



Northern Gateway
Public Schools



Elmer Elson
ELEMENTARY

**Action Plan
2024-25**

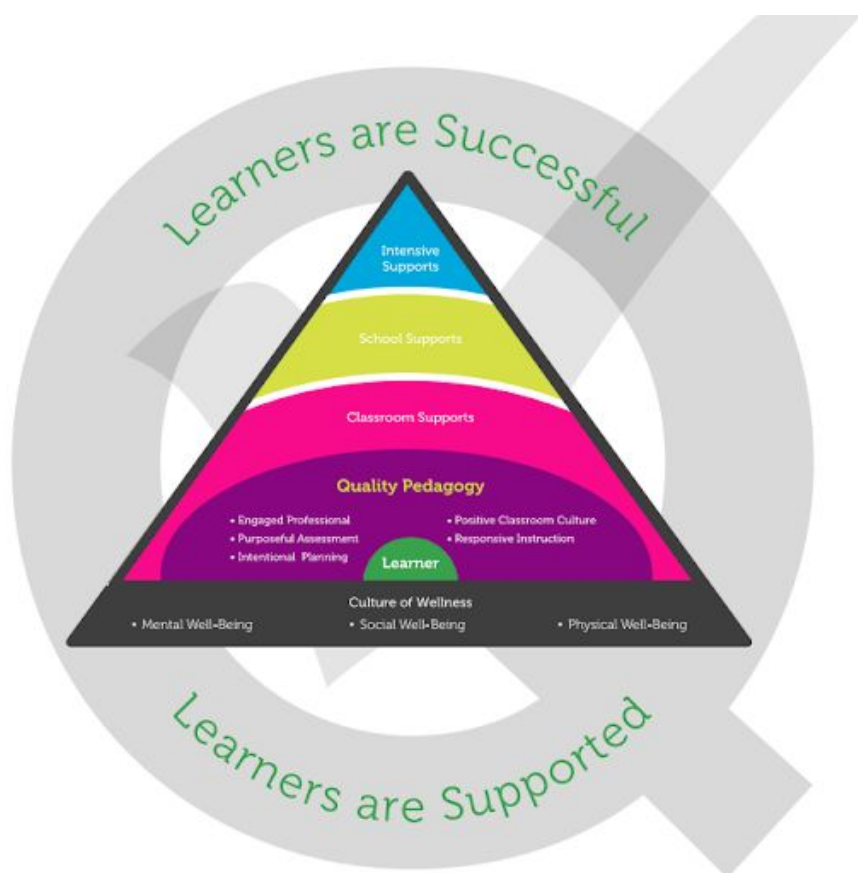
Principal: Leanna Feser

Mission:

We provide a dynamic and safe learning environment that promotes connection and the authentic application of learning.

Vision:

We strive to be the place where students realize their value, discover their talents and imagine a future where their contribution matters.



Our Values

Joy in learning.

Humility in achievement.

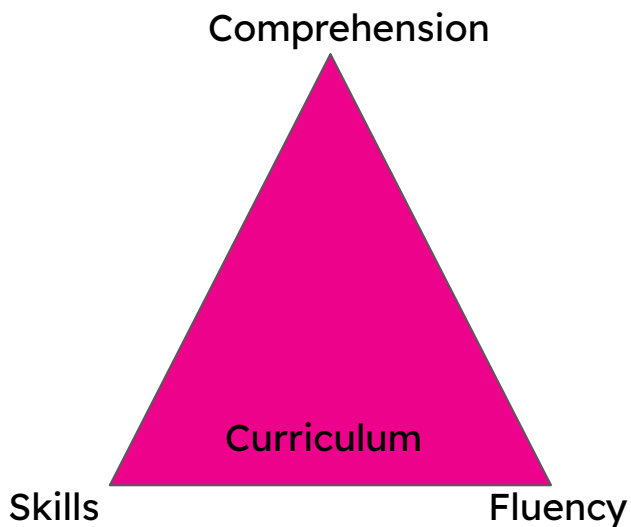
Satisfaction in giving.

Gratitude in receiving.

Dedication to personal responsibility.

