

**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

<a href="#">School Goal #1</a>	Learners are literate and numerate <ul style="list-style-type: none"> <li>• Build teacher capacity in the areas of literacy and numeracy             <ul style="list-style-type: none"> <li>→ <b>Literacy</b> Progressions - Alberta Education</li> <li>→ Using Fountas and Pinnell data to inform instruction - reading interventions - reading comprehension, phonics and word work interventions</li> <li>→ Highest Level of Achievement Testing (HLAT) - awareness and use of F&amp;P Writing continuum</li> <li>→ <b>Numeracy</b> Progression - Alberta Education - Consistent Numeracy strategies K to 12</li> <li>→ Math Intervention/ Programming Instrument - Data Analysis - mental math, math talk/vocabulary</li> <li>→ Collaborating with Divisional Literacy and Numeracy Coaches</li> </ul> </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
<a href="#">Literacy</a>				

<p>Teachers will complete Fountas &amp; Pinnell (F&amp;P) benchmarking and analysis 2x this year</p>	<p>Complete: Oct. 2021 March 2022</p> <p>Analyse: Oct. 2021 April 2022</p>	<p>Principal - Provide support and approval for coverage to facilitate assessments, approve purchase of resources for continuity and ease of administration</p> <p>K-6 Jr./ Sr. Teachers - Administer benchmarking, record and analyze data</p> <p>IEF - Ensure materials are up to date, organized and in working order, arrange for coverage to support teachers in administering the benchmarks, analyze data, organize supports based on that data</p>	<p>All teachers will benchmark their students and will teach Reading through the Guided Reading, Level Literacy Intervention resources and Interactive Read Alouds.</p> <p>Oct., April CRM's focus on analysis</p> <p>Comparison to last year's data used to identify students who may need additional support, including those who did online or home learning as a result of COVID-19 learning scenarios.</p>	<p><b>Students have:</b> extra literacy support for those in need, identified based on the results.</p> <p><b>Teachers have:</b> all round 1 F &amp; P completed as of Nov. 1.  analysis of the data to verify which strategies they need to implement in their classrooms.  results which will be used to identify student groupings for in-class literacy activities and support.  benchmarking results which are used to inform and direct ISP goals and communicate with home on student level of achievement.</p>
<p>Teachers will administer and analyze results for the Highest Level of Achievement Test (HLAT).</p> <p>This information will be used to inform student programming and instructional practice.</p>	<p>Complete: Oct. 2021 April 2022</p> <p>Analyse: Oct. 2021 April 2022</p>	<p>Administration - Support teachers, share materials</p> <p>Teachers - Administer HLAT and analyze results in the fall</p> <p>All teachers will do a summative writing piece for each reporting period</p> <p>IEF - Organize, analyze and share data to inform literacy supports</p>	<p>Teachers have taken in-service to mark HLAT using the NGPS Rubric</p> <p>Teachers choose and administer a writing assignment and assess with the NGPS Rubric for each reporting period</p> <p>October &amp; April HLAT will be administered</p>	<p><b>Students have:</b> HLAT's and a summative piece of writing for each reporting period, for all Grade 1 to 10 classes.  expectations to meet the 2021/2022 target.</p> <p><b>Teachers will have:</b> HLAT data to use to inform and direct ISP goals and communicate with home on student level of achievement.</p>

<p>Consistent use of the division-wide rubric for written assignments.</p>	<p>Yearlong</p>	<p>Principal - Share the rubric to teachers</p> <p>Teachers - Share rubric with students, use the rubric when marking</p> <p>IEF - Ensure the use of and support the process of using the NGPS rubric with teachers for writing assignments</p> <p>Students own their learning</p>	<p>Consistent use of division-wide rubric for written assignments</p>	<p><b>Students have:</b> the ability to communicate learning expectations and needs through the use of the rubric and feedback.</p> <p><b>Teachers will have:</b> consistent use of the rubric.</p>
<p>Teachers work with Divisionally supported Literacy Coach to plan literacy strategies.</p>	<p>Yearlong</p>	<p>Learning Services - Support Literacy Coach</p> <p>School Literacy Leads - Support promising literacy practices in the school</p> <p>Principal - Coordinate with teachers and Literacy Coach to plan working session</p> <p>IEF - Coordinate needs and supports so they align with the current level of teacher knowledge, facilitate school based supports in an effort to help teacher's achieve their goals, follow up on plans and actions discussed</p> <p>All teachers - develop</p>	<p>Consistency within the school for literacy practices</p>	<p><b>Students have:</b> expectations to meet the 2021/2022 target.</p> <p><b>Teachers have:</b> consistency within the school for literacy practices</p> <p>strategies and supports discussed are being used in the classrooms and are visible.</p> <p>an increased level of comfort in the subject area.</p>

