Home of the MHS Tigers

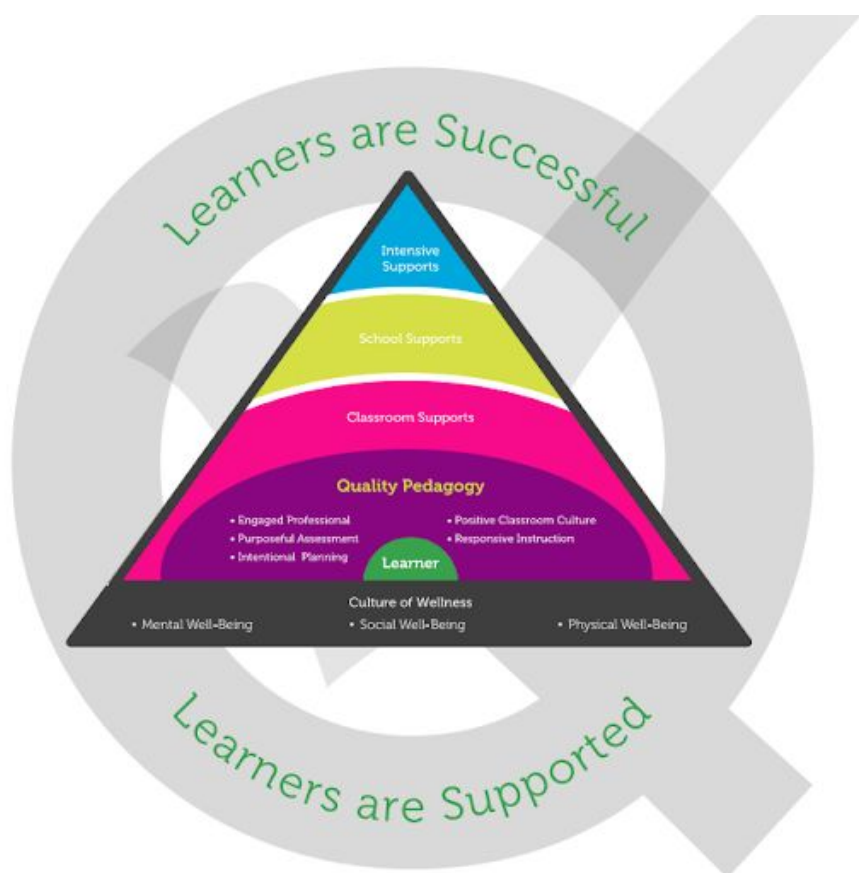# Action Plan
2025-26

Principal: Mrs. Kariann Roszko

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Mission:
We provide a dynamic and safe learning environment that promotes connection and the authentic application of learning.

Vision:
We strive to be the place where students realize their value, discover their talents and imagine a future where their contribution matters.

Our Values

**Joy in learning.**

Humility in achievement.

Satisfaction in giving.

**Gratitude in receiving.**

Dedication to personal responsibility.

Clearly articulating the dimensions of quality learning environments is essential to ensuring strong instructional practices across Northern Gateway. This iterative process is built upon the guiding principle that we have outstanding educators who can collectively define the common tenets of highly impactful and effective instruction.

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Universal Lens Model of Learning

