

**School Advancement Plan**  
**Executive Summary**  
**2020 - 2021**  
**Visioning Forward**  
**2020 - 2023**



**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.

## Actualizing the Quality Learning Environment through Strategic School Planning

### Strategic Planning

#### 2020- 2021 School Advancement Plan - Executive Summary

<b>School Goal #1</b>	<p>We will continue to achieve at or above the provincial average in all of our Provincial Achievement and Diploma exams courses</p> <ul style="list-style-type: none"> <li>→ Highest Level of Achievement Test (HLAT) - Continue to have staff reflect and apply data mind from Fountas &amp; Pinnell (F&amp;P)</li> <li>→ Math Instrument Programming Intervention (MIPI) - Have staff apply data derived from MIPI to inform instructional practice</li> <li>→ Collaborative Team Meetings (CTM) meetings monthly</li> <li>→ F&amp;P training, benchmarking</li> <li>→ Literacy and numeracy focused classes.</li> <li>→ Implementation of quadmesters for senior high</li> </ul>
-----------------------	--

Provincial Domain	Gateway Statement:	Division Outcome:
Student Growth and Achievement	<b>Learners are Successful</b>	a) Learners are literate and numerate.
	<b>Learners are Successful</b>	b) Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Starting in October MHS teachers will administer the Fountas and Pinnell (F&P)	October 2020	Inclusive Education Facilitator (IEF), Lead teachers	Sept 2020 - HLAT <ul style="list-style-type: none"> <li>• Bring in subs so teachers can mark.</li> </ul>	

and Highest Level of Achievement Test (HLAT)				
<p>F&amp;P benchmarking and analysis to be completed by all teachers three times a year.</p> <p>Our baseline: 53% of our students meet expectations for reading comprehension. It is our intention to raise each student one grade level to meet, or exceed, a minimum 2% increase in student comprehension by June 2021.</p>	<p>Oct 2020 March 2021 June 2021</p>	<p>Principal, IEF, Lead teacher and teacher cohort</p>	<ul style="list-style-type: none"> <li>• Literacy and numeracy focused classes</li> <li>• Fountas &amp; Pinnell training</li> <li>• Fountas &amp; Pinnell benchmarking</li> <li>• Leveled Literacy Intervention (LLI) small group instruction</li> <li>• Increased Mathematics and English Language Arts time in Grade 9</li> </ul>	
<p>Lead teachers will commit to analyzing and synthesizing the takeaways from F&amp;P and HLAT. The data will continue to inform the best instructional practice</p>	<p>Oct 2020 - May 2021</p>	<p>Administration, Math teacher cohort</p>		
<p>Collaborative Team Meetings (CTM) to determine interventions in the areas of reading comprehension and place value as aligned with our literacy and numeracy goals.</p>	<p>Sept 2020 - May 2021</p>	<p>Admin, CTM, IEF</p>	<ul style="list-style-type: none"> <li>• Administrators, IEF and Literacy lead attend Fountas &amp; Pinnell training</li> <li>• Literacy coach and literacy lead meetings</li> <li>• Literacy time dedicated at staff meetings</li> </ul>	

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

<b>School Goal #2</b>	Students and staff will continue to report a Quality Learning Environment with a strong culture of wellness.
-----------------------	--

<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>				
<b>Action</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Notes</b>	<b>Evidence of Success</b>
Support Professional Development on Quality Learning Environments (QLE)	All year	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>QLE Leadership</li> </ul>	<ul style="list-style-type: none"> <li>School PD days</li> <li>Leadership and JigSaw</li> </ul>	
Instructional Support Plan (ISP) collaborative development	October 8, 2020 & January 31, 2021	<ul style="list-style-type: none"> <li>Teachers</li> <li>CTM</li> <li>IEF</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>ISP's developed with consistent goals to support student learning</li> </ul>	
Examine the Components of Culture of Wellness	Monthly at Staff Meetings  Staff Planning and Development Day	<ul style="list-style-type: none"> <li>Administration</li> <li>Kelle Hansen</li> </ul>	<ul style="list-style-type: none"> <li>Wellness Committee member attends leader sessions</li> <li>Wellness committee member presents to school staff</li> </ul>	

