

**School Advancement Plan**  
**Executive Summary**  
**2020 - 2021**  
**Visioning Forward**  
**2020 - 2023**



**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.

### Actualizing the Quality Learning Environment through Strategic School Planning

#### Strategic Planning

#### 2020- 2021 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 - 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 I - Data Analysis - mental math, math talk/vocabulary</li><li>→ Collaborating with Divisional Literacy and Numeracy Coaches</li></ul></li></ul>
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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.

<b>Key Strategy</b>	
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Action	Timeline	Responsible	Notes	Evidence of Success
<b>Literacy</b>				
Teachers will complete Fountas & Pinnell (F&P) benchmarking and analysis 2x this year	Oct 2020 Analyze Nov 6 March 2021	Principal - Provide support and approval for coverage to facilitate assessments, approve purchase of resources for continuity and ease of administration.  K-6 J./Sr. Teachers- Administer benchmarking, record and analyze data  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 upon the data	All teachers have benchmarked their students and are teaching Reading through the Guided Reading, Level Literacy Intervention resources and Interactive Read Alouds.  Oct, March, June PLC's focus on analysis  Comparison to last year's data used to identify students who may need additional support as a result of last spring's COVID learning scenario.	As of Nov. 1 all round 1 F & P have been completed.  Teachers are now analyzing the data to verify which strategies they need to implement in their classrooms.  Students in need of extra literacy support have been identified based on the results.  Results have been used to identify student groupings for in-class literacy activities and support.  Benchmarking results used to inform and direct ISP goals and communicate with home on student level of achievement.
Teachers will administer and analyze results for the Highest Level of Achievement Test (HLAT).  This information will be used to inform student programming and instructional practice.	Oct 2020 Analyze Nov.6 Nov 2020 May 2021	Administration - Support Teachers, Share materials  Teachers - administer HLAT and analyze results in the fall  All teachers will do a summative writing for each reporting period  IEF - Organize, analyze and share data to inform literacy supports	All teachers have been in service to mark using the NGPS Rubric  Teachers choose and administer a writing assignment and assess with the NGPS Rubric for each reporting period  October- HLAT administered *arrange subs for marking	All Grade 1 to 10 classes will participate in the writing of the HLAT's and a summative piece of writing for each reporting period.  Meet the 2020/2021 target  HLAT data used to inform and direct ISP goals and communicate with home on student level of achievement.
Consistent use of the division-wide rubric for written assignments	Oct 2020 Nov 2020	Principal - Share the rubric to teachers	Consistent use of division-wide rubric for written	All teachers use the rubric Students are able to communicate

	March 2021 June 2021 Yearlong	Teachers - Share rubric with students, use the rubric when marking  Students own their learning	assignments	learning expectations and needs through the use of the rubric and feedback
Teachers work with Divisional supported Literacy Coach to plan literacy strategies.	Yearlong	Learning Services - Support Literacy Coach  School Literacy Leads - support promising literacy practices in the school  Principal - Coordinate with teachers and Literacy Coach to plan working session  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  All teachers - develop common practice	Consistency within the school for literacy practices	Consistency within the school for literacy practices  Strategies and supports discussed are being used in the classrooms and are visible.  Teachers show an increased level of comfort in the subject area.  Meet the 2020/2021 target
Literacy - CRM	Oct 2020 Nov 2020 Jan 2021 March 2021 April 2021 June 2021	Administration - supports teachers through the CRM/PLC process  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	Teachers are familiar with the strategies for reading and writing to support students based on the results of F&P diagnostic	Teachers, in CRM/PLC meetings, identify strategies they are using to support and improve student literacy in their classrooms  Teachers - work to ensure the students are progressing in their literacy learning  Teachers seek out support and collaborate with colleagues during the meetings.