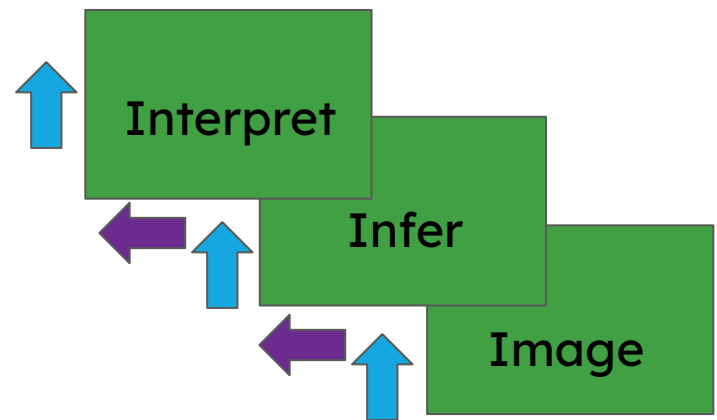
Clearly articulating the dimensions of quality learning environments is essential to ensuring strong instructional practices across Northern Gateway. This iterative process is built upon the guiding principle that we have outstanding educators who can collectively define the common tenets of highly impactful and effective instruction.

Universal Lens Model of Learning



A shared emphasis on comprehension, skill, and fluency is integral for specifying the purpose of a lesson and sets the stage for an effective Learning Sequence.

I³ Model



Students must be able to create an image in the brain. Students make hypotheses and predictions about their learning. Students are able to interpret the information and understand the big idea or formulate a new idea.

How do we ensure our students are successful?

It is through a quality learning environment focused on high quality pedagogy.

Ensuring lesson construction and delivery includes 4 key components

Before	During	After
Preparation for Learning	Learning Sequence	Authentic Application or New Thinking

Domain: Student Growth and Achievement	
Outcome 1: Learners achieve acceptable and excellence standards in curricular outcomes.	
Strategies:	Measures:
<ul style="list-style-type: none"> • School Action Plans include a mathematics fluency goal. • Continued implementation of the new K-6 Mathematics curriculum. • School Action Plans include a literacy goal which focuses on 	<p>Required Provincial Measures:</p> <ul style="list-style-type: none"> • Diploma Exam Results • Provincial Achievement Test Results • High School Completion

- School Action Plans include a mathematics fluency goal.
- School Action Plans include a literacy goal which focuses on strategies to improve imaging and inferencing.
- School Action Plans include a wellness goal.

learning about and understanding the ways of thinking, knowing and doing with our diverse population.

- Build capacity with administrators and teachers to analyze screening data as well as classroom data through Collaborative Structures to improve student learning.
- School Action Plans include a wellness goal.
- Staff wellness is supported through capacity building in the areas of Mental Health first aid, psychological first aid and suicide awareness.

Completion)

- Castles and Coltheart Test (CC3)
- Letter Name-Sound Test (LeNS)
- EICS Numeracy screening assessment

Required Local Components

- EYE-TA Data
- F&P Benchmark
- HLAT
- MIPI
- Monitor VTRA and risk assessment cases
- Survey of First Nations, Métis and Inuit Advocates
- First Nations, Métis and Inuit Student Success
 - Disaggregated student achievement local measures (MIPI, EYE-TA, HLAT, F&P)

Domain: Learning Supports	
Outcome 2: Learners are educated in a system that respects diversity and is inclusive	
Strategies:	Measures:
<ul style="list-style-type: none"> • Collaborative Team Meetings provide the framework for improving student achievement by considering support for each student. • Local data is used to build, inform and deliver a learner profile to address the unique needs of students. • Instructional Support Plans (ISP) are data driven and strength based. • Utilize parent relationships and the understanding of cultural diversity to explain and or improve attendance. • MHCB Operational Teams - are used to support universal and some targeted programming in the area of Mental Health. <ul style="list-style-type: none"> ○ CREW ○ CHAMP ○ SUCCESS Team • NGPS Wellness coaches are funded by the Mental Health in Schools pilot and are used to support universal and some targeted programming in the area of Mental Health. • Wellness Advisory Team are representatives of all employee groups and are used as a conduit to promote wellness and mental health across our division. • Enhancing relationships with First Nations, Métis, and Inuit communities. 	<p>Required Provincial Measures:</p> <ul style="list-style-type: none"> • Survey measure of Welcoming, Caring, Respectful, and Safe Learning Environments • Survey measure of Access to Supports and Services • Castles and Coltheart Test • Letter Name-Sound Test • EICS Numeracy Assessment • First Nations, Métis and Inuit Student Success <p>Required Local Components</p> <ul style="list-style-type: none"> • Student attendance data • Themes/focused strategies of Instructional Support Plan (ISP) (social emotional, literacy, numeracy) • Track the access of universal and targeted programming through both the MHCB Operational Teams and the NGPS Wellness Coaches. • Through NGPS and MHCB a team will be created in each school with training in Psychological First Aid, Mental Health First Aid, and Suicide Intervention. • Use the Beacon4+ Wellness and Diversity Data and Collection Tool to collect data on the Safe, Respectful, Caring, Impact of the Pandemic, Mental Health and Overall Wellness section for parents and staff. • Communicate the mission and vision of wellness for NGPS employees. • Contribute to the NGPS strategic wellness plan. • Communication (implementation) of the NGPS strategic wellness plan.

