

School Advancement Plan
2017 - 2018
Visioning Forward
2018 - 2020



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 Annual 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.

A. School Profile

Focus Question: Who are we?

Population demographic breakdown

ECS - 26 , Grade 1 - 27, Grade 2 - 21, Grade 3 - 37, Grade 4 - 29, Grade 5 - 23, Grade 6 - 22, Grade 7 - 30, Grade 8 - 25, Grade 9 - 28, Grade 10 - 23, Grade 11 - 22, Grade 12 - 25

Outreach: Grade 10 - 4, Grade 11 - 3 Grade 12 - 6

Location: Fox Creek, AB, T0H 1P0

Number of Students: School 368, Outreach 13

Number of certificated and non-certificated staff:

School Certificated Staff: 19.75

Non-certificated staff: 6

Outreach Certified Staff: 0.75

B. School Highlights

Focus Question: What is exciting and unique to our school?

We are a community school serving all students in grades Pre - K - 12. Presently, we are the only K-12 school in Northern Gateway Public Schools.

The exciting thing about our school is that, in spite of our small numbers, we continue to offer a variety of option choices in our junior and senior high programs. We have a strong Career and Technology Studies (CTS) and Career and Technology Foundations (CTF) program utilizing our well equipped industrial education and foods labs. The Hot Rod being built in our shop continues to evolve and the final product is certainly a

creation of inspiration and dedication of our students. We continue to advance the dual credit partnerships in the area of Health Care Aide, Power Engineering and an extensive work experience program.

We do operate a successful outreach complementing the regular programs of Fox Creek School, adding a number of at risk students to our graduates each year.

Community partnerships continue to grow and evolve at our school. Our partners support the apples program which encourages healthy eating as well as a breakfast and snack program which ensures our students are well nourished throughout the day for optimum learning. Shell Canada and Encana are only two of our many sponsors who support programs in the school which provide food for our students.

Retail stores such as Rexall and Home Hardware, as well as restaurants and oil companies employ many of our high school students. A number of our students earn work experience credits and develop work skills working for these local employers.

Annually, Fox Creek School celebrates the achievements of our students for the school year. The annual event truly demonstrates the strong connection the community of Fox Creek has with our school. Each year the school is able to present over \$20,000 in awards to the students of Fox Creek School to support lifelong learning. This money comes from generous private donors, community organizations, businesses and the Government of Alberta. As a result of these donations, many of our students are able to help pay for rising cost of Post Secondary Education. This day exemplifies the pursuit of excellence by the students of Fox Creek.

We also opened our new grade 4, 5, and 6 playground this fall. The playground truly exemplifies the commitment our community members and parents have for our school. Friends of the Children of Fox Creek raised over \$300,000 to purchase and install a state of the art playground for our students. Their hard work and commitment to our students is truly appreciated by our school. We are truly thankful for all our local organizations and parents who continue to support our school at many levels.

Our students benefit greatly from the Community Helpers and Mentoring Program (CHAMP) team. This partnership between Alberta Health Services and NGPS, gives the school access to three Success Coaches who provide a wide range of programming in the school, community and reaching outlying areas. These programs focus on building mental health capacity for all citizens, young and old.

Over the years, the Community Career Fair has expanded. As a result of this was an amazing opportunity to collaborate with Alberta Workforce, where we were able to showcase 27 local businesses who represented over 72 possible careers. Once again this opportunity was the result of hard work and collaboration with our local businesses and organizations.

The school is used widely by community groups outside of the school day which provides many extracurricular opportunities for our students as well as community members of all ages. The school and community continue to work closely to coordinate activities and opportunities for students. When there is a community event, the majority of students will be in attendance which was the case for *The Creation Location* event that was hosted in the school early October.

C. Strategic Planning

2017 - 2018 School Advancement Plan

School Goal #1	Build the instructional capacity of teachers to ensure quality learning environments for student academic achievement.
-----------------------	--

Division Gateway Statement Learners are Successful
Division Outcome Learners meet Standards.