Comprehension

Skills

Curriculum
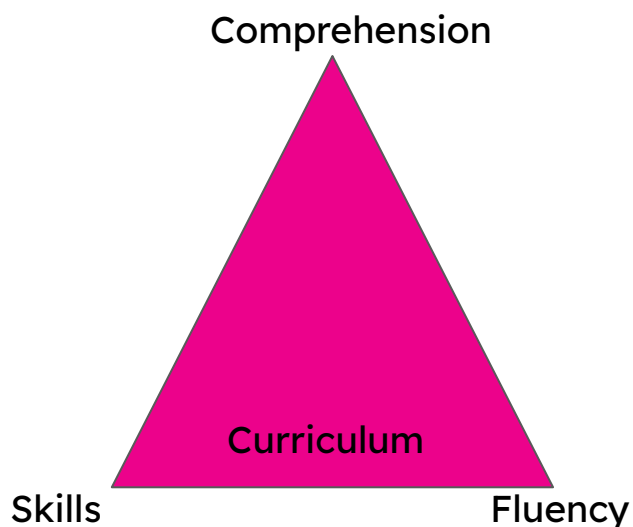
Fluency

A shared emphasis on comprehension, skill, and fluency is integral for specifying the purpose of a lesson and sets the stage for an effective Learning Sequence.

I³ Model

Interpret

Infer
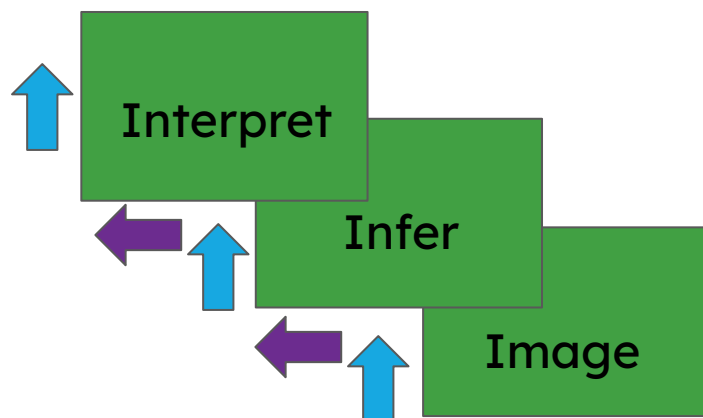
Image

Students must be able to create an image in the brain.
Students make hypotheses and predictions about their learning.
Students are able to interpret the information and understand the big idea or formulate a new idea.

How do we ensure our students are successful?
It is through a quality learning environment focused on high quality pedagogy.
Ensuring lesson construction and delivery includes 4 key components

Before	During	After
Preparation for Learning	Learning Sequence	Authentic Application or New Thinking

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Domain: Student Growth and Achievement	
Outcome 1: Learners achieve acceptable and excellence standards in curricular outcomes.	
Strategies:	**Measures:**
- School Action Plans include a mathematics fluency goal. - Continued implementation of the new K-6 Mathematics curriculum. - School Action Plans include a literacy goal which focuses on strategies to improve imaging and inferencing. - In support of student achievement, we are committed to learning about and understanding the ways of thinking, knowing and doing with our diverse population. - Build capacity with administrators and teachers to analyze screening data as well as classroom data through Collaborative Structures to improve student learning. - School Action Plans include a wellness goal. - Staff wellness is supported through capacity building in the areas of Mental Health first aid, psychological first aid and suicide awareness.	Required Provincial Measures: - Diploma Exam Results - Provincial Achievement Test Results - High School Completion Rate, High School Completion) - Castles and Coltheart Test (CC3) - Letter Name-Sound Test (LeNS) - EICS Numeracy screening assessment Required Local Components - EYE-TA Data - F&P Benchmark - HLAT - MIPI - Monitor VTRA and risk assessment cases - Survey of First Nations, Métis and Inuit Advocates - First Nations, Métis and Inuit Student Success - Disaggregated student achievement local measures (MIPI, EYE-TA, HLAT, F&P)

Domain: Learning Supports
Outcome 2: Learners are educated in a system that respects diversity and is inclusive

