



Northern Gateway
Public Schools



Action Plan
2024-25

Principal: Ms. Cheryl Gascoyne
Assistant Principal: Ms. Jocelyn Breland

Domain: Student Growth and Achievement

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

Goal #1: By June 2025, numeracy fluency scores will improve, as measured by ongoing assessments, through the implementation of the Universal Lens Model of Learning, focusing on personalized instruction, active engagement, and real-world problem-solving.

Strategies:

- Power of 10
- SNAP Math
- Jump Math
- Interactive Activities (e.g. Number Talks)
- Incorporate regular practice session to improve accuracy in basic math facts (Xtramath and Mathletics)
- Use visual aids like number lines, base-10 blocks, fraction strips to help students visualize mathematical concepts
- Tailor lessons to meet the diverse needs of learners by adjusting content, process and product based on students' readiness levels
- Lesson Structuring (Before/During/After)
- Collaborative Team Meetings and professional development opportunities will support the implementation of these strategies

Measures:

- Classroom Assessments and Observations: Ongoing formative assessments and targeted observations to track numeracy progress
- Power of 10: Regular, timed, fact family practice sheets to track improvement in basic math facts
- SNAP Math: Periodic assessments that provide insights into skill-based numeracy across different areas
- Elk Island Numeracy Screen: Benchmark tool to assess overall numeracy proficiency two times a year
- ANIE: Administer to measure foundational numeracy skills (number recognition, counting, and early addition/subtraction)

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Goal #2: By June 2025, we will see improvement in students' literacy skills as measured by ongoing formative classroom assessment as a result of creating mental images (imaging) and making inferences while reading, fostering deeper comprehension and critical thinking across all grade levels.

Strategies:

- Implement small group instruction to provide targeted support offering students more guided practice and feedback
- Collaborative Team Meetings: Regularly meet with colleagues to discuss effective strategies across the curriculum and share successful practices
- Ensure lesson construction and delivery includes three components: Before, During, and After
- Incorporate hands-on activities that engage students in visualizing and inferring
- Use of Graphic Organizers and Story Maps to help students organize and visualize key elements of a story
- Incorporate multimedia, such as videos, pictures, or interactive digital texts to support the process of imaging and inferring
- Think-Alouds: modeling the process of visualizing and inferring while reading aloud to students

Measures:

- Formative Assessments (Teacher Observations and Checklists)
- Student Reflections (Journals or Self-Assessments)
- Reading Comprehension Quizzes
- Peer and Group Discussions
- Fountas & Pinnell Benchmark (measure of overall reading comprehension)
- Writing Samples e.g. describe a scene using sensory details

Domain: Learning Supports

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

Goal #3: By June 2025, we will see an improvement in the well-being of staff and students as measured by increased engagement and participation by promoting wellness programs and encouraging a supportive environment.

Strategies:

- Creation of school based Wellness Team - establish a dedicated wellness team to coordinate efforts, develop programs, and assess wellness needs across the school
- Trauma Informed Practice - send two staff members for training
- Implementation of The Third Path Conditions (focus on the first four) to guide development of social-emotional skills and overall wellness in students
- Brain based strategies - implement teaching strategies based on current research into how the brain works, particularly strategies that enhance emotional regulation and mental wellness.
- Check-Ins by Wellness Coach - implement regular check-ins with the Wellness Coach to monitor students' emotional well-being and provide support as needed.
- Small group sessions from FCSS/Wellness Coach - offer small group sessions led by the Wellness Coach or FCSS staff to provide more targeted support for students specific wellness needs.
- Open Parachute Lessons - Use of this program to deliver evidence-based lessons on mental health and wellness, helping students develop resilience and coping skills.
- Emphasize a holistic approach to wellness, e.g. Medicine Wheel and connection to nature

Measures:

- Classroom Observations and Documentation
- Participation rates in wellness activities
- Surveys to address well-being and perceived support
- Implement regular, informal check-ins to monitor well-being and provide opportunities for discussion of challenges and successes
- Creation of a sensory/movement area at HGE
- Staff and Student Recognition - program for recognizing and celebrating achievements to boost morale and create a positive, appreciative school culture