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

## First Nations, Métis and Inuit Plan

<b>School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):</b>	<b>Budget:</b>
<p>Approximately 15% of our students self identify. We have no federally funded students at MHS.</p> <ul style="list-style-type: none"> <li>• All of our First Nations Metis and Inuit students who self-identify are provincially funded.</li> <li>• Woodland Cree, Plains Cree, Nakota Sioux, Inuit, Metis</li> </ul> <p>Some aspects of our Provincial Achievement Tests and Diploma results are of concern for our First Nations Metis and Inuit students. Specifically, our PAT Acceptable and PAT Excellence is below provincial average and significantly below our rolling three year average.</p>	

<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>
--

<a href="#">School Goal #3</a>	Promote Foundational Knowledge about First Nations, Metis and Inuit to share with all learners
--------------------------------	--

<b>Provincial Domain</b>	<b>Gateway Statement:</b>	<b>Division Outcome:</b>
--------------------------	---------------------------	--------------------------

<b>Learning Supports</b>	<b>Learners are Successful</b>	Northern Gateway Public Schools First Nations, Metis and Inuit students are successful.
--------------------------	--------------------------------	---

<b>Key Strategy</b>				
<b>Action</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Notes</b>	<b>Evidence of Success</b>
Academic counselling and individual support for First Nations Metis and Inuit students <ul style="list-style-type: none"> <li>• First Nations Metis and Inuit Advocate</li> <li>• Education Assistant Support</li> <li>• IEF Support</li> <li>• Tutoring</li> <li>• Academic Counselling</li> </ul>	September 2020- June 2021	<ul style="list-style-type: none"> <li>• Educational Assistants</li> <li>• Inclusive Education Facilitator</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Students</li> <li>• First Nations Metis and Inuit Advocate</li> </ul>	<ul style="list-style-type: none"> <li>• Students will show success in all academic areas</li> <li>• Students are successfully completing school with a diploma</li> <li>• literacy and numeracy initiatives</li> </ul>	
<ul style="list-style-type: none"> <li>• Furthering staff to enhance the Quality Learning Environment to Support First Nations Metis and Inuit students</li> </ul>	September 2020- June 2021	<ul style="list-style-type: none"> <li>• Educational Assistants</li> <li>• Inclusive Education Facilitator</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Students</li> <li>• First Nations Metis and Inuit Advocate</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance rate is increased</li> <li>• Students report a sense of belonging</li> </ul>	
Staff Professional Development continues to support development of competency in foundational knowledge of First Nations Metis and Inuit student success. <ul style="list-style-type: none"> <li>• Staff to present how they have included foundational knowledge in their pedagogy.</li> </ul>	September 2020- June 2021	<ul style="list-style-type: none"> <li>• Educational Assistants</li> <li>• Inclusive Education Facilitator</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Students</li> <li>• School Advocate</li> </ul>	<ul style="list-style-type: none"> <li>• Staff reflections indicate competency in applying First Nations Metis and Inuit knowledge in all subject areas</li> <li>• Administrator ongoing supervision indicates evidence of staff competency</li> </ul>	

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

<b>School Goal #4</b>	Continue to provide a welcoming, safe, caring and respectful school environment.
-----------------------	--

<b>Provincial Domain</b>	<b>Gateway Statement:</b>	<b>Division Outcome:</b>
<b>Teaching and Leading</b>	<b>Learners are Supported</b>	Learners have excellent teachers, school and school authority leaders.

<b>Key Strategy</b>				
<b>Action</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Notes</b>	<b>Evidence of Success</b>
Academic Counselling and Support for students <ul style="list-style-type: none"> <li>EA Support</li> <li>IEF Support</li> <li>Tutoring</li> <li>Academic Counselling</li> </ul>	September 2020- June 2021	<ul style="list-style-type: none"> <li>Educational Assistants</li> <li>Inclusive Education Facilitator</li> <li>Teachers</li> <li>Administrators</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>We are significantly behind the provincial average regarding PATS</li> <li>We are above the prov avg with diplomas - but low in 'excellence.'</li> </ul>	
<ul style="list-style-type: none"> <li>Enhancing the Quality Learning</li> </ul>	September 2020- June 2021	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administrators</li> <li>Students</li> <li>councillor</li> </ul>	Sufficient social/emotional and academic supports are needed <ul style="list-style-type: none"> <li>Regular CTM</li> <li>IEF</li> <li>Collective effort</li> </ul>	
Staff PD continues to support development of competency student success. <ul style="list-style-type: none"> <li>Staff to present how they have included QLE in their pedagogy.</li> </ul>	September 2020- June 2021	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administrators</li> </ul>	Ongoing QLE conversations by administration and staff at PD and staff meetings.	

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