		common practice		
Literacy - CRM	<p><u>Elem.:</u> Oct 26/27, 2021 Jan 26/27, 2022 April 26/27, 2022</p> <p><u>Sec.:</u> Sept. 21, 2021 Oct. 19, 2021 Nov. 16, 2021 Dec. 14, 2021 Jan. 18, 2022 Feb. 15, 2022 Mar. 15, 2022 Apr. 19, 2022 May 17, 2022 June 7, 2022</p>	<p>Administration - supports teachers through the CRM/PLC process</p> <p>IEF - schedule, facilitate and guide meetings, follow up on action items identified in the meeting, arrange supports for teachers and students based on the discussions in the meetings</p> <p>Teacher - come prepared to the meeting with up-to-date data, be engaged in professional dialogue</p>	<p>Teachers are familiar with the strategies for reading and writing to support students based on the results of F&amp;P diagnostic.</p> <p>Secondary CRM focus of meeting:</p> <ol style="list-style-type: none"> <li>1. Identify practices and evaluation of key issues</li> <li>2. Build strategies to help support students and teachers</li> <li>3. Action plans for students moving forward</li> </ol>	<p><b>Students have:</b> demonstrated learning by progression and advancement through diagnostic tools.</p> <p><b>Teachers have:</b> identified strategies they are using to support and improve student literacy in their classrooms during CRM/PLC meetings.</p> <p>to ensure the students are progressing in their literacy learning.</p> <p>to seek out support and collaborate with colleagues during the meetings.</p>
<p><b>Literacy Support Block</b></p> <p><b>Elementary</b> Support in Literacy through supplemental programs outside the classroom. (Classroom teachers will support their students at the appropriate level within the classroom.) This extra time is targeted to identified groups of</p>	Support in place all school year	<p>Teacher: Identification of students requiring additional support. Continuation of strategies and supports within the classroom.</p> <p>IEF:</p>	<p>Elementary</p> <ol style="list-style-type: none"> <li>1. Levelled Literacy Intervention Program</li> <li>2. Blast - Phonics Enrichment</li> <li>3. Targeted writing support</li> </ol>	<p><b>Students have:</b></p> <ol style="list-style-type: none"> <li>1. Improvement in F&amp;P benchmarks and HLAT results</li> <li>2. Understanding of phonemic awareness</li> <li>3. Ability to identify word meaning in various words</li> <li>4. Ability to identify frequent or</li> </ol>

