



Northern Gateway
Public Schools



**Action Plan
2025-26**

Principal: Ian Baxter
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Domain: Student Growth and Achievement

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

Goal #1: By June 2026, numeracy fluency skills 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.
- Data driven Collaborative Team Meetings, focused on building teacher capacity and adjusting instruction to student needs.
- Student Numeracy Assessment and Practice (SNAP) & Assessment of Numeracy for Education (ANIE) 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 individual and unique 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 scheduled in the timetable for elementary as well as Grade 8 and 9.
- Math Support blocks scheduled for Junior High to provide additional exposure and time for building numeracy skills.
- 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 sessions and application.
- Division Office Professional Development numeracy opportunities.

Goal #1: (con't) By June 2026, numeracy fluency skills will increase, as measured by ongoing classroom assessment, resulting from teacher focus on the Universal Lens Model of Learning and Collaborative Team Planning.

Measures:

- **Comprehension**
 - Numeracy Screens at developmentally appropriate levels
 - Ease with vocabulary
 - Success and progress on Numeracy Technology Programs
 - Progression through the numeracy curriculum
 - Student Numeracy Assessment and Practice (SNAP) & Assessment of Numeracy for Education (ANIE)
- **Skills**
 - Student use of multiple strategies in various situations
 - Formative Assessments (Elk Island Catholic Schools Numeracy Screen, Provincial Achievement Tests, Diplomas)
 - Success and progress on Numeracy Technology Programs
 - Project-based evidence of real-world application of numeracy skills
 - Student Numeracy Assessment and Practice (SNAP) & Assessment of Numeracy for Education (ANIE)
- **Fluency**
 - Collaborative Team Meetings & discussions
 - Level of independence and automatic recall with basic facts
 - Ease and speed of solving of advanced problems
 - Application of base knowledge to word problems
 - Student Numeracy Assessment and Practice (SNAP) & Assessment of Numeracy for Education (ANIE)

Domain: Student Growth and Achievement

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

Goal #2: By June 2026, students' proficiency in writing will increase, as measured by ongoing classroom assessment and formative writing evaluations, resulting from teacher focus on Visualize & Verbalize techniques; Imaging, Inferencing and Interpreting skills; as well as developmental phonics and spelling instruction.

Strategies:

- Universal Lens Model of Learning and the I3 Model
- Collaborative Planning Time, in particular between the Humanities teachers, dedicated to intentional planning, responsive instruction, and consistent expectations 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 literacy intervention time scheduled into the elementary timetable, using BLAST & SPELD phonics program, Leveled Literacy Intervention Program
- Intervention time scheduled in the timetable for supporting Grade 8 and 9.
- Literacy Support blocks scheduled for Junior High to provide additional exposure and time for building writing skills. Certified teacher as the Library Learning Commons Facilitator.
- SuccessMaker Reading Intervention Program to personalize learning paths for mastery of essential reading skills
- English as an Additional Language Support
- Quality Learning Environments sessions and application.
- Collaboration with NGPS schools for shared strategies of support.
- Division Office Professional Development opportunities

Goal #2: (con't) By June 2026, students' proficiency in writing will increase, as measured by ongoing classroom assessment and formative writing evaluations, resulting from teacher focus on Visualize & Verbalize techniques; Imaging, Inferencing and Interpreting skills; as well as developmental phonics and spelling instruction.

Measures:

- **Comprehension**
 - Verbal and written assessments as data
 - Evidence of critical thinking and analysis (problem solving skills)
 - Increased use of high frequency/ sight words
 - Observation and anecdotal records of student responses
- **Skills**
 - Formative Assessments (Highest Level of Achievement, Provincial Achievement Tests, Diplomas)
 - Application of phonics to written work
 - Ability to remain on topic
 - NGPS Rubric > divided into different skill sets
- **Fluency**
 - Collaborative Team Meetings & discussions
 - Participation level
 - Application of skills into different situations
 - Amount of time, effort and support required for writing

Domain: Learning Supports

Division Outcome: Learners are educated in a system that respects diversity and is inclusive.

Goal #3: By June 2026, students' and staff will demonstrate improved 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
- 3rd Path Wellness Resource
- Rock Lake Psychology Counselling
- Individual Student Social-Emotional Plans
- Classroom lessons & check-Ins by CHAMP Wellness Coaches
- Small group sessions from CRC/ CHAMP Wellness Coach
- Safe and welcoming spaces to serve a variety of purposes
- 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 and space
- Seven Sacred Teachings

Goal #3: (con't) By June 2026, students' and staff will demonstrate improved executive functioning abilities, as measured through observation, resulting from responsively addressing staff and students individual starting points and current realities.

Measures:

- **Comprehension**
 - Check-in discussions and observations
 - Increased use of skills throughout the day
 - Progress of strategies and required repetition to identify roadblocks, areas of concern
 - CTM data evidence of topics of concern, evolution, successes
- **Skills**
 - Observation and conversations of/ with students and staff to show current vocabulary and strategies
 - Frequency of Inclusive Education Facilitator, CHAMP, psychology or office support
- **Fluency**
 - Collaborative Team Meetings, discussions, and celebrations
 - CHAMP support data
 - Observation and anecdotal evidence from staff on the use of various school spaces
 - Attendance
 - Administrator involvement as a demonstration of students' use and understanding of skills