Strategies:	Measures:
Collaborative Team Meetings provide the framework for improving student achievement by considering support for each student. - Local data is used to build, inform and deliver a learner profile to address the unique needs of students. - Instructional Support Plans (ISP) are data driven and strength based. - Utilize parent relationships and the understanding of cultural diversity to explain and or improve attendance. - MHCB Operational Teams - are used to support universal and some targeted programming in the area of Mental Health. - CREW - CHAMP - SUCCESS Team - NGPS Wellness coaches are funded by the Mental Health in Schools pilot and are used to support universal and some targeted programming in the area of Mental Health. - Wellness Advisory Team are representatives of all employee groups and are used as a conduit to promote wellness and mental health across our division. - Enhancing relationships with First Nations, Métis, and Inuit communities. .	Required Provincial Measures: - Survey measure of Welcoming, Caring, Respectful, and Safe Learning Environments - Survey measure of Access to Supports and Services - Castles and Coltheart Test - Letter Name-Sound Test - EICS Numeracy Assessment - First Nations, Métis and Inuit Student Success Required Local Components - Student attendance data - Themes/focused strategies of Instructional Support Plan (ISP) (social emotional, literacy, numeracy) - Track the access of universal and targeted programming through both the MHCB Operational Teams and the NGPS Wellness Coaches. - Through NGPS and MHCB a team will be created in each school with training in Psychological First Aid, Mental Health First Aid, and Suicide Intervention. - Use the Beacon4+ Wellness and Diversity Data and Collection Tool to collect data on the Safe, Respectful, Caring, Impact of the Pandemic, Mental Health and Overall Wellness section for parents and staff. - Communicate the mission and vision of wellness for NGPS employees. - Contribute to the NGPS strategic wellness plan. - Communication (implementation) of the NGPS strategic wellness plan.

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Domain: Teaching and Leading	
Outcome 3: Learners have excellent teachers, educational assistants, school and school authority leaders.	
Strategies:	Measures:
- Division administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard / Superintendent Leadership Quality Standard. - School administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard. - Teachers are supervised and/or evaluated using the Alberta Education Teaching Quality Standard. - Schools prioritize and NGPS classroom teachers apply the five quality pedagogy domains of the Quality Learning Environment (QLE) in their classroom practice and through Collaborative Team Meetings. - Intentional Planning - Responsive Instruction - Purposeful Assessment - Engaged Professional - Positive Classroom Culture - NGPS offers a mentoring and coaching program to its cohort of teachers new to the profession. - Through the collaborative process of the QLE work, leadership teams build capacity as instructional leaders to lead learning at each site. - NGPS offers a variety of professional learning, side by side coaching and external education consultants to build the capacity of school staff. ==NGPS will refine the facilitation of Collaborative Team Meetings (CTM) to make them more powerful and meaningful, thus building the strength of the instructional team.==	Required Provincial Measures: - Survey measure of Education Quality Required Local Components - Alignment and utilization of the School Action Plan to provide evidence of visionary (strategic planning) and instructional (implementation of the plan) leadership - Artifacts and evidence of Professional Learning work relative to quality pedagogy in a QLE - Surveys related to QLE work - Results/notes from school assurance meetings - Strategic planning documents - NGPSTalk - Track training sessions and participants in order to build the capacity of Educational Assistants within NGPS.

Domain: Teaching and Leading	
Outcome 3: Learners have excellent teachers, educational assistants, school and school authority leaders.	
Strategies:	Measures:

Strategies:	Measures:
- NGPS offers a variety of professional learning to build and enhance leadership capacity of its school administration. - Principals participate within their cohort to develop their instructional leadership capacity. - Administrator Meetings will have time dedicated for professional growth in various areas of identified need throughout the year such as: - Walkthroughs - Evaluation process - Growth plans - Mentor/coaching program for new principals - NGPS will include training opportunities for educational assistants to build their capacity of supporting students with diverse learning needs. - Utilize professional learning, through the Quality Learning Environment Framework, to support all staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. - NGPS Leadership Development - Provide opportunities to develop leadership skills for succession planning - NGPS will host a Youth Conference - NGPS will include training opportunities for educational assistants to build their capacity of supporting students with diverse learning needs. - Utilize professional learning, through the Quality Learning Environment Framework, to support all staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. - NGPS Leadership Development - Provide opportunities to develop leadership skills for succession planning - NGPS will host a Youth Conference	Required Provincial Measures: - Survey measure of Education Quality Required Local Components - Alignment and utilization of the School Action Plan to provide evidence of visionary (strategic planning) and instructional (implementation of the plan) leadership - Artifacts and evidence of Professional Learning work relative to quality pedagogy in a QLE - Surveys related to QLE work - Results/notes from school assurance meetings - Strategic planning documents - NGPSTalk - Track training sessions and participants in order to build the capacity of Educational Assistants within NGPS.