<p>students whose literacy skills are two or more grade levels below where they should be for reading and/or writing. Phonics skills acquisition will be based upon BLAST assessments. Students will be grouped according to which Phonics Skills they need remedial support in. Writing support will be offered during this block for Div 2 students as teachers identify a need.</p> <p><b>Jr./Sr. High</b> Students in Grade 7 to 12 will enhance reading, reading comprehension and life skills with regards to literacy; supporting students on a long term basis to help provide skills that are necessary for success in school and life. These students will need ongoing support from their classroom teacher as well. The purpose of this process is to promote independence and self-management in literacy to gain skills that will enhance understanding and reading.</p>		<p>Coordinate schedule, resources, personnel for extra support time. Group and select students for support at each session interval. Determine the most emergent needs for each time interval of support.</p>	<p>Jr./Sr. High</p> <ol style="list-style-type: none"> <li>1. Blast - Phonics</li> <li>2. F&amp;P</li> <li>3. Robert Munsch Books -expression, new and frequent words</li> <li>4. Individual Novels/Books of Interest</li> <li>5. Learning A-Z</li> <li>6. Various Teacher Resources</li> </ol>	<p>common words</p> <ol style="list-style-type: none"> <li>5. Comprehension of material through contextual meaning</li> <li>6. Ability to express themselves through written and oral language</li> <li>7. Development of lifelong reading skills</li> </ol> <p>More students will be in a Tier 1 and 2 level of support.</p> <p><b>Teachers have:</b> identified fewer students needing intensive support.</p> <p>more students who will have their needs met within the classroom environment.</p> <p>more confidence that students' needs are being met.</p>
<p>All teachers will become more familiar with literacy progressions.</p>	<p>September - Overview</p> <p>October - Organization</p> <p>November - Planning</p>	<p>Principal: Provide PD time to review videos and resources associated with learning progressions.</p> <p>IEF: Highlight and refer to learning progressions during CRM meetings and one-on-one teacher support. Assist with strategies to support student growth along the progression.</p> <p>Teachers: Have a deep understanding of the literacy progressions</p>	<p>Resources:</p> <p><a href="https://arpdresources.ca/consortia/literacy-numeracy-programming/">https://arpdresources.ca/consortia/literacy-numeracy-programming/</a></p>	<p><b>Students have:</b> an understanding of the literacy progression, their placement on the progression and set goals for growth along on the progression.</p> <p><b>Teachers have:</b> literacy progressions visible and integrated into student learning.</p> <p>literacy progressions as a reference for student growth and subsequent planning.</p> <p>an understanding of the progression in relation to K-12 learning. What skills come before/after their specific focus?</p>

		and how to support student growth at various points in the progression.		
<b>Numeracy</b>				
Teachers will administer and analyze the Math Intervention/Programming Instrument (MIPI) (numeracy) to develop instructional strategies.	<p>Complete: Sept. 2021 Spring 2022</p> <p>Analyze: Nov. 2021 Spring 2022</p>	<p>Learning services will provide the materials.</p> <p>Teachers - administer and use the data collected</p> <p>IEF facilitates the understanding and ease of administering, marking and analysing the MIPI with teachers, arranges and collaborates with provided numeracy support coaches to support teacher growth and understanding.</p>	Teachers use PLC and CRM time to investigate the results and put together a plan to proceed with Numeracy learning.	<p><b>Students will:</b> write MIPI fall/spring (all students in Grades 2 to 10).</p> <p><b>Students have:</b> improved MIPI results.</p> <p><b>Teachers will:</b> use data collected to guide discussion and programing during PLC and classroom practice.</p> <p><b>Teachers have:</b> improved MIPI results.</p> <p>increased numeracy competency and understanding in classroom-based activities and assessments.</p>
<p>Teachers work with Divisional supported Numeracy Coach Ulana Soletsky</p> <p>High School Teachers will also work with Kathy Charchun Math Instructional Coach</p>	<p>Nov 2021 Feb 2022 May 2022</p>	<p>Learning Services - Support Numeracy Coach</p> <p>IEF - Coordinate needs and supports so they align with the current level of teacher knowledge, inquire with teachers as to areas of support requested or needed, collaborate with provided numeracy support coach and teachers to support</p>	<p>Teachers work with divisional supported Numeracy Coach.</p> <p>Teachers will use a variety of suggested resources, focusing on what is effective in each strand of study.</p>	<p><b>Students have:</b> discussions reflecting the vocabulary and practices suggested by the coach.</p> <p>improved achievement.</p> <p><b>Teachers have:</b> suggested strategies and activities from collaboration that are being used in the classrooms.</p> <p>provided resources which are being accessed, referenced and used with students. Ex. Flrst Steps in Math</p>