Domain: Teaching and Leading

Outcome 3: Learners have excellent teachers, educational assistants, school and school authority leaders.

Strategies:

- Division administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard / Superintendent Leadership Quality Standard.
- School administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard.
- Teachers are supervised and/or evaluated using the Alberta Education Teaching Quality Standard.
- Schools prioritize and NGPS classroom teachers apply the five quality pedagogy domains of the Quality Learning Environment (QLE) in their classroom practice and through Collaborative Team Meetings.
 - Intentional Planning
 - Responsive Instruction
 - Purposeful Assessment
 - Engaged Professional
 - Positive Classroom Culture
- NGPS offers a mentoring and coaching program to its cohort of teachers new to the profession.
- Through the collaborative process of the QLE work, leadership teams build capacity as instructional leaders to lead learning at each site.
- NGPS offers a variety of professional learning, side by side coaching and external education consultants to build the capacity of school staff.
- NGPS will refine the facilitation of Collaborative Team Meetings (CTM) to make them more powerful and meaningful, thus building the strength of the instructional team.

Measures:

Required Provincial Measures:

- Survey measure of Education Quality

Required Local Components

- Alignment and utilization of the School Action Plan to provide evidence of visionary (strategic planning) and instructional (implementation of the plan) leadership
- Artifacts and evidence of Professional Learning work relative to quality pedagogy in a QLE
- Surveys related to QLE work
- Results/notes from school assurance meetings
- Strategic planning documents
- [NGPSTalk](#)
- Track training sessions and participants in order to build the capacity of Educational Assistants within NGPS.

Domain: Teaching and Leading**Outcome 3: Learners have excellent teachers, educational assistants, school and school authority leaders.****Strategies:**

- NGPS offers a variety of professional learning to build and enhance leadership capacity of its school administration.
 - Principals participate within their cohort to develop their instructional leadership capacity.
 - Administrator Meetings will have time dedicated for professional growth in various areas of identified need throughout the year such as:
 - Walkthroughs
 - Evaluation process
 - Growth plans
 - Mentor/coaching program for new principals
- NGPS will include training opportunities for educational assistants to build their capacity of supporting students with diverse learning needs.
- Utilize professional learning, through the Quality Learning Environment Framework, to support all staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
-
- NGPS Leadership Development
 - Provide opportunities to develop leadership skills for succession planning
- NGPS will host a Youth Conference
- NGPS will include training opportunities for educational assistants to build their capacity of supporting students with diverse learning needs.
- Utilize professional learning, through the Quality Learning Environment Framework, to support all staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
- NGPS Leadership Development
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Measures:**Required Provincial Measures:**

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Required Local Components

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- Artifacts and evidence of Professional Learning work relative to quality pedagogy in a QLE
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Domain: Governance**Outcome 4: NGPS optimizes available financial, people and physical resources in support of student and system success.****Strategies:**

- Review programs, services and supports to assess effectiveness and alignment with provincially allocated funding.
- Create opportunities for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference.
- Publicly recognize and celebrate the contributions of students, staff, parents, and community.
- The Board of Trustees are advocates for public education and for Northern Gateway Public Schools.
- Identify and refine policies and procedures to ensure strategic planning and decision-making advance education excellence.
- Continue to participate in the Rural Caucus of Alberta School Boards.
- Continue to advocate for necessary funding and support that address the unique needs of small schools and the rural context.
- Continue to engage parents/guardians during school council meetings in each school.

