

School Advancement Plan
2018 - 2019



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.

2018 - 2019 School Advancement Plan

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| School Goal #1 | To improve student success through the development of their skills in Literacy. |
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Division Gateway Statement 1. Learners are Successful

Division Outcome

- 1.1 Learners meet Standards
 - 1.1.1 Support learners to become literate and numerate
 - 1.1.2 Develop a foundation for Excellence in Curriculum, Instruction, and Assessment
- 1.2 Learners own their learning
 - 1.2.1 Empower learners in developing and demonstrating competencies
- 1.3 Indigenous learners meet Standards
 - 1.3.1 Reinforce high expectations for First Nations, Metis and Inuit learners through fostering relationships with school staff, students, families, communities, and support organizations

Division Gateway Statement 2. Learners are Supported

Division Outcome

- 2.1 Learning is Inclusive
 - 2.1.1 Encourage schools to leverage resources to support environments and programs that meet the needs of each learner
 - 2.1.2 Promote learning environments that are welcoming, caring, respectful and safe
- 2.2 Learners have excellent teachers, school leaders and school authority leaders
 - 2.2.1 Ensure the Division Communication Plan includes actions to showcase NGPS
 - 2.2.2 Ensure educators adhere to the Alberta Education professional practice standards and promote excellent practices consistent with these standards to enhance their capacity to benefit student success and guide student achievement
 - 2.2.3 Support professional growth, supervision, and evaluation
- 2.3 Learners are educated in a well-governed system
 - 2.3.1 Ensure the Division Communication Plan includes “3YEP and Progress” actions
 - 2.3.2 Create, maintain and fortify community partnerships and relationships

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| Data Gathered | <p>A highlight of the 2017-2018 school year is that Percy Baxter students scored above the Provincial average (Acceptable Standard) on Provincial Achievement Tests in Mathematics (+13.4%), Science (+9.7%), Social Studies (+11.3%), and English Language Arts (+9.6%). Further to these results, an additional highlight of the 2017-2018 school year is the dramatic shift in results in the Standard of Excellence. Grade 6 students at Percy Baxter School achieved above the Provincial Average in three of the four core subject areas: Mathematics (+1.2%), Science (+4.1%), and Social Studies (+3.9%). These results indicate an overall improvement in achievement results for the majority of students.</p> |
| Compelling Need | <p>While the results of all Provincial Achievement Examinations demonstrate an improvement over recent years, with scores well above the Provincial Average in both the Acceptable Standard in all core subjects and the Standard of Excellence in three of the four core subjects, results continue to be below in the Provincial Standard of Excellence on the written portion of the English Language Arts examination. Results from the English Language Arts indicate a -7% difference in the Standard of Excellence between Percy Baxter School and the Provincial Average. These results demonstrate a heightened need to continue to address the literacy needs of all students, with a concentrated focus on writing in Language Arts and Literacy classes.</p> |

School Goal #2

To improve student success through the development of their skills in Numeracy.

Division Gateway Statement 1. Learners are Successful

Division Outcome

- 1.1 Learners meet Standards
 - 1.1.1 Support learners to become literate and numerate
 - 1.1.2 Develop a foundation for Excellence in Curriculum, Instruction, and Assessment
- 1.2 Learners own their learning
 - 1.2.1 Empower learners in developing and demonstrating competencies
- 1.3 Indigenous learners meet standards
 - 1.3.1 Reinforce high expectations for First Nations, Metis and Inuit learners through fostering relationships with school staff, students, families, communities, and support organizations

Division Gateway Statement 2. Learners are Supported

Division Outcome

- 2.1 Learning is Inclusive
 - 2.1.1. Encourage schools to leverage resources to support environments and programs that meet the needs of each learner
 - 2.1.2 Promote learning environments that are welcoming, caring, respectful and safe
- 2.2 Learners have excellent teachers, school leaders and school authority leaders
 - 2.2.1 Ensure the Division Communication Plan includes actions to showcase NGPS
 - 2.2.2 Ensure educators adhere to the Alberta Education professional practice standards and promote excellent practices consistent with these standards to enhance their capacity to benefit student success and guide student achievement
 - 2.2.3 Support professional growth, supervision, and evaluation
- 2.3 Learners are educated in a well-governed system
 - 2.3.1 Ensure the Division Communication Plan includes “3YEP and Progress” actions
 - 2.3.2 Create, maintain and fortify community partnerships and relationships