		<p>teacher growth and understanding, facilitate school based supports in an effort to help teachers achieve their goals, follow up on plans and actions discussed, gather and organize resources to support teacher and student growth and learning.</p> <p>All teachers - develop common practice, follow through on best practices and resource use as discussed in meetings.</p>		<p>increased confidence and ease in teaching numeracy concepts.</p>
<p>The Numeracy Lead Team continues to work on Numeracy Big Ideas and share during PLC/CTM times.</p>	<p>2021-2022 School Year</p>	<p>Numeracy Lead team and Admin.</p>	<p>The Numeric lead team will be given time to work on a plan.</p>	<p><b>Students have:</b> an understanding of Big Ideas in Numeracy that will be strengthened.</p> <p><b>Teachers have:</b> collaboratively planned instruction and assessment, reflective of the numeracy progressions and Big Ideas.</p>
<p>All teachers will participate in Collaborative Team/Response Meetings to determine strategies to use in all classes to support student growth in literacy and numeracy.</p>	<p><u>Elem.:</u> Nov 24/25, 2021 E Feb. 23/24, 2022 E May 25/26, 2022 E <u>Sec.:</u> Sept. 21, 2021 Oct. 19, 2021</p>	<p>Administration - supports teachers through the CTM/CRM/PLC process</p> <p>IEF: Highlight and refer to learning progressions during CRM meetings and one-on-one teacher support. Assist with strategies to support student growth along the</p>	<p>Teachers will use the Big Ideas in math, numeracy progression outlined by Alberta Education, and Scope and Sequence documents. Teachers are familiar with the strategies in numeracy, which are used to support students based on the results of MIPI data.</p>	<p><b>Students have:</b> a deeper, more consistent and reliable understanding of the numeracy concepts and strands throughout the year.</p> <p><b>Teachers have:</b> identified and collaborated in CTM/CRM meetings, on strategies they are using to support improved student numeracy in their classrooms.</p>



	<p>Nov. 16, 2021  Dec. 14, 2021  Jan. 18, 2022  Feb. 15, 2022  Mar. 15, 2022  Apr. 19, 2022  May 17, 2022  June 7, 2022</p>	<p>progression.</p> <p>Teachers - work to ensure the students are progressing in their numeracy learning</p>	<p>Teachers will introduce daily math where concepts are visited continually throughout the year. This will help solidify learning and prevent loss of learning due to long periods between content coverage.</p> <p>Secondary CTM/CRM focus of meeting:</p> <ol style="list-style-type: none"> <li>1. Identify practices and evaluation of key issues</li> <li>2. Build strategies to help support students and teachers</li> <li>3. Action plans for students moving forward</li> </ol>	
<p><b>Jr High Math Support Block</b>  An extra math class was built to give all Grades 7 to 9 students extra support in math. This support is an action to help support their basic math skills; as we, the staff, recognize a deficiency and gap in their numeracy skills.</p>	<p>All year</p>	<p>With the support of Ms. Gingras (Grade 7), Mr. Jaber (Jr./Sr. Math), Mrs. Garbe (IEF), Principal</p> <p>Principal: Oversee the process and progression, facilitate resources and time for CTM</p> <p>Teachers: implementing the strategies as discussed in CTM meetings</p>		<p><b>Students have:</b>  a deeper, more consistent and reliable understanding of the numeracy concepts and strands throughout the year.</p> <p>reinforced learning and extra support in areas of need.</p> <p><b>Teachers have:</b>  identified and collaborated in CTM/CRM meetings, on strategies they are using to support improved student numeracy in their classrooms.</p> <p>a collaborative understanding of the areas that students need extra support and reinforcement of ideas.</p>

		IEF: will be benchmarking the Grade 7 students with their basic multiplication tables as discussed, coordinating resources and supporting teachers with strategy use and implementation.		
All teachers will become more familiar with numeracy progressions	<p>September - Overview</p> <p>October - Organization</p> <p>November - Planning</p>	<p>Principal: Provide PD time to review videos and resources associated with learning progressions.</p> <p>IEF: Highlight and refer to learning progressions during CRM meetings and one-on-one teacher support. Assist with strategies to support student growth along the progression.</p> <p>Teachers: Have a deep understanding of the numeracy progressions and how to support student growth at various points in the progression.</p>	<p>Resources:</p> <p><a href="https://arpdresources.ca/consortia/literacy-numeracy-programming/">https://arpdresources.ca/consortia/literacy-numeracy-programming/</a></p>	<p><b>Students have:</b> an understanding of the numeracy progression, their placement on the progression and set goals for growth along on the progression.</p> <p><b>Teachers have:</b> numeracy progressions visible and integrated into student learning.</p> <p>numeracy progressions as a reference for student growth and subsequent planning.</p> <p>an understanding of the progression in relation to K-12 learning. What skills come before/after their specific focus?</p>

<b>School Goal #2</b>	Learners are supported
-----------------------	------------------------