Domain: Governance

Outcome 4: NGPS optimizes available financial, people and physical resources in support of student and system success.

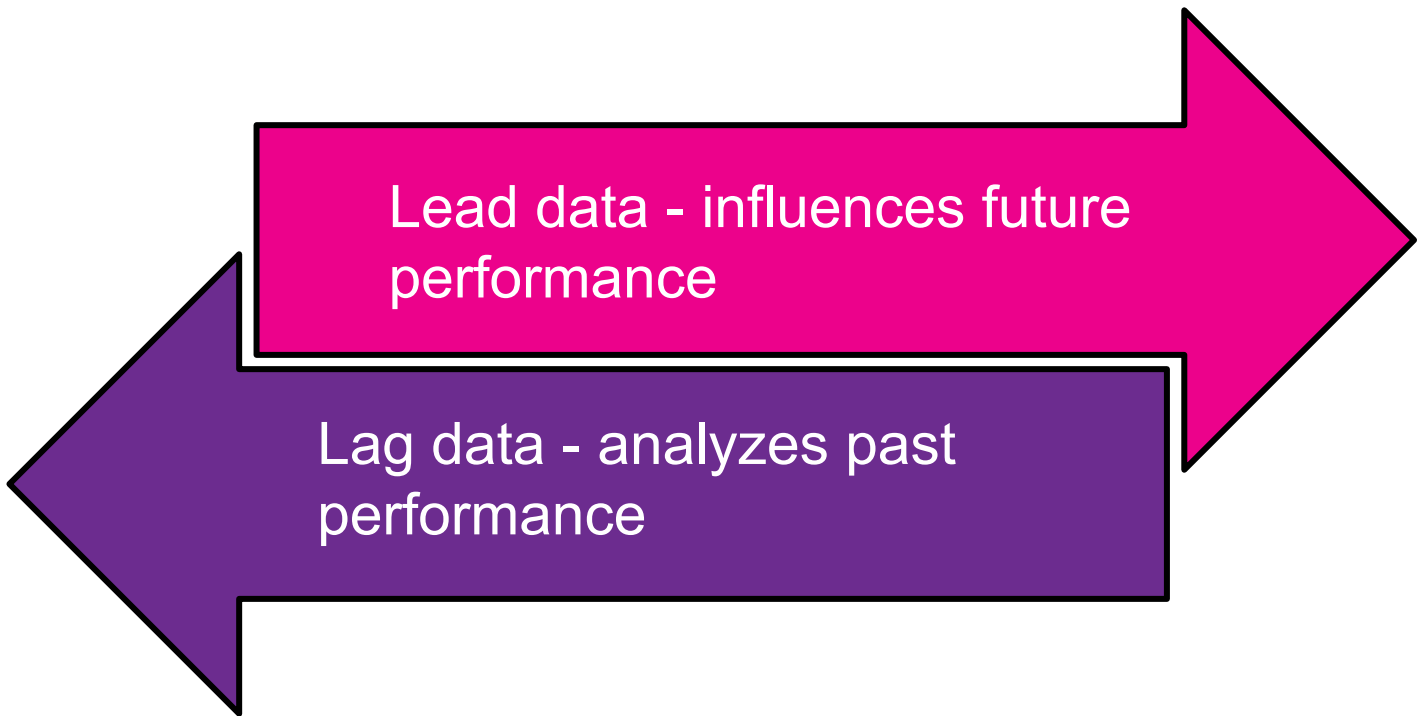| Strategies:	Measures:
- Review programs, services and supports to assess effectiveness and alignment with provincially allocated funding. - Create opportunities for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference. - Publicly recognize and celebrate the contributions of students, staff, parents, and community. - The Board of Trustees are advocates for public education and for Northern Gateway Public Schools. - Identify and refine policies and procedures to ensure strategic planning and decision-making advance education excellence. - Continue to participate in the Rural Caucus of Alberta School Boards. - Continue to advocate for necessary funding and support that address the unique needs of small schools and the rural context. - Continue to engage parents/guardians during school council meetings in each school.	Required Provincial Measures: - Survey Measure of Parent Involvement - School Authorities provide the amount budgeted for 2022-23, the amount spent and the variance between these amounts for operational expenses. Required Local Components - Survey measure of School Improvement - NGPSTalk - Students to school-based staff ratio - Qualitative data collected through school tours

