

School Advancement Plan 2016 - 2017



ALWAYS Learning...Learning ALL WAYS!



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.

A. School Profile

Focus Question: Who are we?

Pat Hardy Primary School

Location:

Whitecourt, Alberta

Population demographic breakdown by grade:

Preschool: 81

Kindergarten: 118 (15 - All Day Everyday Students)

Grade 1: 108

Grade 2: 128

Number of Students: 302.5 Full time students - 435 total including our 5 Pre-school classes

Number of certificated and non-certificated staff:

Certified: 18.0659

Non Certified: 24

B. School Highlights

We are very proud of our school. It is finally starting to look and feel like an early learning environment. We have added an outdoor learning space and a brand new playground. Our staff work collaboratively to ensure that all students are provided with a safe and caring learning environment. Pat Hardy Primary School houses a preschool within our school. We have expanded our preschool into two classes with 2 instructors and 80+ students in attendance. Our school provides additional support for students in the form of short intervention programs to more in depth longer one on one or small group programs, run by a certified Reading Specialist, for students with severe delays in Literacy. This year we are establishing a similar intervention program for students K-2 in a new program called Math Boost. We have also incorporated a Language Arts Challenge program to supplement students who are working above grade level or require extra challenge in Language Arts. We are excited to add these extra supports to ensure that our students are academically successful. PHPS continues to have a Physical Education Specialist providing physical education and promoting wellness to staff and students.

C. Strategic Planning

2016 - 2017 Strategy Action Plan

School Strategy	<ul style="list-style-type: none"> ● PHPS teachers participate in PD on numeracy with Geri Lorway, Consultant - Thinking 101 (teacher inservices, classroom demonstrations and observations, parent evenings, introduction and use of new resources) ● Teachers collaborate during PLC's to plan lessons. They peer coach and observe each other while delivering the lessons. Reflection time with Geri after. ● Two school representative teachers will attend division PD and share their new learning with colleagues ● Struggling numeracy students will be provided with an opportunity to participate in Math Boost - math learning intervention
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Division Gateway Statement Every student is successful
Division Outcome Students achieve standards
School Outcome Students at PHPS will understand and develop a number sense and recognize how numbers are applicable in their daily lives. Learners will achieve grade level standards in the area of numeracy.

Data Gathered	<ul style="list-style-type: none"> ● Teacher data/formative assessment and observation indicate that not all students are comprehending number sense at grade level.
Compelling Need	<ul style="list-style-type: none"> ● Performance Measures (ABEd) ● Performance Measures (NGPS) ● Performance Measures (School) ● Teacher's data, Math Boost data - Administration and teachers have observed gaps in student numeracy skills on grade level performance assessments.

2016-2017 Timeline	School/Division Actions	Indicators of Success	Responsibility	Results
September 8, 2016	<ul style="list-style-type: none"> ● PD - Numeracy 	<ul style="list-style-type: none"> ● Establish starting point for 	<ul style="list-style-type: none"> ● Admin. Mines to schedule 	<ul style="list-style-type: none"> ● Differentiated Instruction.