<p><b>Literacy Support Block 1 Day 1</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 students whose literacy skills are two or more grade levels below where they should be for reading. Phonics skills acquisition will be based upon BLAST assessments. Students will be grouped according to which Phonics Skills they need remedial support in.</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 block is to promote independence and self-management in literacy to gain skills that will enhance understanding and reading.</p>	Support in place all school year	Teacher: Mrs. Hooey-Schmidt IEF: Mrs. Deciccio IEF: Mrs. Garbe Jr/Sr	<p>Elementary</p> <ol style="list-style-type: none"> <li>1. Levelled Literacy Intervention Program</li> <li>2. Blast - Phonics Enrichment</li> </ol> <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>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Improve in benchmarks F &amp; P</li> <li>2. Understand phonemic awareness</li> <li>3. Identify word to meaning in various words</li> <li>4. Identify frequent or common words</li> <li>5. Comprehend passage through contextual meaning</li> <li>6. Be able to express themselves through written and oral language</li> <li>7. Lifelong reading skills.</li> </ol>
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\* Copy table for each key strategy connected to your goal

Numeracy				
Teachers will administer and analyze the Math Intervention/Programming Instrument (MIPI) (numeracy) to develop instructional strategies.	Fall 2020 Analyze Oct 9 Spring 2021	<p>Learning services provide materials.</p> <p>Teachers - administer and used data collected</p> <p>IEF: facilitate the understanding and ease of administering, marking and analysing the MIPI with teachers, arrange and collaborate with provided numeracy</p>	Teachers use PLC time to investigate the results and put together a plan to proceed with Numeracy learning.	<p>All students in grades 2 to 10 write MIPI fall/spring</p> <p>Teachers use data collected to guide discussion and programming during PLC and classroom practice</p> <p>Improved MIPI results.</p> <p>Increased numeracy competency and understanding in classroom based activities and assessments.</p>

		support coach to support teacher growth and understanding		
<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 2020 Jan 2021 Feb 2021 April 2021</p> <p>2020-2021 School Year</p>	<p>Learning Services - Support Numeracy Coach</p> <p>All teachers - develop common practice</p>	<p>Teachers work with divisional supported Numeracy Coach</p>	<p>Work began in Nov. PD day</p> <p>Strategies and activities being used in the classrooms.</p> <p>Student discussions reflect the vocabulary and practices suggested by the coach.</p> <p>Provided resources are being accessed, referenced and used with students.</p> <p>First Steps in Math is a resource teachers will be using.</p> <p>Teachers show increased confidence and ease in teaching numeracy concepts.</p> <p>Student achievement improves.</p>
<p>All teachers will participate in Differentiating Mathematics Instruction by Marian Small webinar</p>	<p>Oct 6 Oct 20 Nov 3 Nov 17 Dec 1</p>	<p>Principal Teachers Numeracy Coach</p>	<p>Working with Numeracy Coach enhance planning, instruction and assessment</p>	<p>Consistency within the school for numeracy practices</p> <p>Meet the 2020/2021 target</p>
<p>Numeracy Lead Team continues to work on Numeracy Big Ideas and share during PLC/CTM times.</p>	<p>2020-2021 School Year</p>	<p>Numeracy Lead team and Admin.</p>	<p>Numeracy lead team will be given time to work on a plan. -Planning, Instruction and Assessment will be done collaboratively and student understanding of Big Ideas in Numeracy will be strengthened</p>	
<p>All teachers will participate in Collaborative Team Meetings to determine strategies to use in all classes to support student growth in literacy and numeracy.</p>	<p>Oct 2020 Nov 2020 Jan 2021 March 2021 April 2021 June 2021</p>	<p>Administration - supports teachers through the CRM/PLC process</p> <p>Teachers - work to ensure the students are progressing in their numeracy learning</p>	<p>Teachers, using the big ideas in math, numeracy progression outlined by Alberta Education and Scope and Sequence. Teachers are familiar with the strategies in numeracy to support students based on the results of MIPI</p>	<p>Teachers, in CTM meetings, identify and collaborate strategies they are using to support improve student numeracy in their classrooms</p>

			data	
<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 is support is an action to help support their basic math skills; as we, the staff, recognize a deficiency and gap in their numeracy skills.	All year	With the support of Ms. Gingras, (grade 7), Mr. Jaber Jr./Sr. Math, Mrs. Garbe IEF Principal	IEF will be benchmarking the Grade 7 students with their basic multiplication tables as discussed in the PD meeting on November 6, 2020.	

