Nations, Metis, Inuit and communities to eliminate the achievement gap for First Nations, Metis and Inuit students.

- Through the administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet First Nation, Metis and Inuit student needs.
- Through responsive instruction and purposeful assessment student competencies are developed while encountering unfamiliar or challenging situations and/or confronting real world, hands on experiences.
- Through the work of NGPS school advocates, foster a deeper understanding of the application of Foundational Knowledge of First Nation, Metis and Inuit peoples.

School First Nations, Métis and Inuit Profile

Approximately 15% of our students self identify. One student identifies as Inuit; nine as status; nine as non-status and 22 as Metis.

- All of our 41 FNMI students who self-identify are provincially funded.
- Woodland Cree, Plains Cree, Nakota Sioux, Inuit, Metis

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

MHS staff engage in professional development opportunities to strengthen their competency and skill levels in applying Foundational Knowledge of FNMI students. As a staff we understand the historical factors which have affected this demographic and we continue to work to support students in a manner that focuses on their strengths and resiliency.

Our goals for our student population as a whole is to find success and feel supported at our school. We employ many of the same strategies that we do for the whole population for our First Nations, Métis and Inuit students: We provide individual support for academics; we identify their needs and develop plans to support attendance, success, health and well-being. We also help identify their larger goals and develop plans for those students to be successful.

As the staff increase their knowledge and integration of First Nations, Métis and Inuit content into all areas, we will continue to provide opportunities for professional development, collaboration and student-focused discussions. In addition, we will continue to provide culturally appropriate materials into all subjects, FNMI reading materials in the library and cultural celebrations.

We will be having a Blanket Exercise presented to our teachers on October 11th by the Alberta Teachers Association

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)
Results were reviewed and analysed with Staff	Dafydd Thomas, Beth Jager
SAP was developed and planned in part by both MHS non-profession and professional staff.	
Administration, non-professional staff and teachers	
SAP is to be shared with NGPS Board of Trustees Nov, 2019	