Data Gathered	<p>Student Learning Achievement K -9</p> <ul style="list-style-type: none"> ● Acceptable Standard is 82.2% compared to the Provincial Standard of 73.4%. ● Standard of Excellence is 8.7% compared to the Provincial Standard of 19.5%. <p>Student Learning Achievement grades 10-12</p> <ul style="list-style-type: none"> ● Acceptable 76.3% compared to the Provincial Standard of 83.0%. ● Diploma Excellence is 15.3% compared to the Provincial Standard of 22.2%. <p>Standard of Excellence is not being met at grades six, nine or twelve. However, the trend is improving in a positive manner.</p>
Compelling Need	<p>Why is this important? Why do we care?</p> <ul style="list-style-type: none"> ● We are a small school striving to stay competitive and meeting the needs of all students. We need to continue with split classes, individualized learning in order to meet the needs of our students. ● Continue to increase the number of students in the Acceptable Standard ● Meeting the needs of all students... Feel our (higher end) students are not receiving the rigor...

	<ul style="list-style-type: none"> • Build some consistency in the building, requires professional reflection; embedding internal accountability; building the teacher capacity in regards to a toolkit of interventions • Establishing norms and expectations for grasping curriculum, assessment and achievement • Put supports in place to understand the standard of excellence
--	--

2017-2018 Timeline	School Actions	Indicators of Success	Responsibility	Results
	Support secondary teachers in accessing subject-specific professional learning	<p>Teachers access professional learning opportunities with the approval of administration</p> <p>Assessment practices address student learning with a focus on achievement</p> <p>Rigor to support the achievement of the standard of excellence is inherent in classrooms</p> <p>Teachers can access other colleagues to see quality practices</p> <p>Mentor Programs for beginning or newly to the profession teachers.</p> <p>Effective Exam building in all subject areas</p>	Teachers and Administration	
	Embedded CRM Meetings for Elementary	<p>Strategic interventions are identified</p> <p>Behavioural/Academic/Social aspects of all students are</p>	Teachers and Administration	

		<p>discussed and supports are put in place.</p> <p>Differentiation is identified as a universal classroom practice</p> <p>Embedded supports are carried through year upon year</p> <p>Embedded Tier III supports eventually resolve concerns and student previously requiring them are able to function successfully in the classroom</p>		
	Afterschool CRM Meetings for Secondary	<p>Strategic interventions are identified</p> <p>Differentiation is identified as a universal classroom practice</p> <p>Embedded supports are carried through year upon year</p> <p>Embedded Tier III supports eventually resolve concerns and student previously requiring them are able to function successfully in the classroom</p> <p>Number of students successfully earning their high school diploma increases</p> <p>Number of students writing 4+</p>	Teachers and Administration	

		diplomas increases		
	Inclusive Education Facilitator provides push-in supports versus pull-out supports	Teachers are able to incorporate strategies and accommodations learned from the IEF into universal classroom practices Students are explicitly taught how to transfer skills from subject to subject	Teachers and Administration	

School Goal #2	Support teachers to engage students in building a strong foundation in literacy and numeracy.
-----------------------	---

Division Gateway Statement Learners are Successful
Division Outcome Learners meet Standards.

Data Gathered	<p>ELA Grade 6 and 9 PAT Results</p> <ul style="list-style-type: none"> • Grade 6 ELA Acceptable Standard is 79.3 compared to 91.5 in Alberta • Grade 6 ELA Standard of Excellence is 3.4 compared to 20.9 in Alberta • Grade 9 ELA Acceptable Standard is 85.7 compared to 86.4 in Alberta • Grade 9 ELA Standard of Excellence is 4.8 compared to 16.8 in Alberta <p>Math Grade 6 and 9 PAT Results</p> <ul style="list-style-type: none"> • Grade 6 Math Acceptable Standard is 79.3 compared to 76.7 in Alberta • Grade 6 Math Standard of Excellence is 3.4 compared to 13.9 in Alberta • Grade 9 Math Acceptable Standard is 68.4 compared to 75.5 in Alberta • Grade 9 Math Standard of Excellence is 0 compared to 21.3 in Alberta <p>Diploma Results ELA</p>
----------------------	---

