

School Advancement Plan
Executive Summary
2021 - 2022
Visioning Forward
2021 - 2024



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 Alberta 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

2021-2022 School Advancement Plan - Executive Summary

School Goal #1	<p>Whitecourt Central School will continue to build staff capacity in the five facets of the Quality Learning Environments to enhance the development of literacy and numeracy skills in all learners within our school.</p> <p>Planning will occur after the analysis of:</p> <ul style="list-style-type: none"> → Fountas and Pinnell data → Literacy Progressions - Alberta Education → Highest Level of Achievement Testing - HLAT - data → Math Intervention Programming Instrument - MIPI - data → Numeracy Progressions - Alberta Education
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Provincial Domain	Gateway Statement:	Division Outcome:
Student Growth and Achievement	Learners are Successful	a) Learners are literate and numerate.
	Learners are Successful	b) Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Literacy				
All teachers (Gr 3-5) will complete Fountas & Pinnell (F&P) benchmarking and analysis twice in the school year.	October 2021 March 2022	Teachers Administration Literacy Coach	Oct 2021- 2 weeks of afternoon PLC times are given for teachers to complete this assessment Oct 2021- PLC- analysis of results and structuring of	Students have: Teachers have:

			guided reading groups Mar 2022- 2 weeks of afternoon PLC times to complete the second assessment Mar 2022- PLC - analysis of results and restructuring of guided reading groups	
All teachers (Gr 3-5) will administer and analyze results for the Highest Level of Achievement Test (HLAT).	Oct 2021 May 2022	Teachers Administration	Oct 2021 - administer HLAT Dec 2021 PLC - grade level teams mark the HLATs using the standard rubric *use results to inform planning *WriQ program	
All teachers meet during Collaborative Response Meetings to determine reading/writing interventions to be incorporated into classroom instruction.	Oct 2021 Nov 2021 Dec 2021 Feb 2022 March 2022 May 2022	Teachers Administration	Teachers will utilize the CTM/PLC time to discuss the reconfiguration of guided reading groups and areas of concern that will be addressed in these groups.	
Numeracy				
Grade level teams will administer and analyze the Math Intervention/Programming Instrument (MIPI) and use the results to inform their planning and instruction.	Oct 2022	Teachers Administration	Nov CTM/PLC - analysis of the MIPI results -responsive instruction to reflect areas of need	
All teachers will have access to a numeracy coach to discuss results of the MIPI and gather information regarding intentional planning to ensure students have an understanding of concepts being taught.	Nov 10th	Teachers Administration Numeracy Coach	Numeracy coach will give guidance on activities and progressions to assist with student achievement.	
All teachers meet during Collaborative Team Meeting times on PD Days to plan numeracy units reflecting areas of challenge identified by the MIPI.	Nov 2021 Feb 2022 May 2022	Teachers Administration	Intentional planning and differentiated activities will need to be available to help support all learners in the classroom.	

* Copy table for each key strategy connected to your goal

School Goal #2	<p>Whitecourt Central School will continue to build staff capacity in the five facets of the Quality Learning Environments to enhance the development of literacy and numeracy skills in all learners within our school.</p> <p>Whitecourt Central School will continue to build staff capacity in the area of ISP/SEP development and usage, inclusion, and differentiation as factors that will affect student success.</p>
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Provincial Domain	Gateway Statement:	Division Outcome:
Learning Supports	Learners are Supported	Learners are educated in a system that respects diversity and is inclusive.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
All teachers (Gr 3-5) will review the previous year's ISP/SEPs of our students who require additional supports and ensure that the data gathered informs/guides the strategies included in the plans.	Sept 2021	IEF Teachers	-Being able to start with proven strategies will ensure that the students start out on a positive note.	
All teachers (Gr 3-5) will complete Fountas & Pinnell (F&P)/HLAT/MIPI benchmarking and analysis throughout the year.	Oct 2021 Nov 2021 Dec 2021	Teachers	-This data will guide teachers in their instruction.	
Collaborative conversations between previous and current teachers will take place to discuss successful strategies for start up.	Aug 2021 Sept 2021	Teachers	-This will enable successful strategies to be established right at the beginning of the year to increase the overall efficiency of the programming.	
All teachers (Gr 3-5) will incorporate key goals into the ISP/SEP to focus classroom instruction.	Sept 2021 Mar 2022 June 2020	IEF Teachers		
Teachers will review, incorporate and research universal, targeted and individual supports that will benefit students in the classroom.	Throughout the year	IEF Teachers Administration	-work with Shelley Moore will guide the use of supports in the classroom	
Teachers/EAs will continue to document ABCs of dysregulated behaviours and establish strategies to	Throughout the year	Teachers IEF	Sept 2021 - identification of triggers is essential in	

promote regulation.		Administration	determining strategies for regulated behaviour	
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* Copy table for each key strategy connected to your goal