QLE Connection	QLE Domain	Connection - how does your goal explicitly connect to the domain of Quality Learning Environments
How does your goal connect to the domains of Quality Learning Environments?  Delete any rows for domains without an explicit connection to the goal.	<a href="#">Engaged Professional</a>	<ul style="list-style-type: none"> <li>• <b>Contribution to a Shared Vision</b> - Our school will create a shared vision of literacy and numeracy. Each educator and student shall reflect this shared vision evidenced in daily classroom practices.</li> <li>• Collaborative Learning with Colleagues - Teachers will participate in cohort CTM's once per quarter to develop their capacity and demonstrate student improvement in data in numeracy and literacy.</li> </ul>
	<a href="#">Purposeful Assessment</a>	<ul style="list-style-type: none"> <li>• <b>Assessment informs teaching and learning</b> - Teachers will use data (F&amp;P, HLAT, MIPI) to inform their instruction to improve students' achievement in reading comprehension, writing and numeracy.</li> </ul>
	<a href="#">Intentional Planning</a>	<ul style="list-style-type: none"> <li>• <b>Planning Reflective of Students</b> - Planning requires teachers to use their deep awareness of how students learn, their interests, and potential areas of growth to guide them in the planning process.</li> </ul>
	<a href="#">Responsive Instruction</a>	<ul style="list-style-type: none"> <li>• <b>Collaborate with Students to Differentiate</b> - Teachers will collaborate with students to differentiate process, content, product and environment, based on interests, abilities and readiness of their learners (Tomlinson, 2014) with a focus on Big Ideas in numeracy and literacy.</li> </ul>
	<a href="#">Physical Well-Being</a>	<ul style="list-style-type: none"> <li>• <b>Awareness and Application</b> - Staff engage in continuous learning about mental health research and practice to increase their awareness and understanding of the impacts of mental well-being.</li> </ul>
	<a href="#">Mental Well-Being</a>	<ul style="list-style-type: none"> <li>• <b>Mental Health Capacity Building Project</b> - CHAMP Team in our building offering universal</li> </ul>

		support and mental health strategies for all students K to 12.
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<a href="#">School Goal #2</a>	Learners are supported
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<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)	2020-2021 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.		October 9 PD Day - Focus on Intentional Planning
Moving Outreach support into the building and utilizing and Inreach model in which all learners are supported and celebrated.	2020-2021 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 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	<p>Student enrollment in Inreach will reflect the need for support in this area.</p> <p>Students will have a combination of regular classes and Inreach classes to accommodate their needs.</p> <p>Graduation classes will include students from Inreach who have completed their learning goals.</p> <p>Students experiencing difficulties in the regular class structure will find success in the Inreach program.</p> <p>Drop-out rates from FCS will decrease and there will be less school aged children in the community who are not completing their high school diploma.</p>

			curricular outcomes meeting the purposeful assessment criteria. All of these practices will create a positive school culture, on	
Using the Collaborative Response Model enabling professionals to strategically communicate regarding targeted strategies to support learners in the classroom.	2020-2021 School Year	All staff	Connects to QLE the 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>Teachers are engaged, collaborate and participate in the CRM meetings.</p> <p>Supports are identified and put in place as a result of the CRM meetings.</p> <p>Dossier CRM program is being utilized to record and analyze student data arising from the CRM meetings.</p>
CRM's are scheduled and held on a consistent basis	Schedule established and shared with staff	Administration sets schedule and teachers participate in CTM	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>CRM meetings occur at scheduled times.</p> <p>Other school related activities are planned around these dates to facilitate focus on these meetings.</p> <p>Scheduling utilizes specific times and personal as supports to ensure the occurrence of these meetings.</p>
Dedicated IEF to each of the two sub-grouping of students (Elementary & Jr./Sr. High) within the school so supports can be more comprehensive and developmentally specific.	2020-2021 school year	<p>Learning Services - training, collaboration and support of the two positions</p> <p>Principal - scheduling and funding to secure two separate individuals to</p>		<p>Learners are supported in developmentally appropriate ways.</p> <p>Required deadlines, reports are met.</p> <p>Attention to detail and comprehensiveness of supports increases.</p>

