

School Advancement Plan Executive Summary

2016 - 2017

Visioning Forward

2017 - 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.

A. School Profile

Focus Question: Who are we?

Population demographic breakdown by grade:

Playschool Programming Unit Funding (PUF) - 7

Kindergarten - 50

Grade 1 - 59

Grade 2 - 58

Grade 3 - 65

Grade 4 - 45

Grade 5 - 58

Grade 6 - 65

Grade 7 - 55

Total 462

Number of Students: 462

Location: Onoway, Alberta

Number of certificated and non-certificated staff:

Certified 25 FTE

Non-Certified 15 FTE (4 PUF EAs)

B. School Highlights

Onoway Elementary School has a long-celebrated history of providing a safe and caring environment. Focused on creating a strong sense of belonging, Onoway Elementary School will continue to support all learners within an inclusive environment.

Our students and their families are fortunate to have a caring and supportive staff, willing to do whatever it takes for them to succeed. This is

evident in all of the conversations, documents and information that tells the OES story. It is authentic. The vision, mission and motto of this school is real and present. As the new administrative team for OES, we want to honor these efforts and successes and will strive to support the advancement of our school goals:



Learners are **successful**.

Learners are **supported**.

We are Oneway Elementary School staff.

All Oneway Elementary School students are our students.

We will achieve these goals through working together and focusing on what every student will need to be **successful** and give them the **support** they need to achieve their goals.

It is important for all of us to be able to know our students and be able to understand their strengths and needs. We make decisions based on what's best for kids. If this guides our actions and informs our teaching, we will have successful learners. Using the Collaborative Response Model framework, staff reflect on student learning during collaborative team meetings, focusing on the evidence of learning and determining what each student needs for instruction and extension.

Our full time Inclusive Education Facilitator guides our school team to align strengths with identified areas of need, through accessing the school-linked team from Aspen Collaborative Services, our partners from Alberta Health Services and Khan Communications, in-school counselling for targeted and individualized services and community supports available through Family and Community Support Services, Parent Link and Oneway Mental Health Services. This robust and comprehensive network of services creates opportunities for capacity building, collaboration and consultation for staff and families to build the skills, abilities and knowledge our students need to succeed in school and in life. Our students participate in many activities, opportunities and learning tasks that engage and empower students through action as citizens in our school community. Focused on opportunities to develop the core competencies, our students can participate in the Green Club or as AMA Patrollers that encourages all students to take care of their school community. They also can join Drama, Lego robotics or the many music options, led by a music specialist, to building skills creatively. Our dynamic Learning Commons supports our students and staff to explore, imagine and think critically about the world around them. A variety of technology embedded in teaching and learning provides all learners to manage information and work collaboratively to solve problems.

C. Strategic Planning

2016 - 2017 Strategy Action Plan

Gateway Statement 1: Learners are Successful
Outcome 1.1: Learners meet standards.
Indicators of Success: Learners are successful in meeting provincial standards in core subject areas, demonstrating literacy and numeracy and other important skills. Measures: Percentage of students who achieve standards on grade 6 provincial achievement tests.
OES Goal 1: OES students will develop numeracy and literacy and other important skills (competencies) in core subject areas. OES Measures: <ul style="list-style-type: none">● F&P● SLA● Common Assessments● AIMSWEB● HLATS● Previous PAT rubrics for common assessment● LLI● IPP Goal Setting and Adaptations● Early Language Literacy Enrichment Program

Data Gathered

2015-2016	OES	Province	Trends Identified in 5 Year Data
ELA 6 Acceptable Standard	85.2	82.9	<ul style="list-style-type: none"> ● ELA 6 <ul style="list-style-type: none"> ○ ¼ years AS below Province ○ ¾ years AS below NG ○ 5/5 years writing AS below Province ○ 5/5 years writing SE below Province ○ ¼ years reading AS below Province ○ 5/5 years reading SE below Province ○ 5/5 years reading and writing SE below Province
ELA 6 Standard of Excellence	11.1	20.4	

2015-2016	OES	Province	Trends Identified in 5 Year Data
Mathematics 6 Acceptable Standard	74.1	72.2	<ul style="list-style-type: none"> ● Mathematics 6 <ul style="list-style-type: none"> ○ ¼ years the AS below NG and the Province ○ 5/5 years SE below Province ○ 5/5 years mean score below Province
Mathematics 6 Standard of Excellence	11.1	14.0	