<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>
Continue to go deeper with the exploration and Analysis of the 5 Domains of Quality Pedagogy and the 3 Domains of Wellness of the Quality Learning Environments (QLE)	2021-2022 School Year	School Leadership Team Lead PD activity as developed by QLE Steering Committee  Teachers - will know and use the 5 Domains of Quality Pedagogy and 3 Domains of the Culture of wellness.	Monthly Staff Meetings  October 8, 2021 PD Day - Focus on Purposeful Assessment  Nov. 10, 2021 PD Day -  Jan. 31, 2022 PD Day -  March 11, 2022 PD Day -  May 19, 2022 PD Day -	<b>Students have:</b> improved learning, support and success under the Quality Learning Environments created in the school.  <b>Teachers have:</b> greater understanding of application and the creation of Quality Learning Environments and their effect on student learning.
Inreach model in which all learners are supported and celebrated.	2021-2022 School Year	Mrs. Hodges and Principal	At risk students have the opportunity to create connections and obtain support from more professionals. All students have the ability to obtain academic support in addition to the regular classroom. Connects to QLE the first 5 components. Allows teachers to plan measures	<b>Students have:</b> support through enrollment in Inreach that will reflect the specific need in this area.  a combination of regular classes and Inreach classes to accommodate their needs.  graduation classes that will include students from Inreach who have completed their learning goals.

			<p>that will impact student achievement. Teachers actively engage in communication regarding pedagogy and practices covered in professional development. Teachers discuss modifications in delivery and assessment of curricular outcomes meeting the purposeful assessment criteria. All of these practices will create a positive school culture.</p>	<p>success in the Inreach program when experiencing difficulties in the regular class structure.</p> <p>decreased drop-out rates from FCS and there will be less school-aged children in the community who are not completing their high school diploma.</p> <p><b>Teachers have:</b> communication with the Inreach teacher and Principal to identify students with needs that may be best met in the Inreach program.</p> <p>support for students at risk through alternative programming.</p>
<p>Using the Collaborative Response Model (CRM) enables professionals to strategically communicate regarding targeted strategies to support learners in the classroom.</p>	<p>Monthly CRM Meetings 2021-2022 School Year</p>	<p>All staff in collaboration</p>	<p>Connects to QLE, first 5 components. Allows teachers to plan measures that will impact student achievement. Teachers actively engage in communication regarding pedagogy and practices covered in professional development. Teachers discuss modifications in delivery and assessment of curricular outcomes, meeting the purposeful assessment criteria. All of these practices will create a positive classroom culture, one in which all learners are supported and celebrated.</p>	<p><b>Students have:</b> improved learning, support and success as a result of CRM meetings.</p> <p><b>Teachers have:</b> engaged, and collaborative CRM meetings that they actively participate in.</p> <p>identified supports put in place as a result of the CRM meetings.</p> <p>the Dossier CRM program which is being utilized to record and analyze student data arising from the CRM meetings.</p>

<p>CRM's are scheduled and held on a consistent basis</p>	<p>Schedule established and shared with staff</p>	<p>Administration sets schedule and teachers participate in CRM</p>	<p>Teacher's make a concerted effort to arrange absences with these dates in mind, so that all teachers can be present and coverage is possible.</p>	<p><b>Students have:</b> benefits from targeted and timely supports, resulting from consistently held CRMs.</p> <p><b>Teachers have:</b> CRM meetings occurring at scheduled times.</p> <p>other school related activities planned around these dates to facilitate focus on these meetings.</p> <p>specific times and personnel as supports to ensure the occurrence of these meetings as per the schedule.</p>
<p>Dedicated IEF to each of the two sub-grouping of students (Elementary &amp; Jr./Sr. High) within the school so supports can be more comprehensive and developmentally specific.</p>	<p>2021-2022 School Year</p>	<p>Learning Services - training, collaboration and support of the two positions</p> <p>Principal - scheduling and funding to secure two separate individuals to make the workload manageable, thereby ensuring success</p>	<p>IEF coordinators will communicate to classroom teachers as to best practices to meet student needs, arising from testing and needs assessments.</p>	<p><b>Students have:</b> support in learning through developmentally appropriate and inclusive strategies.</p> <p><b>Teachers have:</b> required deadlines and reports.</p> <p>increased attention to detail and comprehensiveness of support.</p>
<p>Professional Development and staff training on inclusive practices and supports</p>	<p>2021-2022 School Year</p>	<p>Administration - secure resources and professional support, arrange time for learning</p> <p>IEF - identify areas of need within the staff, tailor supports to the students and areas of concern within our school, plan and</p>	<p>PD presentations on social emotional support and connections during COVID.</p> <p>PCS presentations: as required to support staff in students in identified areas of need.</p> <p>IEF presentations on</p>	<p><b>Students have:</b> support in learning through developmentally appropriate and inclusive strategies.</p> <p><b>Teachers have:</b> resources and strategies to utilize in the school.</p> <p>an increased understanding of diagnosis and support.</p>