		make the workload manageable, thereby ensuring success		
Professional Development and staff training on inclusive practices and supports	2020-2021	Administration - secure resources and professional support, arrange time for learning  IEF - identify areas of need within the staff, tailor supports to the students and areas of concern within our school, plan and collaborate with service providers to deliver professional development to staff	PD presentations on social emotional supports and connections during COVID. PCS presentations: Nov. 6 on common SLP diagnosis and classroom strategies, OT presentation on creating independence, Nov. 30 staff training on AAC devices	Resources and strategies shared being utilized in the school.  Staff demonstrates an increased understanding of diagnosis and supports.  Classroom practices become more inclusive in nature.  Support staff showed increased confidence and capability with recommended supports,
Outside services and personnel are utilized to support student learning at FCS.	2020-2021	Learning Services - hire /assign service providers  Principal - facilitate collaboration and integration into the building  IEF - schedule, coordinate and collaborate with service providers, staff, students and parents to utilize support to the best capacity	PCS team  CHAMP team  Greenview Counselling  Subject specific coaches  Divisional Psychologist for PUF and KG  Family support worker from Division Office  FSCD representative  CRC - Program Facilitator FRN Home Visitation  RCMP	Student's needs are being addressed in all areas; physical, social/emotional, mental.  Staff feel comfortable and competent addressing students needs and using recommended supports.  Less support is required throughout the year.  Students show increased levels of regulation.  Students are successful in the classroom.  Increased time is spent on academic learning as the need in other basic areas are addressed.
Consistent resources and teaching practices throughout the building.	2020-2021	Principal - approve and secure funding for resources  IEF - research, recommend, organize,	Purchase F&P Phonics, Spelling and Word Study System for the entire elementary  3 F&P benchmarking kits of	Student achievement increases.  Teacher's share common language, activities, supports and strategies between the grades.

		integrate appropriate resources; support teacher training and use of resources	the same edition to ensure availability and consistency  Professional Development with common practices and vocabulary for literacy and numeracy to ensure student progression and consistency of environment.	Students see consistency in expectations, language, activities between grades.  A unified approach is evident across the school in numeracy and literacy.
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\* Copy table for each key strategy connected to your goal

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<p>How does your goal connect to the domains of Quality Learning Environments?</p> <p>Delete any rows for domains without an explicit connection to the goal.</p>	<a href="#">Engaged Professional</a>	<ul style="list-style-type: none"> <li>• <b>Collaborative Learning with Colleagues</b> - Professionals welcome learning opportunities that are collaborative in nature. Moving from classrooms with isolated practices, educators form collaborative relationships where they develop interdependence (<a href="#">Johnson, 2012</a>) to foster shared responsibility and collective ownership (<a href="#">Hargreaves &amp; Shirley, 2012</a>) for student success.</li> </ul>
	<a href="#">Purposeful Assessment</a>	<ul style="list-style-type: none"> <li>• <b>Planning Reflective of Students</b> - Planning requires a deep awareness of how students learn, their interests, and potential areas for growth that guides targeted approaches to teaching and learning (<a href="#">Robinson, 2011</a>; Marzano 2009). Educators make meaningful connections for students to engage in the learning process.</li> </ul>
	<a href="#">Intentional Planning</a>	<ul style="list-style-type: none"> <li>• <b>Culturally Responsive Instruction</b> - Educators welcome learning opportunities that provide culturally responsive instruction (Brown et al., 2018). Cultural instruction is focused not just within the classroom but on a global level that empowers students to be global citizens.</li> <li>• <b>Collaborative Relationships</b> - Educators focus on relationship development through collaboration to promote trust, safety, and confidence for the well-being of our students (<a href="#">Lee et al., 2013</a>; Brown et al., 2018). Collaboration includes students, educators, parents, and community.</li> </ul>
	<a href="#">Positive Classroom Culture</a>	<ul style="list-style-type: none"> <li>• <b>Respond to Differences</b> - Educators respond to student differences by making instructional decisions that are relevant and meet the diverse needs of all learners (<a href="#">Ritchhart, Church, &amp;</a></li> </ul>

		Morrison, 2011; Tomlinson, 2014; McNary, Glasgow, & Hicks, 2005).
	<a href="#">Responsive Instruction</a>	<ul style="list-style-type: none"> <li>• <b>Professionally Engaged Participant</b> - Staff participate and contribute to a collaborative school culture, which positively impacts job satisfaction, staff enthusiasm and relationships with students (Edinger &amp; Edinger, 2018). Staff seek out opportunities to engage with peers, through school-wide structures and processes that provide working conditions to support meaningful interactions.</li> </ul>
	<a href="#">Physical Well-Being</a>	<ul style="list-style-type: none"> <li>• <b>Awareness and Application</b> - Staff engage in continuous learning about mental health research and practice to increase their awareness and understanding of the impacts of mental well-being.</li> </ul>
	<a href="#">Social Well-Being</a>	<ul style="list-style-type: none"> <li>• <b>Professionally Engaged Participant</b> - Staff participate and contribute to a collaborative school culture, which positively impacts job satisfaction, staff enthusiasm and relationships with students (Edinger &amp; Edinger, 2018). Staff seek out opportunities to engage with peers, through school-wide structures and processes that provide working conditions to support meaningful interactions.</li> </ul>
	<a href="#">Mental Well-Being</a>	<ul style="list-style-type: none"> <li>• <b>Awareness and Application</b> - Staff engage in continuous learning about mental health research and practice to increase their awareness and understanding of the impacts of mental well-being.</li> </ul>