2015-2016	OES	Province	Trends Identified in 5 Year Data
Social Studies 6 Acceptable Standard	79.6	71.4	<ul style="list-style-type: none"> ● Social Studies 6 <ul style="list-style-type: none"> ○ ¼ years AS below Province ○ ¾ years AS below NG ○ 5/5 years SE below Province
Social Studies 6 Standard of Excellence	22.2	22.0	

2015-2016	OES	Province	Trends Identified in 5 Year Data
Science 6 Acceptable Standard	92.6	78.0	<ul style="list-style-type: none"> ● Science 6 <ul style="list-style-type: none"> ○ ¼ years AS below Province ○ ¾ years AS below NG ○ ¾ years Knowledge SE below Province ○ most recent 2 years Knowledge SE above Province ○ ¼ years Skills SE below Province with ¾ significantly below Province ○ ¾ years mean scores below Province
Science 6 Standard of Excellence	31.5	27.1	

1.1.1 Support learners to become literate and numerate.

2016-2017 Timeline	Actions	Indicators of Success	Responsibility
Fall 2016	Pilot HLAT Fall resource in NGPS	100% of OES gr. 2-7 classes participate in the writing.	School Administration (utilization) Learning Services (support)
Fall 2016	Develop common understanding of Fall HLAT standards resource through professional development (all Language Arts teachers grades 2-9; one day per division (Div I, Div II, Div III))	OES sent 100% representatives to the PD provided. 100% of participating teachers agree they have a strong understanding.	School Administration (support participation) Learning Services (host/lead PD)
October 3 and 5, 2016	SLA Pilot Support (collaborative marking)	100% of OES teachers involved in SLAs participate in collaborative marking for Literacy and Numeracy Performance Tasks.	Learning Services (facilitate collaborative marking process) School Administration (support participation)
Fall 2016	Support schools in utilizing a screening tool for literacy objectives.	100% of OES teaching staff in gr.1-7 utilized Aimsweb as the screening tool used, and provided progress monitoring. Embedded results into CRM system as another data point for learner profile.	School Administration (utilization) Learning Services (support schools)
Spring 2017	Pilot HLAT Spring resource in NGPS	100% OES Grades 2-7 classes participate in the writing.	School Administration (utilization) Learning Services (support)
By June 2017	Support schools in utilizing a screening tool for the number strand objectives.	100% OES teachers in Grades 1-7 can state that the Aimsweb screening tool used, and provided progress monitoring. Embedded results into CRM system as another data point for learner profile.	School Administration (utilization) Learning Services (support schools)
Tuesday, November 1, 2016 Friday, December 9, 2016	Provide Mathematics PD for lead teachers from K-9 to deepen teacher	Both of the OES math lead teachers indicate a deeper understanding of the	School Administration (selection of lead teachers, providing opportunity

Wednesday, February 15, 2016 Thursday, March 23, 2016	understanding of number outcomes and enhance programming (What's the Big Idea?: Making Math Class Count).	curriculum outcomes, report having tried new strategies to meet student needs, and provide anecdotal evidence of successful learning and teaching. Will share learning throughout the year, in particular, during Staff development day.	for sharing at school level) Learning Services (providing PD, gathering evidence)
September 2016	Gather school-based data to inform NGPS targets, including accommodations.	100% of OES staff have shared their data.	Learning Services (set up spreadsheet) Administrators (report data from school)
October 2016	Coordinate a Division PD Day which reinforces understanding of problem solving challenges as an approach to deeper understanding of concepts (Number strand/numeracy examples to be used).	100% attendance of OES teachers and administrators. 100% of attendees commit to a strategy based on these learnings to improve student achievement.	Learning Services (organization, collection and distribution of commitments) School Administration (staff leaders, revisit commitments)
September 2016 to June 2017	Promote network and school involvement in the creation of a vertical alignment of Number strand.	An NGPS Number Strand Scope and Sequence collaborative document will be developed. OES will continue to contribute to the development and support the process.	School Administration (may lead the process with staff) Learning Services (support)

1.1.2 Develop a foundation for excellence in Curriculum, Instruction and Assessment.			
2016-2017 Timeline	Actions	Indicators of Success	Responsibility
June 15, 2016	Initiate conversation with Principals re: strategy action plan Opting in information: <ul style="list-style-type: none"> • PowerTeacher Pro • Reduce comments, increase 	Some schools sign up to be part of the first intake of PowerTeacher Pro users. OES not a part of the pilot but will shift from outcomes referenced reporting	Reporting Committee (communication) Administrators (sign up for intake)