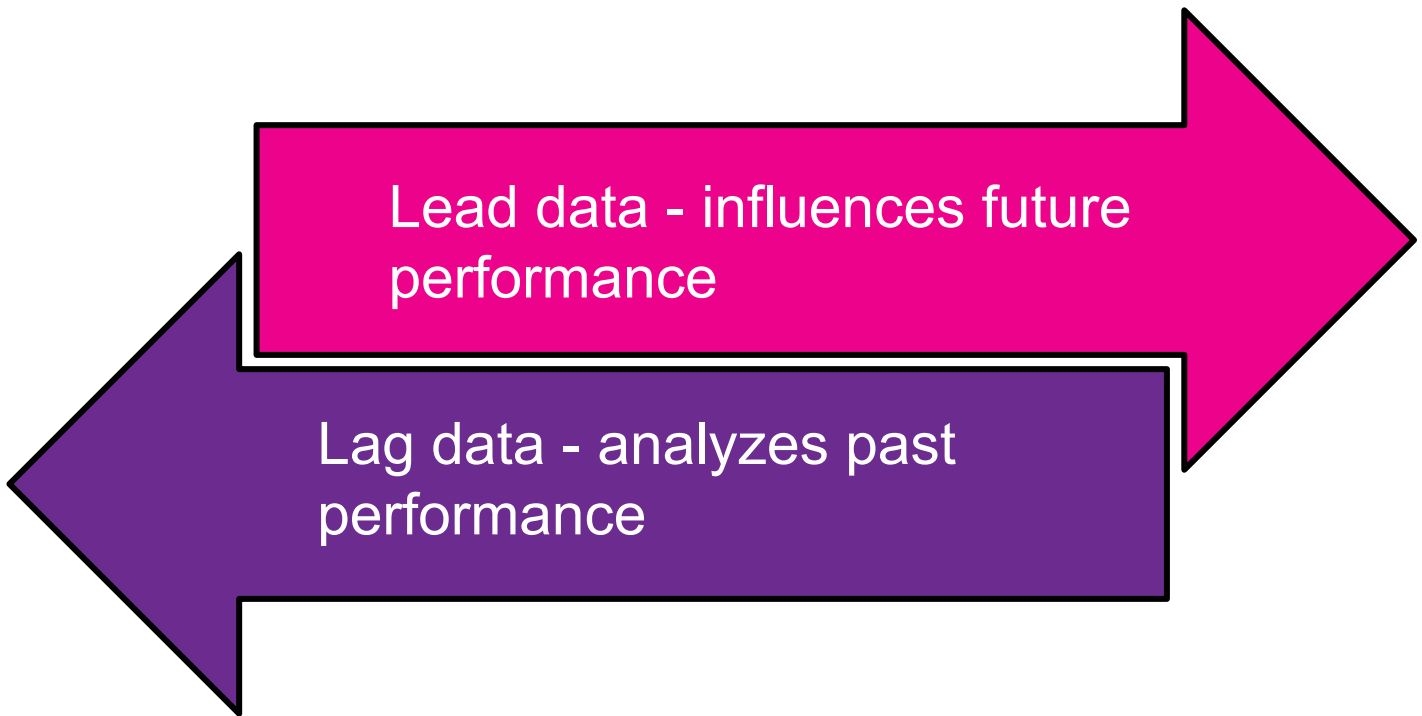
Measures:**Required Provincial Measures:**

- Survey Measure of Parent Involvement
- School Authorities provide the amount budgeted for 2022-23, the amount spent and the variance between these amounts for operational expenses.

Required Local Components

- Survey measure of School Improvement
- [NGPSTalk](#)
- Students to school-based staff ratio
- Qualitative data collected through school tours

Lead vs Lag Data



Formative

Summative

Lead Data	Lag Data
Qualitative	LeNs
Anecdotal	CC3
Classroom Data	EICS
	DIPS/PATS
	F&P

Data must be . . .

- Useful - must be a chain in the link of student success.
- Useable - must be clear and easily understood.
- Actionable - knowing if what we are doing is effective or not effective can lead to action.
 - Are we going to keep this intervention?
 - Are we going to modify it?
 - Are we reaching certain populations? (disaggregate)
 - Should we drop it completely?
- When things are actionable it leads to improved effectiveness.

Goals:

By _____, we will see _____
date outcome

measured by _____ as a result
data

of _____.
primary strategy

Example:

By June 2025, we will see improved numeracy fluency scores measured by ongoing formative classroom assessment as a result of teaching fluency strategies explicitly.

Example:

By June 2025, we will see improved numeracy fluency scores measured by ongoing formative classroom assessment as a result of making connections between the fluency progressions and curriculum outcomes.

Example:

By June 2025, we will see improved numeracy fluency scores measured by ongoing formative classroom assessment as a result of following the high priority skills and procedures scope and sequence.

Example:

By June 2025, we will see **students ability to image and inference** measured by **ongoing formative classroom assessment** as a result of **using the picture word inductive model.**

Example:

By June 2025, we will see **students ability to image and inference** measured by **ongoing formative classroom assessment** as a result of **using empowering writing**.

Example:

By June 2025, we will see **an increase in overall student attendance** measured by **student attendance records** as a result of **students feeling welcomed, respected and safe.**

By June 2025, we will see an increase in overall student attendance measured by student attendance records as a result of students feeling welcomed, respected, supported and safe.