	<ul style="list-style-type: none"> • ELA 30-1 Acceptable Standard is 85.7 compared to 86.5 in Alberta • ELA 30-1 Standard of Excellence is 14.3 compared to 11.7 in Alberta • ELA 30-2 Acceptable Standard is 100 compared to 89.5 in Alberta • ELA 30-2 Standard of Excellence is 14.3 compared to 11.4 in Alberta • Math 30-1 no results too few #s • Math 30-1 no results too few #s • Math 30-2 Acceptable Standard is 66.7 compared to 74.7 in Alberta • Math 30-2 Standard of Excellence is 0 compared to 15.9 in Alberta
Compelling Need	<ul style="list-style-type: none"> • Community is willing to train and employ students who have a strong foundation in both literacy and numeracy • Rigor • Cannot move forward without strong consistent foundations • Consistency in practice for continuity in achievement • Developing the non-negotiables for students (e.g. capitalization and periods) - feedback to achieve standards - we don't accept anything less • Need to shift culture from being separate K-6 and 7-12 entities to being a K-12 school

2017-2018 Timeline	School Actions	Indicators of Success	Responsibility	Results
	Literacy Coaching - Lorna Hewson w/ Grades 4-6	Enhanced literacy results to build a strong foundation for future learning	Teachers and Administration	
	Numeracy Coaching - Keith van de Keere w/ Grades K-3	Enhanced numeracy results to build a strong foundation for future learning	Teachers and Administration	
	Develop/Build Critical Thinking Skills Relate Literacy/Numeracy/to real life situations	Students demonstrate an ability to connect literacy and numeracy to lifelong learning on a daily basis	Teachers and Administration	
	High School Math Teacher working with Divisional Math Cohort building common assessments and instruction	Improvement in our math achievement in our school	Teachers and Administration	

	for math instruction in NGPS			
--	------------------------------	--	--	--

School Goal #3	Build resiliency in students.
-----------------------	-------------------------------

Division Gateway Statement Learners are Successful

Division Outcome Learners own their learning.

Division Gateway Statement Learners are Support

Division Outcome Learners are educated in a well-governed system.

Data Gathered	<ul style="list-style-type: none"> • When examining the Accountability Pillar Results we are still performing below the Provincial Average in the area of Safe and Caring. We are at 78.4 as compared to 89.5 in Alberta. • We feel there is a need to build stronger peer support to improve student engagement for our disenfranchised students • Attendance records show us a need for more intensive wrap around supports for some of our students
Compelling Need	Community is showing some struggles with family units resulting in students needing to gain those skills in other areas.

2017-2018 Timeline	School Actions	Indicators of Success	Responsibility	Results
	Teacher Advisory Groups	<p>Students are known by name and need, and those needs are addressed.</p> <p>Students set goals and develop action plans, returning to reflect on accomplishments.</p>	Teachers and Administration	
	Community Partnerships	Greater collaboration	Teachers and Administration	

		between community mental health workers and community resources		
	Principal leads conversations with parents, student and staff members	Focus of conversation is about student supports, strategies and success	Teachers and Administration	
	<p>Champ Programs</p> <ul style="list-style-type: none"> -grade 8 healthy relationships -effective communication strategies -conflict resolution -build study strategies/skills 		Teachers and Administration	
	Increase Student and Parent Access to Powerschool	Greater awareness of student performance.	Teachers and Administration	
	Add Fine Arts programming in an attempt to engage students in diverse disciplines to increase overall achievement		Teachers and Administration	

D. Staff Planning and Development

Staff Planning and Development Days: August 30, 31 and September 1
Facilitator(s): Ian Baxter and Dwayne Mytrunec
Focus of Professional Development: Goal Setting and Time for Collaborative Conversation
Goal(s)/Outcome(s):
<i>Accountability 1</i>

Actions as a Result of PD:

Accountability 2

Influence on Learners:

Staff Planning and Development Day: October 6, 2017

Facilitator(s): Ian Baxter and Dwayne Mytrunec

Focus of Professional Development:
Results Review Session with staff
Staff collaboration on quality learning practices.

