



Northern Gateway
Public Schools



**Action Plan
2025-26**

Principal: Mr. David Turcotte

Domain: Student Growth and Achievement

Division Outcome: Learners achieve acceptable and excellence standards in curricular outcomes.

Goal #1:

By June 2026, we will see improved numeracy fluency measured by ongoing formative classroom assessments as a result of targeted fluency practice and data-driven small group instruction.

Strategies:

- Implementation of daily/weekly numeracy fluency routines including the use of manipulatives, number talks, real world experiences and connections, math games which promote strategic thinking, and technology based tools.
- Spiraling of Math curriculum, using Jump Math as the foundation of all classroom instruction, with a focus on explicit instruction pertaining to fluency gaps.
- Weekly administration of the SNAP numeracy assessment focusing on students' conceptual understanding—not just procedural knowledge.
- Monthly CTM meetings focused on formative data, student progress, the effectiveness of strategies, as well as necessary instructional adjustments.
- Monthly PLC meetings focused on collaborative planning, strategies for teaching numeracy fluency, interpreting and using formative data and differentiating small group instruction.
- Collaborative long range and unit planning, ensuring synchronized teaching, common assessments, and collaborative marking.

Measures:

- EICS Numeracy Screen (Fall/Spring)
- SNAP Assessment (Weekly)
- Classroom Observations/Anecdotal Records
- CTM/PLC Discussions focused on student progress and data collected

Review Date:	Reflection:
October	
January	
March	
May	

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Division Outcome: Learners achieve acceptable and excellence standards in curricular outcomes.

Goal #2:

By June 2026, we will see an improvement of students ability to image and inference, measured by ongoing classroom formative assessment, as a result of explicit instruction in visualization and inferencing strategies, integrated across all contact areas.

Strategies:

- Implementation of the following programs with a focus on the direct teaching of imaging and inferencing skills:
 - Daily 5
 - Guided Reading
 - Reading Intervention K-5 (George Georgiou)
 - UFLI
 - Empowering Writers
 - Words Their Way
 - Imaging Models (ex. PWIM)
- Use of mind maps, anchor charts and graphic organizers (e.g., "What I See/What I Infer") to make the invisible thinking process visible.
- Implementation of short read decodables to build phonic skills, boost confidence and reading fluency, improve word recognition, and orthographic mapping.
- Monthly CTM meetings focused on formative data, student progress, the effectiveness of strategies, as well as necessary instructional adjustments.
- Monthly PLC meetings focused on collaborative planning, strategies for teaching imaging/inferencing skills, interpreting and using formative data and differentiating small group instruction.
- Collaborative long range and unit planning, ensuring synchronized teaching, common assessments, and collaborative marking.

Measures:

- F&P Assessment Results (Spring)
- HLAT Writing Assessment
- CC3
- LENS
- Guided Reading Running Records
- Classroom Observations/Anecdotal Records
- CTM/PLC Discussions focused on student progress and data collected

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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 a decrease in the number of students referred for behavior-related incidents and an increase in student self-regulation skills, measured by office referral data, wellness surveys, and teacher observations, as a result of the implementation of school-wide socio-emotional learning practices, mindfulness practices, and the consistent use of restorative practices.

Strategies:

- Use of the COR Advantage 1.5 to observe, document, and assess children's skills determining areas of strength and growth.
- Implementation of the Third Path integrating into school culture, classroom practices, and school community.
- Creation/Implementation of calming space (Calming Cove) where students can regulate emotions, a sensory space where students can intentionally experience proprioceptive and vestibular input (Sensory Sanctuary), and a skills-based classroom (The Nest) where students will receive support with life skills, social, and academic skills in a hands-on supportive environment.
- Counseling and Support Services: Enhance access to counseling and support services for students, ensuring timely and effective support for emotional and mental health issues.
- Implementation of Supporting Individuals through Valued Attachments (SIVA), Addressing Diverse Learning Needs in the Classroom, Regulation and Resilience; Supporting Students with Challenging Behaviour.
- Soft Start to the school day, providing opportunity for all students to regulate and set themselves up for a successful school day.
- Implementation of school Intramural Program/Clubs with a focus on relationships and leadership.

Measures:

- Data collected from:
 - Log Entries/Office Referrals
 - Dossier (Tier 3 and 4 Meetings)
- Wellness/Satisfaction Survey - Staff, Students and Parents.
- Alberta Education: Assurance Survey 2026
- Monthly CTM meetings focused on formative data, student progress, the effectiveness of strategies, as well as necessary instructional adjustments.
- Monthly PLC meetings focused on collaborative planning, strategies utilized in the classroom, and progress of students.

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