



Northern Gateway
Public Schools



Percy Baxter
Middle School

Action Plan
2024-25

Principal: David Turcotte

Domain: Student Growth and Achievement

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

Goal:

By June 2025, Percy Baxter School students will develop math fact fluency, tailored to each individual student's level of understanding, mastering basic operations, while also developing problem-solving skills. This will be measured by ongoing formative classroom assessment, as a result of teaching fluency strategies explicitly in the classroom.

Strategies:

- **Jump Math** implemented as the foundational program for all grade levels, ensuring a focus on essential knowledge and understandings, while also spiraling the review and retention of learned concepts.
- Implementation of the **SNAP** assessment to provide regular, ongoing formative assessment of student understanding.
- Implementation of a school-wide approach to curricular **Instructional Planning**, including templates for both long range and short term planning which incorporate the **i3 model** (Image, Infer, and Interpret) when designing learning experiences for students. These learning experiences to consider the **before, during, and after** learning design.
- **Collaborative Team Meetings**, embedded into the school day, provide an opportunity for staff to address numeracy learning needs through action-focused planning utilizing **WeCollab** to gather and track data, while also identifying Tier 1-4 strategies to be implemented in the classroom.

Measures:

- **MIPI** and **EICS** used as measures for student understanding in the fall and spring of the school year.
- **SNAP** assessment used formally throughout units of study to build student fluency, confidence, comprehension, and skills. Data gathered through assessments reported using PowerTeacher, while feedback also provided to students and parents/caregivers.

Domain: Student Growth and Achievement

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

Goal:

By June 2025, Percy Baxter School will see a tangible improvement in student reading comprehension, written communication skills and capacity to engage with complex texts. This will be measured by ongoing formative assessment as a result of using the Guided Reading Program (Reading), Words their Way and the Empowering Writers Program (Writing)

Strategies:

- **Guided Reading** implemented school-wide, including a Guided Reading block scheduled into student timetable.
- **Words their Way** implemented to personalize phonics practice to meet individual student needs.
- **Empowering Writers** implemented school-wide providing a systemic approach to classroom reading and writing instruction where lessons follow a sequential process of modeling, observation, review and evaluation. (Before, During, and After)
- Implementation of a school-wide approach to curricular **Instructional Planning**, including templates for both long range and short term planning which incorporate the **i3 model** (Image, Infer, and Interpret) when designing learning experiences for students. These learning experiences to consider the **before, during, and after** learning design.
- **Collaborative Team Meetings**, embedded into the school day, provide an opportunity for staff to address literacy learning needs through action-focused planning utilizing **WeCollab** to gather and track data, while also identifying Tier 1-4 strategies to be implemented in the classroom.

Measures:

- Guided Reading data will be gathered through **Running Records**, tracking student progress to support teachers in assisting students with moving forward with their fluency and comprehension.
- **F & P Reading Benchmark** completed fall and spring, as well as when teachers see growth in student fluency and comprehension.
- **HLAT** writing assessment administrated fall and spring, with fall data used as a starting point for planning for student learning needs.
- **WeCollab** will allow teachers to track data in regards to the strategies used to support students, as well as updates regarding the success of chosen strategies.

Domain: Learning Supports

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

Goal:

By June 2025, staff and students at Percy Baxter School will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of positive mental health, measured by ongoing evaluation and feedback including school-developed surveys, self-evaluations, and school participation rates, as a result of building personal skills, developing interpersonal skills, and fostering a positive learning community.

Strategies:

- **Renaissance Program** will include increased opportunity for all students to demonstrate citizenship and personal academic growth by focusing on improved school culture and belonging, while also providing additional leadership and volunteer roles for students within the school and the community of Whitecourt.
- Engaging in **Positive Behavior Supports (PBS)**: Implement PBS framework that reinforces positive behavior and create a supportive school climate. Recognize and reward students for demonstrating empathy, kindness, and resilience.
- **Health/Wellness** programming focused on mental health literacy, equipping students with knowledge and insight to bolster their confidence and resilience, thus fostering a sense of belonging, where students feel accepted and appreciated by both their peers and the school community.
- **Collaborative Team Meetings**, embedded into the school day, provide an opportunity for staff to address student socio-emotional needs through action-focused planning utilizing **WeCollab** to gather and track data, while also identifying Tier 1-4 strategies to be implemented in the classroom/school.
- Certification of teachers in **Mental Health First Aid and/or Psychological First Aid**, creating awareness and an understanding of support strategies, allowing teachers to recognize early signs of distress and providing them with an understanding of how best to support students.

Measures:

- **Assurance Survey Results - Grade 7 (May 2025)**
- **PBS Student and Parent Survey - Grade 6-8 (October 2024 & May 2025)**
- **WeCollab** will allow teachers to track data in regards to the strategies used to support students, as well as updates regarding the success of chosen strategies.