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Lead vs Lag Data

Lead data - influences future performance

Lag data - analyzes past performance

Formative	Summative
Lead Data	Lag Data
Qualitative	LeNs
Anecdotal	CC3
Classroom Data	EICS
	DIPS/PATS
	F&P

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Data must be . . .

- Useful - must be a chain in the link of student success.
- Useable - must be clear and easily understood.
- Actionable - knowing if what we are doing is effective or not effective can lead to action.
  - Are we going to keep this intervention?
  - Are we going to modify it?
  - Are we reaching certain populations? (disaggregate)
  - Should we drop it completely?
- When things are actionable it leads to improved effectiveness.

Goals:

By _____, we will see _____
        date   outcome

measured by _____ as a result
                           data

of _____.
                    primary strategy

Example:

By June 2025, we will see improved numeracy fluency scores measured by ongoing formative classroom assessment as a result of teaching fluency strategies explicitly.

Example:

By June 2025, we will see improved numeracy fluency scores measured by ongoing formative classroom assessment as a result of making connections between the fluency progressions and curriculum outcomes.

Example:

By June 2025, we will see improved numeracy fluency scores measured by ongoing formative classroom assessment as a result of following the high priority skills and procedures scope and sequence.

Example:

By June 2025, we will see students ability to image and inference measured by ongoing formative classroom assessment as a result of using the picture word inductive model.

Example:

By June 2025, we will see students ability to image and inference measured by ongoing formative classroom assessment as a result of using empowering writing.

Example:

By June 2025, we will see an increase in overall student attendance measured by student attendance records as a result of students feeling welcomed, respected and safe.

Domain:	
Division Outcome:	
Goal #1:	
Strategies:	**Need to identify a specific strategy.**
Measures:	**Need to identify lead measures that will be used to evaluate achievement of the goal**
Review Date:	Reflection:
October	
January	
March	
May	

Domain: Student Growth and Achievement
Division Outcome: Learners achieve acceptable and excellence standards in curricular outcomes.
Goal #1: By June 2026, students reading and writing ability will increase, as measured by ongoing classroom assessment, resulting from the Image, Inference, Interpreting, and Fluency Model of Instruction.

Strategies:
- Universal Lens Model of Learning and the I3 Model
- Collaborative Planning Time dedicated to intentional planning and responsive instruction to ensure that lesson construction and delivery includes Before, During and After.
- Data driven Collaborative Team Meetings focused on building teacher capacity and adjusting instruction to student needs.
- Targeted reading intervention using Leveled Literacy Intervention Program and programming from Dr. George Georgiou.
- Dedicated literacy intervention time built into the schedule.
- Quality Learning Environments PD sessions and application.
- Collaboration with NGPS schools for shared strategies of support.
- Division Office PD opportunities
- Timetable to ensure similar literacy levels that result in upward skill development

Goal #1: (continued)	