## First Nations, Métis and Inuit Plan

<b>School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):</b>	<b>Budget:</b>
Fox Creek School serves 21 FNMI students. This accounts for 7 % percent of our student population	

<p><b>Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)</b></p> <p>Reflect upon these Guiding questions as you plan your actions for the upcoming school year.</p> <p>What actions are being taken to enhance the specific “Application of Foundational Knowledge of First Nations, Métis and Inuit” competency # 5 in the <a href="#">Teaching Quality Standard</a> and <a href="#">Leadership Quality Standard</a>?</p> <p>What are your specific goals for your First Nations, Métis and Inuit students?</p> <p>What needs to occur for this to happen?</p> <p>What are you going to do?</p>
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<a href="#">School Goal #3</a>	First Nations, Metis and Inuit students are successful at Fox Creek School
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<b>Provincial Domain</b>	<b>Gateway Statement:</b>	<b>Division Outcome:</b>
<b>Learning Supports</b>	<b>Learners are Successful</b>	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	Yearlong	Administration - Schedule Activities		

Nations, Metis and Inuit students				
A teacher will participate in the NGPS First Nations, Metis and Inuit Advocate Group	Yearlong	Learning Services - scheduled meetings  Tracey Hooey Schmidt - serve as our advocate	First Meeting will be held in October	
Create a school based team to delve deeper into the TQS Competency #5 and share learnings with staff as a whole	Yearlong	Tracey Hooey Schmidt - advocate Other Teachers Admin		November - Team was created
Increased knowledge of and exposure to Treaty 8 Land Acknowledgement	2020-2021	Tracey Hooey Schmidt, students	Each Monday, students from different grades will read the Land Acknowledgement over the PA system	This will become a regular part of the school culture and routine, similar to O'Canada.

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

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<p>How does your goal connect to the domains of Quality Learning Environments?</p> <p><i>Delete any rows for domains without an explicit connection to the goal.</i></p>	<a href="#">Engaged Professional</a>	<ul style="list-style-type: none"> <li>• <b>Contribution to a Shared Vision</b> Keeping students as their central focus, educators work with colleagues and leaders to engage in ongoing cycles of teacher inquiry and in evidence-informed conversations (<a href="#">Earl, 2009</a>; <a href="#">Timperley, 2011</a>).</li> <li>• <b>Collaborative learning with colleagues</b> - professionals welcome learning opportunities that are collaborative in nature.</li> </ul>
	<a href="#">Intentional Planning</a>	<ul style="list-style-type: none"> <li>• <b>Planning Reflective of Students</b> - Planning requires a deep awareness of how students learn, their interests, and potential areas for growth that guides targeted approaches to teaching and learning (<a href="#">Robinson, 2011</a>; Marzano 2009). Educators make meaningful connections for students to engage in the learning process.</li> <li>• <b>Design of Relevant Learning Experiences</b> - Educators design connections to real world opportunities and contextualize learning that is enhanced through intentional incorporation of technology (<a href="#">Benade, 2015</a>; <a href="#">Roblek, Meško, &amp; Krapež, 2016</a>). Through varied learning experiences, educators integrate learning across disciplines and ensure multiple instructional pathways exist to engage learners.</li> <li>• <b>Thoughtful Classroom Design</b> - Educators design flexible and functional learning spaces that reflect the purpose(s) of learning as well as the consideration of how students learn (Barrett, Zhang, Davies &amp; Barrett, 2015; <a href="#">Robinson, 2011</a>). The classroom environment intentionally</li> </ul>

		supports the diverse needs of students and is inclusive of all learners.
	<a href="#">Positive Classroom Culture</a>	<ul style="list-style-type: none"> <li>• <b>Culturally Responsive Instruction</b> - Educators welcome learning opportunities that provide culturally responsive instruction (Brown et al., 2018).</li> <li>• <b>Collaborative Relationships</b> - Educators focus on relationship development through collaboration to promote trust, safety, and confidence for the well-being of our students (Lee et al., 2013; Brown et al., 2018). Collaboration includes students, educators, parents, and community.</li> </ul>
	<a href="#">Responsive Instruction</a>	<ul style="list-style-type: none"> <li>• <b>Respond to Differences</b> - Educators respond to student differences by making instructional decisions that are relevant and meet the diverse needs of all learners (Ritchhart, Church, &amp; Morrison, 2011; Tomlinson, 2014; McNary, Glasgow, &amp; Hicks, 2005).</li> </ul>