		collaborate with service providers to deliver professional development to staff	Inclusive practices, sharing of inclusive videos - Shelley Moore.	<p>inclusive classroom practices.</p> <p>support staff with increased confidence and capability with recommended strategies.</p>
Consistent resources and teaching practices throughout the building.	2021-2022 School Year	<p>Principal - approve and secure funding for resources</p> <p>IEF - research, recommend, organize, integrate appropriate resources; support teacher training and use of resources</p>	Professional Development with common practices and vocabulary for literacy and numeracy to ensure student progression and consistency of environment.	<p><b>Students have:</b> increased achievement.</p> <p>consistency in expectations, language, activities between grades.</p> <p><b>Teachers have:</b> shared common language, activities, supports and strategies between the grades.</p> <p>a unified approach which is evident across the school in numeracy and literacy.</p>

\* 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):

Fox Creek School serves 23 FNMI students. This accounts for 7 % percent of our student population

### 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?

Fox Creek School and Gateway Academy, Fox Creek Campus have had, and are achieving long term goals for our First Nation, Metis and Inuit Students:

- Create an inclusive FNMI Environment which acknowledges and represents the key components of Reconciliation
- Close performance gap on all standardized tests including Diploma and Provincial Achievement Tests and High School Completion
- Continue to have higher performance than Provincial First Nation, Metis and Inuit performance in the areas of High School Completion and Rutherford Eligibility
- Continue to have lower dropout rates than Provincial First Nation, Metis and Inuit Students

### [School Goal #3](#)

First Nations, Metis and Inuit students are successful at Fox Creek School

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

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
All staff will participate in Learning Pebbles Activities to increase foundational knowledge about First Nations, Metis and Inuit students	<p><u>Awareness</u> - Nov. 10, 2021 PD Day</p> <p><u>Acknowledgement</u> - Jan., 31 PD Day</p> <p><u>Atonement</u> - March 17, 2022 Staff Meeting</p> <p><u>Action</u> - May 19, 2022 Staff Meeting</p>	Administration/FNMI Advocate/CHAMP Team- Schedule Activities		<p><b>Students have:</b> a greater awareness of the FNMI perspective.</p> <p><b>Teachers have:</b> a greater awareness of the FNMI perspective.</p> <p>a multitude of available resources to support FNMI learning.</p> <p>a deeper understanding and comfort supporting FNMI learning.</p>
Staff will participate in Professional Development on the NGPS First Nations, Métis and Inuit Education webpage.	Nov.10, 2021 PD Day	FNMI Advocate	<p>Presentation and demonstration of webpage, staff time to explore and familiarize themselves with the resource.</p> <p><a href="https://sites.google.com/ngps.ca/firstnationsmetisandinuiteduca/home?authuser=0">https://sites.google.com/ngps.ca/firstnationsmetisandinuiteduca/home?authuser=0</a></p>	<p><b>Students have:</b> a greater awareness of the FNMI perspective.</p> <p>access to FNMI resources to expand their perspectives and support further learning.</p> <p><b>Teachers have:</b> a greater awareness of the FNMI perspective.</p> <p>a multitude of available resources to support FNMI learning.</p> <p>a deeper understanding and comfort supporting FNMI learning.</p>
A teacher will participate in the NGPS First Nations, Metis and Inuit Advocate Group	Yearlong	<p>Learning Services - Scheduled meetings</p> <p>Tracey Hooey-</p>		<p><b>Students have:</b> a greater awareness of the FNMI perspective.</p>