Action #1:	
Strategies:	
Timeline:	
Evidence/Data:	
Review Date:	Reflection:
October	
January	
March	
May	

Domain: Student Growth and Achievement	
Division Outcome: Learners achieve acceptable and excellence standards in curricular outcomes.	
Goal #1: Literacy. By June 2025, we will see improved literacy skills in the areas of reading and writing based on grade level scope and sequence. This will be measured by ongoing formative classroom assessment as well as collaborative team discussions and action plans.	
Strategies: Set a scope and sequence and work as a team in August on refining the goal into more specifics. Really looking at the area of literacy in two min sections; reading and writing. Reading: Guided reading, LLI, small group instruction. Writing: HLAT, writing workshop, spelling programs	
Measures: F & P, HLAT, EYE Data, LLI intervention, phonemic awareness groups, guided reading groups, and classroom formative and summative assessment, phonemic awareness data.	
Review Date:	Reflection:
October	There is continued growth in the areas of literacy. One of the areas that was discussed in our PD day as a group was the consistent phonetic program from K-6 and how this program needs to have PD alongside it to be effective. We are wondering on the effectiveness of the HLAT and is this the best use of time and resources? We want to know more about what writing workshops are available and if their is PD with them. (6+1, BSS, Betty Wiebe, Empowering Writers)
January	We continue to focus in the areas of literacy. Mrs. Feser purchased some Heggerty materials. Then in kinder to grade 3 students went through the mandatory assessments to identify the at-risk students in the classes and we will be moving into strategies and intervention groups that will be needed to help support the at-risk students. Grades 2-6 are continuing their guided reading groups. Home reading is happening in all grades.
March	
May	

Domain: Student Growth and Achievement	
Division Outcome: Learners achieve acceptable and excellence standards in curricular outcomes.	
Goal #2: Numeracy. By June 2025, we will see improved numeracy fluency scores measured by ongoing formative classroom assessment as a result of following the high priority skills and scope and sequence identified by the Elmer Elson staff.	
Strategies: Prioritize the essential learnings document of the high priority skills needed at each grade level. (Created in 2023). Connect math to real life and utilize number talks in class for some of these outcomes.	
Measures: Classroom formative and summative assessments. And EICS assessment data. Student Engagement.	
Review Date:	Reflection:
October	At our PD Day we discussed getting more math PD time (Coach style). Staff are using Jump Math and other math pieces that work to enrich it. Math needs manipulatives for decimals and fractions, slide decks and worksheets don't accomplish this. Talked about assessment pieces (checklists, anecdotal and exit slips)
January	Continue to discuss with teachers the need to utilize manipulatives when exploring math concepts. Most classroom are utilizing the mini whiteboards and exploring their concepts hands-on first before getting into practice situations. Teachers are using Jump Math with additional resources to cover curricular outcomes.
March	
May	

Domain: Learning Supports	
Division Outcome: Learners are educated in a system that respects diversity and inclusion.	
Goal #3: Student Wellness. EEE strives to have positive classroom and school culture throughout the building, where students feeling welcomed, respected, supported, and safe. By June 2025, we will see an increase or continued satisfaction in overall student engagement and positive classroom culture measured by student responses in their assurance survey responses.	
Strategies: Establish a communication plan: Calls home -Newsletters, Remind (School and Individual classes) -Supply Drop Off / Meet the staff night -Volunteering program -Options programs (bring it back - strategic time) -Continue school-wide assemblies based around the Leader In Me Program and the 7 sacred teachings. -Utilizing the Third Path books and program fro strategies within the classroom. -Formalize Leadership groups throughout the school. -Continue the buddy classes Continued communication between the teacher and admin on attendance concerns	
Measures: Survey results(Assurance & EEE satisfaction (gr. ⁵ %) , and classroom observations.	
Review Date:	Reflection:
October	We removed attendance as an accurate measure of students feeling engaged, many times the attendance is not due to students. We are moving towards the assurance survey results and teacher observations.
January	Wellness coach is instructing his weekly lessons in the classrooms. He has become much more visible in the rooms doing daily pop-ins to classes to be with the students in an organic fashion. Great topics are shared in our school wide assemblies and then revisited through the classrooms.
March	
May	

Staff Meeting & Professional Development Day Agendas

Date	Agenda Link
August 28	
August 29	
October 11	
November 7	
January 31	
April 17	
May 15	
June 27	

There is no need to pre-populate this. Simply add the link when the agenda has been created.

Completion Timeline

Completed by June 18th for review.

Posted to your school's before you leave for summer