<b>School Goal #4</b>	Learners are supported through quality learning environments which support wellness.
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Provincial Domain	Gateway Statement:	Division Outcome:
Teaching and Leading	Learners are Supported	Learners have excellent teachers, school and school authority leaders.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Participation of Lead Teachers in Divisional Work for QLE	Yearlong	Principal - Steering Team, Principal Cohort  Assistant Principal - Cohort if formed Teachers to serve on Leadership Team, Wellness Committee	Cohort may be formed for Assistant Principals	Attendance at virtual cohort meetings.  Collaboration outside of scheduled meeting times between cohort members.  Lead teacher contribution to staff activities and knowledge.
Teachers will increase their awareness and understanding of the QLE through regular reference to domains, self reflections	Yearlong	All teachers	Domains will be highlighted and reviewed on a regular basis through the weekly staff communication.  Domains will be focused on through CTMs and PD Days	Teacher discussions will reflect QLE vocabulary, concepts and ideas.  Evidence of each domain will be visible in teacher daily practices.  The domains will become an automatic piece of teacher knowledge and practice, as opposed to a reference that must be retrieved or referred to.

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

QLE Connection	QLE Domain	Connection - how does your goal explicitly connect to the domain of Quality Learning Environments
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<p>How does your goal connect to the domains of Quality Learning Environments?</p> <p><i>Delete any rows for domains without an explicit connection to the goal.</i></p>	<a href="#">Engaged Professional</a>	The engaged professional puts students at the center of their collegial relationships and engages as a lifelong learner, to continuously expand their educational practice. The engaged professional is proactive, intrinsically motivated, reflective and contributes to a shared vision for the school community.
	<a href="#">Purposeful Assessment</a>	Assessment is intentional in moving learning forward for students: it informs the next steps in the learning cycle. In order to ensure the purpose of assessment is clear, we must know why, how, and when to embed assessment in the learning and instructional process. Assessment is used in a strength-based manner, accessible to all different types of learners and pedagogically reflects a growth mindset and achievement-focused environment.
	<a href="#">Intentional Planning</a>	Intentional planning occurs when educators identify what students must learn in the curriculum, design meaningful learning experiences related to outcomes and reflect on the achievement of the outcomes to inform future instructional design. Consideration of the students, their learning goals and how best to meet their learning needs, in and beyond the classroom, are critical to the planning process.
	<a href="#">Positive Classroom Culture</a>	A positive classroom culture occurs when educators create diverse learning opportunities and build relationships that focus on the well being of the whole child. When educators build a positive classroom culture, we foster growth mindsets and a willingness to take chances and risks in learning.
	<a href="#">Responsive Instruction</a>	Responsive instruction considers the needs of all learners so they can achieve success. The teacher is flexible in the delivery of instruction and adapts to ensure student engagement and understanding, through the effective use of research-proven best practices
	<a href="#">Physical Well-Being</a>	All staff are supported to learn and engage in positive choices for physical well-being in a healthy environment. A culture focused on physical well-being requires adaptive and flexible programs and opportunities, as well as supportive leadership, and has shown to have a positive impact on staff productivity, job satisfaction, stress management, morale, and a reduction in staff absenteeism and illness (Birdee et al., 2013; Herbert & Lohrmann, 2011).
	<a href="#">Social Well-Being</a>	Staff engage and develop professional relationships to build a cohesive climate of trust, considered to be a foundation for school effectiveness (Huang, Yin & Lv, 2019). Recognizing that social support has a powerful impact on overall well-being (Li & Zhang, 2019; Chi, Yeh & Wu, 2014), staff establish and maintain meaningful connections.
	<a href="#">Mental Well-Being</a>	Understanding and intentionally tending to a culture of mental well-being ultimately ensures healthy academic environments for all school community members (Gray, Wilcox, & Nordstokke, 2017).