<p>September 28, 29, 2016</p>	<p>Committee</p> <ul style="list-style-type: none"> • PD - Geri Lorway - during PLC time - teachers continue to unpack the math curriculum and enhance teacher pedagogy to improve student learning. Reflect upon successes to date and next steps. 	<p>K-2. In common lessons and long range planning, spatial reasoning, vocabulary, number sense</p> <ul style="list-style-type: none"> • Teachers feel prepared to move forward to further work on spatial reasoning, vocabulary, number sense • Teachers have the resources and confidence to move forward with numeracy plan 	<p>sessions and support teachers, Crouser, Mercer, Simmons, Clarke and Macritchie</p> <ul style="list-style-type: none"> • Admin. Mines to schedule sessions and take part in conversations to support teachers- K-2 teachers 	<ul style="list-style-type: none"> • Numeracy Committee - Determined a plan for all teachers to follow, provided samples lesson and Year at a Glance for K-2 teachers • Teachers are excited to hear and observe students who are engaged about their math learning. Receiving teacher at every grade note an increase in confidence, vocabulary and ability in students.
<p>October 18, 2016</p>	<ul style="list-style-type: none"> • Geri Lorway - Support Math Booth teacher through discussion and next steps. • Geri to check in with Numeracy Committee 	<ul style="list-style-type: none"> • Baseline Assessments completed and initial group for Math Boost identified. • Guidance for reporting process 	<ul style="list-style-type: none"> • Simmons • Admin. Mines Numeracy Committee 	<ul style="list-style-type: none"> • Teachers determine specific outcomes for 1st term report card • Numeracy Committee providing support for teachers for the upcoming weeks - via month at a glance calendar or lessons and notes
<p>October 30, 2016</p>	<ul style="list-style-type: none"> • Assess all students K-2 	<ul style="list-style-type: none"> • Baseline established 	<ul style="list-style-type: none"> • Simmons to assess all students 	<ul style="list-style-type: none"> • Oct. 31 - gathered baseline data on all students K-2 • Determine who will be supported by Math Boost, and inform teaching practices to help support student through
<p>November 2-3, 2016</p>	<ul style="list-style-type: none"> • PD - During PLC time with Geri, teachers prepare for 	<ul style="list-style-type: none"> • Teachers work together to streamline the report card process for K-2 teachers 	<ul style="list-style-type: none"> • Admin. Mines will schedule the sessions and support teachers. 	<ul style="list-style-type: none"> • Teachers who are struggling with implementation are

November 2, 2016	<ul style="list-style-type: none"> reporting process and planning next steps - moving from number sense to number operations • PD - During PLC, Geri works with teachers - planning next steps - moving from number sense to number operations • Parent Night with Geri Lowway @7:00 	<ul style="list-style-type: none"> • Establish next steps, and guidance for report cards • Gr. 1/2 teachers work with Geri to plan Math Mania - stations event • K-2 parents attend session - Geri shares how parents can support their children in numeracy, TBD 	<ul style="list-style-type: none"> • Admin. Mines, Andriuk and teachers 	<ul style="list-style-type: none"> provided extra time and support to collaborate and observe in lead teachers classroom • Geri does classroom demos and discussion with specific teachers who require additional support. (1/2) • 15 parents in attendance, successful evening, sent thank you to all who attended and will remind them when the next Geri night will be via email.
Dec. 6, 2016	<ul style="list-style-type: none"> • Math Mania Day - Grade ½ - Students will be working at math stations on specific tasks - classroom rotations • Invite to go out to DO, parents etc 	<ul style="list-style-type: none"> • Teachers learn purposeful math activities to develop and improve student's physical knowledge • RE: <u>Arithmetic for First Graders - Lacking Number Concepts - Teaching Children Mathematics/March 2008</u> 	<ul style="list-style-type: none"> • Admin, teachers 	
January 30, 2017	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Teachers move forward to address the curriculum, TBD, guidance for reporting process 	<ul style="list-style-type: none"> • Admin. Mines, Andriuk 	

2016 - 2017 Strategy Action Plan

School Strategy Reporting Process- New Reporting Process Pilot	<ul style="list-style-type: none"> PHPS will be preparing to implement a new reporting communication process, to inform parents of student progress provided on a regular basis
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Division Gateway Statement Learners are successful
Division Outcome Learners meet standards
School Outcome Students are informed about their progress as a learner.
 Parents become better informed with more current information regarding their child's progress.
 Teachers spend less time planning and writing report card comments and more time doing formative assessments of their students.