Goal(s)/Outcome(s):

Accountability 1

Actions as a Result of PD:

Accountability 2

Influence on Learners:

Staff Planning and Development Day: November 8, 2017

Facilitator(s): Terri Duncan - Children's Autism Services of Edmonton

Focus of Professional Development:
Goal(s)/Outcome(s):
<i>Accountability 1</i> <i>Actions as a Result of PD:</i>
<i>Accountability 2</i> <i>Influence on Learners:</i>

Staff Planning and Development Day: January 31, 2017
Facilitator(s):
Focus of Professional Development:
Goal(s)/Outcome(s):
<i>Accountability 1</i> <i>Actions as a Result of PD:</i>
<i>Accountability 2</i> <i>Influence on Learners:</i>

Staff Planning and Development Day: February 16, 2018 (Valleyview)/March 16, 2018 (Onoway to Fox Creek)
Facilitator(s):
Focus of Professional Development:
Goal(s)/Outcome(s):

Accountability 1
Actions as a Result of PD:

Accountability 2
Influence on Learners:

Staff Planning and Development Day: May 17, 2018

Facilitator(s):

Focus of Professional Development:

Goal(s)/Outcome(s):

Accountability 1
Actions as a Result of PD:

Accountability 2
Influence on Learners:

Staff Planning and Development Day: June 29, 2018

Facilitator(s):

Focus of Professional Development:

Goal(s)/Outcome(s):

Accountability 1
Actions as a Result of PD:

Accountability 2
Influence on Learners:

E. First Nations, Métis and Inuit Plan

School FNMI Profile (include a description of both Federal and Provincial students)

Include:

- breakdown of numbers
- demographics
- identification of cultural groups (recognition of diversity - honouring their heritage, at principal's discretion)

Budget

Include provincial dollars and estimate of area for spending in support of eliminating the achievement gap between First Nations, Métis and Inuit and all other students.

Programming

Guiding questions: 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: what strategies do you have for spending targeted First Nations, Métis and Inuit dollars to address these needs? [See [Ideas for Indigenous Supports](#)]

Rephrase the following statement(s) to target Mary-Ann Hodges and the work she is doing

- Graduation coaches work with FN students to help set goals and target barriers to attendance, academic success

Additional supports of Lorna and Keith

- Supporting early education parents in supporting literacy and numeracy skills in their child - discussions with FN partners to determine how to do this successfully

F. Visioning Forward 2018 - 2020

2018-2020 Timeline	Envisioned Actions	Indicators of Success	Envisioned Results
	Ongoing literacy supports from Lorna		
	Ongoing numeracy supports from Keith		

	Targeted professional learning to support social-emotional planning for students		
	Developing a hub model - students at the centre of the community (engage Tammy Charko...and other Central Office personnel?)		

2019-2020 Timeline	Envisioned Actions	Indicators of Success	Envisioned Results
	Each action should have its own box		

Envisioned Staff Planning and Development
Facilitator(s):
Focus of Professional Development:
Goal(s)/Outcome(s):

Facilitator(s):
Focus of Professional Development:
Goal(s)/Outcome(s):

Facilitator(s):
Focus of Professional Development:
Goal(s)/Outcome(s):

G. School Community Communication and Collaboration

It is expected that this School Advancement Plan is a result of a collaborative effort among students (if appropriate), parents, School Council, staff members and the administrative team. Describe how the school community has been included in the development your school plan.

Collaboration Approach	Key Contact(s)	Signature