First Nations, Métis and Inuit Plan

School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):				
Grade Level	First Nations (331)	Non-Status (332)	Metis (333)	Inuit (334)
3	5	5	6	0
4	3	4	1	0
5	4	5	5	0
Total	12	14	12	0

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

Reflect upon these Guiding questions as you plan your actions for the upcoming school year.

What actions are being taken to enhance the specific “Application of Foundational Knowledge of First Nations, Métis and Inuit” competency # 5 in the [Teaching Quality Standard](#) and [Leadership Quality Standard](#)?

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

What needs to occur for this to happen?

What are you going to do?

Actions

- Our First Nations, Metis and Inuit School Advocate will attend meetings sponsored by the Division Office to gather resources and information for our staff to utilize in their planning.
- Time at our WCS Team Meetings will be allocated for our First Nations, Metis and Inuit School Advocate to introduce and facilitate participation in activities to enhance professional learning and understanding of the foundational knowledge of our First Nations, Metis and Inuit communities.
- Incorporate the 7 Sacred Teachings into our lesson development
- Complete the Weaving Ways ecourse and use the resources to enhance/support the Foundational Knowledge being presented in classes
- Continue to build a bank of resources for staff and students to utilize to foster understanding and increase achievement
- Research “fact correct” resources to use in the classrooms with the students

[WCS First Nations, Metis & Inuit Plan - 21-22](#)

Goals

- To increase the number of First Nation students who make successful grade-to-grade transition
- To increase the number of students that meet or exceed prescribed learning outcomes set forth by curriculum in literacy, numeracy and writing for ECS - Grade 12.
- To improve attendance of our FNMI students.
- To provide a safe environment that includes prevention of racism and building of resiliency
- To develop our understanding of the Foundational Knowledge to ensure we are confident in presenting the material
- To incorporate elements of the Foundational Knowledge into our everyday teaching and practice and not make it an extra or add on

[School Goal #3](#)

Whitecourt Central School will continue to build staff capacity in the five facets of the Quality Learning Environments to enhance the development of literacy and numeracy skills in all learners within our school.

Whitecourt Central School will continue to build teacher capacity in weaving the Indigenous People’s foundational knowledge into classroom lessons and activities.

Provincial Domain	Gateway Statement:	Division Outcome:
Learning Supports	Learners are Successful	Northern Gateway Public Schools First Nations, Métis and Inuit students are successful.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
All teachers (Gr 3-5) will complete Fountas & Pinnell (F&P)/HLAT/MIPI benchmarking and analysis on our Indigenous students throughout the year.	Throughout the year	Teachers Administration	Nov 2021 - gather data and then determine necessary strategies to promote growth	
Teachers will increase their knowledge of differentiation within the classroom to support our Indigenous learners.	Throughout the year	Teachers IEF Administration	Oct 2021 - Teachers will be supported as they research strategies to implement to assist students achieve their learning and behavioural Goals. -Teachers will be expected to utilize the activities and information provided by our First Nations, Metis and Inuit School Advocate to engage our Indigenous learners.	
Staff will create meaningful relationships with our Indigenous families to promote consistent attendance	Throughout the year	Teachers/EAs IEF Administration	Sept 2021 - make positive contact with our Indigenous families	

* Copy table for each key strategy connected to your goal

School Goal #4	Whitecourt Central School will promote the building of resiliency in our school community while focusing on mental health.
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Provincial Domain	Gateway Statement:	Division Outcome:
Teaching and Leading	Learners are Supported	Learners have excellent teachers, schools and school authority leaders.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
A Wellness board will be established in the staff room outlining all of the service available.	Sept 2021	Wellness Committee		

Small staff activities will be planned to bring everyone together and promote the connectedness.	Throughout the year	Wellness and Social Committee	Soup Days Salad Days Birthdays	
Quotes and readings included in staff meetings and Professional Development days.	Throughout the year	Admin		

* Copy table for each key strategy connected to your goal