		Schmidt - serve as our advocate		<p>FNMI resources and activities shared from the FNMI advocate to expand their perspectives and support further learning.</p> <p><b>Teachers have:</b> a representative to gather and share resources, knowledge and pedagogy to assist with FNMI education and learning.</p> <p>an advocate to collaborate with and answer questions relevant to FNMI.</p>
Create a school based team to delve deeper into the TQS Competency #5 (Applying Foundational Knowledge about First Nations, Metis and Inuit) and share learnings with the staff as a whole	November 2021	Tracey Hoey-Schmidt - Advocate Other Teachers CHAMP TEAM  Administration		<p><b>Students have:</b> an Inclusive School which respects and promotes the FNMI perspective.</p> <p><b>Teachers have:</b> greater understanding of how Competency 5 is an essential part of FNMI Foundational Knowledge.</p>
School community participates in activities acknowledging FNMI including Orange Shirt Day, weekly Land Acknowledgement, and weekly updates and information to teachers via Week At a Glance.	Year long	All Staff		<p><b>Students have:</b> an active role in creating awareness and understanding of FNMI perspective in daily life.</p> <p>an inclusive school which respects and promotes the FNMI perspective.</p> <p><b>Teachers have:</b> an active role in creating awareness and understanding of FNMI perspective in daily life.</p> <p>an inclusive school which respects and promotes the FNMI perspective.</p>

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

<b>School Goal #4</b>	Learners are supported through quality learning environments which support wellness.
-----------------------	--

<b>Provincial Domain</b>	<b>Gateway Statement:</b>	<b>Division Outcome:</b>
Teaching and Leading	Learners are Supported	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>
Participation of Lead Wellness Members in Divisional Work for QLE	Yearlong	Principal - Steering Team, Principal Cohort  Assistant Principal - Cohort if formed  Wellness Advocate - Tamara Czinkota  Teachers to serve on Leadership Team, Wellness Committee  CHAMP Team	Cohort may be formed for Assistant Principals	<p><b>Students have:</b> improved learning, support and success under the Wellness Domains of Quality Learning Environments created in the school.</p> <p><b>Teachers have:</b> greater understanding of social and emotional wellness and their effect on student learning.  attendance at virtual cohort meetings.  collaboration outside of scheduled meeting times between cohort members.  a lead teacher who contributes to staff activities and knowledge.</p>
Teachers will increase their awareness and understanding of the QLE through regular reference to domains and self-reflections.	Yearlong	All teachers	<p>Domains will be highlighted and reviewed on a regular basis through the weekly staff communication.</p> <p>Domains will be focused on through CTM/CRMs,</p>	<p><b>Students have:</b> improved learning, support and success under the Wellness Domains of Quality Learning Environments created in the school.</p> <p><b>Teachers have:</b> discussions reflective of QLE vocabulary,</p>

			staff meetings and PD Days	<p>concepts and ideas.</p> <p>evidence of each domain that will be visible in teacher daily practices.</p> <p>the domains as an automatic piece of knowledge and practice, as opposed to a reference that must be retrieved or referred to.</p> <p>greater understanding of application and the creation of Quality Learning Environments and their effect on student learning.</p>
Create a Wellness Advocacy Team, including both teachers and support staff, to raise awareness of Wellness for students and staff through activities and education	<p>September - Creation of Team</p> <p>Monthly- Sharing of Information/ Activity to support wellness</p>	<p>Principal - ensure team is created; serve as an ad hoc member</p> <p>Wellness Facilitator - lead the team</p> <p>CHAMP team</p>	<p>Messaging includes a spot in the Week At a Glance, to larger community through social media and monthly newsletters</p> <p>Weekly wellness wagon of treats for staff to raise morale and build cohesiveness.</p>	<p><b>Students have:</b></p> <p>an environment to learn where wellness is a priority.</p> <p>an understanding that wellness is an important part of daily life.</p> <p>staff who are focused on wellness and able to assist students with their own wellness.</p> <p><b>Teachers have:</b></p> <p>an environment to work where wellness is a priority.</p> <p>an understanding that wellness is an important part of daily life.</p> <p>a leadership team that supports wellness for all.</p>

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