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| <p>Data Gathered</p> | <p>A highlight of the 2017-2018 Mathematics Provincial Achievement Examination is that Percy Baxter students achieved 85.3% in the Acceptable Standard (Province 71.9%) and 14.7% in the Standard of Excellence (Province 13.5%). The Below Acceptable Standard also indicated a difference of 4.7% with students performing at a higher level than the Province (Percy Baxter 13.8% to Province 18.5%).</p> <p>Results of the Mathematics Provincial Achievement Test (Part A) show that students performed 9.3% higher than the Provincial Average in the Acceptable Standard and 14.3% higher than the Province in the Standard of Excellence.</p> |
| <p>Compelling Need</p> | <p>Data gathered from the 2017-2018 Mathematics Provincial Achievement Exam indicate an improvement in all standards of achievement, and more so on the timed numerical response section of the exam (Part A), a shift from the previous school year. Results from the Mathematics Provincial Achievement Exam (Part B) demonstrate a continued need to address all reporting categories including Number, Patterns & Relations, Shape & Space, and Statistics & Probability.</p> |

First Nations, Métis and Inuit Plan

School First Nations, Métis and Inuit Profile

Percy Baxter Middle School is located in Treaty 6 Territory. Our First Nations, Metis, and Inuit demographics by grade are:

| Grade Level | First Nations (331) | Non-Status (332) | Metis (333) | Inuit (334) |
|--------------|---------------------|------------------|-------------|-------------|
| 6 | 1 | 7 | 5 | 0 |
| 7 | 3 | 3 | 7 | 0 |
| 8 | 5 | 9 | 8 | 0 |
| Total | 9 | 19 | 20 | 0 |

We have a diverse Indigenous student population which includes Cree, Nakota Sioux and Dene student from numerous First Nations' communities and Metis settlements across Canada.

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

Goals:

- To increase the number of students that meet or exceed prescribed curriculum set forth by curriculum in literacy, numeracy, and writing.
- To create an inclusive school environment reflecting Indigenous languages, contributions, and history through treaty acknowledgment, welcome signs, in both Stoney and Cree, literature and art.
- To provide a safe and caring environment including the prevention of racism and the building of resiliency.

Actions/Targeted Spending:

- To provide professional development for staff to develop their awareness of residential schools, treaties, government policies and Indigenous histories, perspectives, contributions, and protocols.
- To continue to develop partnerships with Alexis Nakota Sioux knowledge keepers and elders to embed traditional and contemporary stories, ways, and teachings into course curriculum.
- To develop a Learning Commons area that provides students opportunities to develop an awareness and appreciation of local Nakota Sioux, Cree, and Metis teachings and traditions.
- Engage local elders to support classroom instruction and teacher professional development.
- Provide additional counseling supports for Indigenous students as needed.
- Provide literacy and numeracy interventions to reduce academic barriers.
- Support teachers attending First Nations, Metis and Inuit professional development opportunities.

- Engage First Nations, Metis, and Inuit parents in school planning for PBS Indigenous students.

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) |
|------------------------|--|
| School Council | Karen Rowland, Chair |
| School Staff | Grade 8 TEAM Lead: Wade Newbury Grade 7 TEAM Lead: Amy Spink Grade 6 TEAM Lead: Ashley Corley-Smith Inclusive Ed Facilitator: Tanya Zadderey Team for Success: Stacey Wright and Teagan Arnott |
| School Administration | Principal: David Turcotte Assistant Principal: Brenda Rawluk Assistant Principal: Bobbie Sorensen |