Measures:
- Classroom assessments, observations and data
- Administrator classroom walkthrough data
- Each reporting period, Collaborative Team Meeting for staff to collectively assess a student writing piece, based on a common writing rubric reflective of PAT and Diploma Rubric.
- Fountas and Pinnell Reading Benchmark (F&P)
- Woodcock Johnson Results
- Letter Name - Sound Test (LeNS)
- Highest Level of Achievement Test (HLAT)
- Provincial Achievement Test (PAT)
- Diploma Exam (DIP)
- Assurance Survey Data

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, we will see improved numeracy fluency scores measured by ongoing formative classroom assessment as a result of making connections between numeracy fluency progressions and curriculum outcomes.

Strategies:
- Universal Lens and I3 Models of learning.
- Data driven Collaborative Team Meetings, focused on building teacher capacity and adjusting instruction to student needs.
- SNAP numeracy methodology will be present in all math classrooms and used as a targeted instructional practice and assessment tool.
- Meeting students where they are at with their numeracy skills, focusing on Numeracy Progressions with differentiated instructional strategies to address learning gaps and extend learning for enrichment.
- JUMP Math instructional program for targeted groups.
- Intervention time for K & E groups in Grade 8 and 9.
- Collaborative Planning time will be dedicated to intentional planning and responsive instruction, ensuring that lesson construction and delivery includes 3 key components: Before, During and After.
- Targeted basic fact strategy instruction and intervention.
- Quality Learning Environment PD sessions and application.
- Division Office PD numeracy opportunities.
- Timetable to ensure similar numeracy levels that result in upward skill development

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Goal #2: (continued)

Measures:
- Classroom assessments, observations, and data
- Administrator classroom walkthrough data
- Basic fact strategy intervention assessments
- SNAP Template
- Elk Island Catholic Schools Numeracy Screen (EICS)
- Provincial Achievement Tests and Diploma Exams
- Assurance Survey 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, we will see an increase in overall student attendance measured by student attendance records as a result of students feeling welcomed, respected and safe.

Strategies:
- Communicate to the larger community how education improves everyone's quality of life
- Monthly newsletter highlighting the connection between attendance and achievement.
- Encourage parent engagement in school activities, school council, PowerSchool usage.
- Social media messaging relaying the connection between attendance and achievement.
- Provide opportunities for students to explore careers, attend career expos, connect with post-secondary institutes, and engage with employers through work experience, RAP and career internships.
- Provide structure for academic rigor.
- Provide support for academic success - deadlines, assessment completion, effective study habits, punctuality, goal setting
- Encourage and enhance school culture through activities such as, BBQ's, students union, theme days, recognition of student achievements.
- Highlighting monthly student success on social media.
- Create safe and supportive environment through provision of necessary food, school supplies and clothing, and lunchtime wellness.
- EEE and SCS transition plan to facilitate and encourage a positive change from feeder schools to MHS.
- Feeder school shared activities -PARTY program, ski trip, sports
- Focus on QLE Positive Classroom Culture strategies
- Third Path Strategies shared through weekly newsletters and staff bulletin board.

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Goal #3: (continued)

Measures:
- Classroom observation and documentation
- Office referrals
- Counselling referrals
- CTM Meeting data
- Assurance Survey - Safe and Caring Data
- Children Services referrals
- School culture and relationships
- Frequency of parent conferences
- Success from and frequency of student wrap-around meetings
- Attendance data tied to Powerschool

Review Date:	Reflection:
October	
January	
March	
May	

Staff Meeting & Professional Development Day Agendas

Date	Agenda Link
August 28	[Start Up Agenda](#) [Start Up Schedule](#)
August 29	
October 11	[Oct. PD Schedule](#)
November 7	[Nov PD Schedule](#)
January 31	
April 17	
May 15	
June 27	

There is no need to pre-populate this. Simply add the link when the agenda has been created.

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Completion Timeline

Completed by June 18th for review.

Posted to your school's before you leave for summer