Data Gathered	<ul style="list-style-type: none"> Information provided to parents on the term reports is not as current and up to date when meeting with teachers at scheduled Parent Teacher Interviews.
Compelling Need	<ul style="list-style-type: none"> Parents want up to date information about their child's progress

2016-2017 Timeline	School Actions	Indicators of Success	Responsibility	Results
September 9, 2016	PD- Admin and teacher attend division PD on new reporting process - set up of new report card	-Parents will have access to current student achievement once the reporting process is up and running.	-Admin - Andriuk, Clarke	-We became aware of the divisions idea of where they are heading with regard to reporting to progress.
October 2016	-Admin shared new report card information and how it would impact teacher reporting and assessment	-Professional conversations were had about how best to move forward considering the time of year, shift in mindset on fulfilling the new criteria, the amount of time in	-Admin - Mines, Andriuk, Clarke	-Admin decided to wait on moving forward until more definitive actions could be taken





	<p>-Admin researched various other schools in Parkland and St. Albert Public School districts which were of similar demographics</p>	<p>assessing students at the Div 1 level in considering that the report had still not been released by DO.</p> <p>-Clarity regarding the process and how it impacted those school which have similar demographics as ours.</p>	<p>-Admin - Andriuk, LS - Ferguson</p>	<p>Millgrove School K-4 - Parkland</p> <p>-Millgrove - using a 100% objective based reporting program but not Power School because this did not work for their demographic and assessment practices</p> <p>-Muriel Martin School K-6 & French Immersion- SAPS Used an outcomes based reports card but not Power School</p> <p>Considering the timing of release of report card information from DO and the information gleaned from our informal research we made a decision to wait continue to use our existing report card since we were in the process of updating and changing it.</p>
<p>November 2016</p>	<p>Launching - Pilot delayed After informal research and teacher feedback, it was decided not to participate COMPLETELY in the pilot this year</p>	<p>Admin and teacher have time to discuss implications to current reporting practices and how it fits into the new reporting process</p>	<p>-Admin - Andriuk, LS - Ferguson, Clarke</p>	<p>-Questions to consider:</p> <ol style="list-style-type: none"> 1. Is the time, effort and energy put forward to change from the current reporting and assessment practice to the new reporting process worth

	Admin and teacher work through new reporting process	-Admin to be able to set up reporting system to meet the needs of teachers at Div. 1		<p>the results?</p> <ol style="list-style-type: none"> 2. Will parents at Div.1 feel well informed by the new report card? 3. Will parents understand the language used in the new report card when reading it online? 4. What impact will this reporting process have on the current method of best practice-assessment occurring in Div. 1? 5. Will this new process ultimately result in less work for teachers? 6. How will the achievement scale be applicable in Div. 1 where mastery of concepts is necessary?
December 2016	Admin to meet with Learning Services to develop an enhanced professional learning and support plan that meets the need of teacher learners	-Admin and teacher have time to discuss implications to current reporting practices -Admin and Clarke to work on report card to see how to make it work for Div. 1.	-Admin. Mines to send letter home	
January 2016 - June 2016	Teacher professional learning to support understanding of new reporting process and achievement scale	-Teachers are provided time to learn the platform of the reporting process -Teachers begin to utilize the language of the achievement scale in commenting on student learning -Teachers demonstrate confidence in working with	-Admin. Andriuk/Mines and Clarke to support teachers to manage and prepare the new online reporting system to share with parents -Admin - to continue to support teachers through the new reporting process	

September 2017	-Parent Letter to inform parents of change in reporting process	the reporting system platform -Teachers will have a good understanding of the format and direction of the new reporting system		
November 25, 2017	-Teachers prepare to share formative assessment with parents online	-Parents kept abreast of the changes occurring in the reporting process		
September 2017 - December 2017	-Admin - debrief and support teachers	-Parents receive first - opportunity for access to their child's progress on line		
		-Teachers are provided opportunities to provide feedback and seek guidance		

D. 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)
Chairperson of PHPS Advisory Council	Mrs. Cindy Schmidt 
SAC Teacher Representative (Grade 2) Grade 1 Teacher Kindergarten Teacher	Mrs. Colleen Crouser Mrs. Becky Govereau Mrs. Laurie Watson-Komaike   

Principal Assistant Principal	Mrs. Jacqueline Mines Mr. Nolan Andriuk	<i>J Mines</i>	<i>N Andriuk</i>
Parent Representative	Mrs. Tanis Haug	<i>Haug</i>	