	<ul style="list-style-type: none"> communication • Common outcomes • Common scale 	and investigate reduction of comments while increasing communications. As the reporting committee has been created, a new report card has been developed as outcomes based, and ongoing collaboration and communication with all staff continues as we shift to this report card.	
September 17, 2016	Revitalize NGPS Learning Networks as part of Division PD Day	<p>100% of OES teachers attend a Learning Network Session.</p> <p>100% of teachers are connected to their Learning Network virtual space</p>	<p>Learning Services (facilitate process)</p> <p>Administrators (ensure teachers are connected to a Learning Network)</p>
September 2016 - June 2017	Scale back comments and increase ongoing communication.	<p>Student, parent and teacher anecdotal evidence regarding the positive impact of increased ongoing communication.</p> <p>OES created a reporting committee in September of 2016 to collaborate in creating a reporting process to achieve the reduction of comments while continuing to improve communications between home and school.</p>	Administrators of pilot schools (set expectations for regularity and recording process for ongoing communication, gather and share anecdotes)
October 2016	Communicate NGPS targets for AB Ed measures while reviewing Comprehensive Approach (AERR) with principals.	100% of principals have provided input, received and reviewed NGPS targets.	<p>Superintendency (set targets)</p> <p>Administrators (review targets)</p>
September 12, 2016 October 7, 2016	Provide opportunity for Learning Networks to connect as part of Division PD Day.	<p>100% of OES teachers attend a Learning Network Session.</p> <p>100% of OES teachers are connected to their Learning Network virtual space.</p>	<p>Learning Services (facilitate process)</p> <p>Administrators (ensure teachers are connected to a Learning Network)</p>
October to December, 2016 May 2017	Gather information for discussion of parent-teacher interview structure.	100% of principals have opportunity to provide voice on the direction of parent-teacher interview structure.	Learning Services (facilitate process-develop form/ThoughtExchange - under the guidance of the Assessment

		At OES we use electronic format for scheduling parent teacher interviews. We shifted the purpose of the first interview to include home perspective on the personal/social responsibility report card.	and Reporting Committee) Administrators (provide input)
May 2017	Gather and analyze data to set direction and identify required supports for Learning Networks in 2017-2018.	100% of educators have opportunity to provide voice on the direction of upcoming professional development for Learning Networks.	Learning Services (facilitate process and share analysis) Administrators (ensure teachers provide input)

Gateway Statement 1: Learners are Successful
Outcome 1.3: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.
Indicators of Success: Learners who are self-identified as First Nations, Metis or Inuit are successful in meeting provincial standards in core subject areas, demonstrating literacy and numeracy and other important skills. Measures: Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on grade 6 provincial achievement tests: Language Arts, Mathematics, Social Studies, Science

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			
2016-2017 Timeline	Actions	Indicators of Success	Responsibility

2016-2017	Work with the NGPS Indigenous Student Supports Coordinator to develop, coordinate and organize Indigenous educational opportunities and experiences for students and staff throughout our school.	<p>Indigenous cultural events and opportunities are occurring in OES.</p> <p>OES will continue to provide Indigenous perspectives in implementing the Programs of Study and can share examples.</p> <p>Our Treaty 6 acknowledgement accompanies our singing of 'O Canada' at every assembly.</p> <p>OES Learning Commons display resources that support First Nations, Metis and Inuit perspectives and history. Throughout the school, there are many art displays prominently featuring FNMI culture.</p>	<p>Administrators (work cooperatively with Support Coordinator)</p> <p>Learning Services (work cooperatively)</p> <p>Human Resources</p>
Fall 2016	Review past practice and relationship building with First Nations, Métis and Inuit in NGPS to ascertain which strategies can be continued and/or implemented.	A list of strategies/ideas will be compiled by OES and submitted to NGPS Learning Services.	<p>Administrators (share past practices)</p> <p>Learning Services (compile list)</p>
Fall 2016	OES will continue to implement strategies for supporting First Nations, Metis and Inuit students and community building.(May include partnership with RCSD, School Liaison, Elders, Community Supports, Indigenous educators, Aboriginal Human Resources, and Regional Learning Consortiums.)	OES will reach out to our neighboring First Nation, to continue to foster relationships, bridge community supports and work collaboratively with staff and community for the success, health and well being of all FNMI learners.	<p>Administrators (create the plan)</p> <p>Learning Services (support)</p> <p>Indigenous Student Support Coordinator (support)</p>
Fall 2016	Investigate the possibility of having a Family School Liaison (FSL) Worker to support Indigenous students through the Building Collaboration and Capacity in Education (BCCE) Grant.	OES will investigate opportunities to work with Alexis staff to support our learners to further awareness and understanding of Indigenous education and ways of knowing.	Learning Services (oversee and supporting)

