



**Northern Gateway**  
Public Schools



**Action Plan**  
**2024-25**

**Principal: Ian Baxter**  
**Assistant Principal: Ronica DeCiccio**

Domain: Student Growth and Achievement

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

Goal #1: By June 2025, numeracy fluency scores will increase, as measured by ongoing classroom assessment, resulting from teacher focus on the Universal Lens Model of Learning and Collaborative Team Planning.

Strategies:

- Universal Lens and I3 Models of learning.
- Promoting rich math tasks and vertical classrooms with “Conceptual Understanding and Computational Fluency” through continued work with Dave Martin.
- Data driven Collaborative Team Meetings, focused on building teacher capacity and adjusting instruction to student needs.
- ANIE/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 K - 8.
- 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.
- Success Makers K- 9 Math Intervention Program to personalize learning paths for mastery of essential math concepts.
- Targeted basic fact strategy instruction and intervention.
- Quality Learning Environment PD sessions and application.
- Division Office PD numeracy opportunities.

## Goal #1: (continued)

### Measures:

- Classroom assessments, observations, and data
- Administrator classroom walkthrough data
- Basic fact strategy intervention assessments
- ANIE/SNAP Template
- Elk Island Catholic Schools Numeracy Screen
- MIPI
- SuccessMaker
- Provincial Achievement Tests and Diploma Exams
- 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 2025, students reading and writing ability will increase, as measured by ongoing classroom assessment, resulting from the Image, Inference and Interpreting (I3) 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 3 key components: Before, During and After.
- Data driven Collaborative Team Meetings focused on building teacher capacity and adjusting instruction to student needs.
- Targeted reading intervention using BLAST & SPELD phonics program, Leveled Literacy Intervention Program, various decodable reading programs in primary grades.
- Dedicated literacy intervention time built into the schedule.
- Certified teacher as the Library Learning Commons Facilitator.
- SuccessMaker Reading Intervention Program to personalize learning paths for mastery of essential reading skills
- Quality Learning Environments PD sessions and application.
- Collaboration with NGPS schools for shared strategies of support.
- Division Office PD opportunities, including sessions with Tim Coates on diploma results analysis.

## Goal #2: (continued)

### Measures:

- Classroom assessments, observations and data
- Administrator classroom walkthrough data
- Successmaker 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)
- Highest Level of Achievement Test (HLAT)
- Castles and Coltheart Test (CC3)
- Letter Name-Sound Test (LeNS)
- EYE-TA Data
- Provincial Achievement Test (PAT)
- Diploma Exam (DIP)
- Assurance Survey Data

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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 2025, students' and staff will demonstrate effective executive functioning abilities, as measured through observation, resulting from responsively addressing staff and students individual starting points and current realities.

### Strategies:

- I3 Model of instruction
- Trauma Informed Practice
- COR skill assessments for developmentally responsive programming
- Brain-based strategies
- Peace Collaborative Services Support
- Collaborative Team Meetings
- Wellness Coach classroom lessons
- Caniff Psychology Counselling
- Individual Student Social-Emotional Plans
- Check-Ins by CHAMP Wellness Coaches
- Small group sessions from CRC/ CHAMP Wellness Coach
- Regular collaboration with and resources from the Alberta Health Services Healthy Futures Liaison.
- Outside agency class presentations, including RCMP Youth Council Safety, Wellsprings Relationship, career and postsecondary institutions, financial counselling.
- Collaboration with Children's Services, Family Support for Children with Disabilities, SPARK Family Resource Network, Community Resource Centre, PACE Community Support and Sexual Trauma Centre
- ProFoxy Community Fridges
- Art Therapy Teacher

### Goal #3: (continued)

#### Measures:

- Classroom observation and documentation
- Office referrals
- Counselling referrals
- CHAMP team usage data
- 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

Review Date:

Reflection:

October

January

March

May