2016-2017	Continue to support the Language Literacy Enrichment (LLE) Program in schools building on a social pragmatics component to support all learners in K-2	100% of Indigenous students in K-2 will demonstrate improved results between pre and post evaluations.	Administrators (supporting program) Learning Services (scheduling)
2016-2017	Formalize a visit to the two First Nations Communities within NGPS.	A request to visit to Alexis First Nations Community has occurred and scheduled for Dec. 12. We will complete the Blanket Exercise in the community on Dec 2. Our first staff development day focuses on understanding and awareness of FNMI ways of knowing and learning. We are connecting the competencies with the Circle of Courage. All staff are attending.	Learning Services (coordinate visit)
December 2, 2016	PD for teachers regarding Indigenous Perspectives (including residential schools and reconciliation)	OES staff will complete the Blanket Exercise as another step in understanding indigenous perspective, the impact of residential schooling and the importance of reconciliation. 100% of teachers in attendance report improved historical and cultural understanding.	Learning Services (Indigenous Student Support Coordinator to provide PD; collect feedback) Administrators (support professional development)
2016-2017	Collaborate with teachers using the Lesson Study Model to incorporate Indigenous perspectives in curriculum, instruction and assessment.	100% of teachers participating report improved confidence and competence in incorporating Indigenous perspectives in curriculum, instruction and assessment.	Learning Services (Indigenous Student Support Coordinator to coordinate PD using Lesson Study model; collect feedback) Administrators (support professional development)

Gateway Statement 2: Learners are Supported**Outcome 2.1: Learning is Inclusive.**

Indicators of Success: Students, staff, parents and community feel welcome, cared for, respected and safe at Onoway Elementary School.

Measures: Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

Data Gathered

2015-2016 Our School (TTFM) Report on Student Outcomes and School Climate: Elementary Survey	OES	Cnd Norm	Notes
Students with a positive sense of belonging (accepted and valued by peers and others)	79	86	
Students with positive relationships (peers they can trust and encourage them to make positive choices)	87	80	
Elementary students who have intense feelings of fear, intense anxiety or worry about particular events or social situations.	21	16	Notably higher in grade four than Cnd Norm Higher % for girls than boys
2015-2016 Our School (TTFM) Report on Student Outcomes and School Climate: Secondary Survey (gr 7)	OES	Cnd Norm	Notes
Students with a positive sense of belonging (accepted and valued by peers and others)	73	75	
Students with positive relationships (peers they can trust and encourage them to make positive choices)	73	74	
Secondary students who have intense feelings of fear, intense anxiety or worry about particular events or social situations.	24	18	

2016 OES Accountability Pillar Data

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

- Discrepancy between teachers satisfaction with parental involvement in decisions and parent satisfaction.
- 51% of parents surveyed indicated that they are dissatisfied, very dissatisfied or do not know that their input into decisions at their child's school are considered.
- 57% of parents surveyed are satisfied with the opportunity to be involved in decisions about your child's education. 88% of teachers are satisfied or very satisfied with the opportunities for parents or guardians to be involved in decisions about their children's education.

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

- Downward trend and discrepancies between parents, students and teachers.

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

- 75% of parents surveyed, indicated that in their opinion, the quality of education that their child experienced at school, stayed the same, or declined in the past three years.

2.1.1 [Encourage schools to leverage resources to support environments and programs that meet the needs of each learner.](#)

2016-2017 Timeline	Actions	Indicators of Success	Responsibility
Fall 2016-Spring 2017	<p>Support OES on the continued utilization of the Collaborative Response Model System (CRMS) and Differentiated Instruction (DI) database interventions within the software for tiered supports for students.</p> <p>PD with Kurtis Hewson on September 20, 2016 to work with school teams to update on CRM software supports</p> <p>Increase number of collaborative planning days to support grade level teams to utilize collaborative conversations, common assessment practices and planning for shared instructional practices, extensions and interventions</p>	<p>OES school based team members will attend session on Sept 20. Ongoing collaborative planning will support all teachers to know their students. Sharing instructional practices, developing common assessments and building extensions and interventions will continue to strengthen our CRM framework.</p> <p>Teachers are feeling confident in using the CRMS.</p> <p>More robust student learner profiles within the CRMS to align with the data gathered from Aimsweb numeracy and literacy, as well as the information gathered from the student success profiles in order to determine steps necessary for student success.</p>	<p>Administrators (gathering data)</p> <p>Learning Services (providing PD)</p>

September 2016 - January 2017	Research learner profile content being used and, if decided by administrators, create a profile based on the criteria agreed upon for NGPS schools in the CRM software.	<p>OES began the year with developing a learner success profile for each student. All staff worked collaboratively to contribute to each student's profile through a strength-based lens. This provided the opportunity to build on our understanding that all kids are our kids.</p> <p>We will continue to develop the profiles throughout the year. Our staff development day will have ALL staff identifying each student's connectedness and resiliency through the Circle of Courage and our work with presenter Derek Peterson in building webs of support.</p> <p>Propose a standardized learning profile for administrators' feedback. Feedback and suggestions will be received prior to the end of January 2017.</p>	<p>Administrators (provide feedback)</p> <p>Learning Services (research and gather feedback)</p>
November 28, 2016	Connect OES staff with professional development in assistive technology to improve student achievement (from an inclusive learning perspective: what is good for one may be good for all).	100% of participants from OES feel more confident and competent in allowing students to access assistive technologies to demonstrate learning.	<p>Learning Services (provide PD)</p> <p>Technology Services (ensure access to technology)</p> <p>Administrators (support PD)</p>

2.1.2 Promote learning environments that are welcoming, caring, respectful and safe.			
2016-2017 Timeline	Actions	Indicators of Success	Responsibility
2016-2017	Support each school in identifying a focus, based on the 4 distinct but interrelated pillars of the Comprehensive School Health	OES has a health and wellness team working with the divisional cohort. We have also included grade seven students to support the focus on health	Administrators (setting goals) Learning Services (support)

	<p>Framework (CSHF). As part of that work Alberta Health Services (AHS) will be a collaborative partner.</p> <p>In addition, schools have the option to access the NGPS Wellness Grant fund.</p> <p>Create a health and wellness committee to include health champions and gr 7 students</p> <p>Work on an action plan to include a timeline to support CSHF implementation</p> <p>Look for opportunities to support growth mindset and resiliency Attend session at Redwater as a catalyst event to begin building resiliency focus to support mental health and wellness</p>	<p>and wellness with the intent to bring together our staff team with our student team to building awareness, understanding and an action plan built on the CSHF.</p>	
Fall 2016	<p>AHS representative will share a 'promotion of positive mental health in our schools' presentation to our administrators.</p>	<p>NGPS administrators receive a consistent message regarding promotion of positive mental health in schools.</p> <p>OES has contacted the AHS rep and will be setting up a meeting to start the process to support our Health and Wellness champions.</p>	<p>Learning Services (coordinate with the AHS representative to bring a presentation on mental wellness)</p> <p>Learning Services (provide support for any schools that wish to further explore positive mental health in their school environment)</p>
September 21, 2016	<p>Coordinate meeting of the District Wellness Team.</p>	<p>OES Team members are in attendance.</p> <p>Goals for 2016-2017 are reviewed.</p>	<p>Learning Services (coordinate meetings with AHS representative and NGPS representatives)</p>
Spring 2017	<p>Learning Services will apply for the Sustainable Wellness Grant to continue supporting schools.</p>	<p>OES has started the process and will be implementing a strategic plan for a 'culture of wellness for the entire school community'.</p>	<p>Learning Services</p>

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)
Collaborated with staff to review and respond to 2014-2015 accountability pillar data on September 7th staff meeting, November 2nd staff meeting. Will continue to work together to advance the goals of our plan throughout the 2016-17 school year.	Jody Beck (Principal) Stephanie Damery (Acting Assistant Principal) Deirdre Bray (Staff representative) Colleen Wournell (Staff and ATA representative) Twyla Lesko (Support Staff Representative)
Collaborated with School Council to review and respond to 2014-15 accountability pillar data during September 8th school council meeting and will review 2015-16 accountability pillar data on November 17, to update and sign School Advancement Plan Executive Summary. All stakeholders will continue to work together to advance the goals of the plan during the school year, and ensure that the School Council has voice and opportunity for feedback regarding OES School Advancement Plan.	Sheila Albertson (School Council Chair)