

School Advancement Plan 2016 - 2017



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

Oscar Adolphson Primary School, serving 200 students from the town of Valleyview and the surrounding farming community. We are a Junior Kindergarten to grade 3 school located in Valleyview, 350 kilometers northwest of Edmonton. A teaching staff of 10.0 FTE and 9 support staff allow for a class size of approximately 18 students. There are 32 students in Junior Kindergarten, 36 students in Kindergarten, 43 students in grade 1, 38 students in grade 2 and 53 students in grade 3.

B. School Highlights

Oscar Adolphson Primary School is engaged in the implementation of the “Leader in Me” Program through the Covey Foundation. Students are learning the 7 Habits of Happy Kids from school staff that are actively living and modelling the habits. The framework for Student Learning promotes engaged thinkers, who are ethical citizens with an entrepreneurial spirit. We have seen that every student can lead when given the opportunity and experience. All students have a talent that needs to be celebrated through the Leader in Me Program.

At OAP we are focused on Literacy and Numeracy. We use Daily 5 as a way to focus our students on their learning, giving them the choice of what they need to practice and allowing the opportunity for the teachers to work one-on-one or in small groups on more specific outcomes. In order to be great readers we need students with strong language skills so we have two speech language pathologists who work with our teachers to support those students who have difficulties with expressive language (communicating what they want to say), receptive language (understanding what they hear) and phonological delays (articulation - how they form sounds). We have a teacher who works with our SLPs to help students progress with Language and Literacy.

C. Strategic Planning

2016 - 2017 Strategy Action Plan

School Strategy	Improve Student Literacy
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Division Gateway Statement

Learners are Successful and Supported

Division Outcome

Students Meet Standards/Learning is Inclusive

School Outcome

Students are reading and writing at a level commensurate with their abilities

Data Gathered	<p><i>Fountas and Pinnell Benchmarking</i></p> <ul style="list-style-type: none"> • <i>Grade 1= 32% at Grade Level at end of June</i> • <i>Grade 2= 57% at Grade Level at end of June</i> • <i>Grade 3= 90 % at Grade Level at end of June</i> <p><i>Levelled Literacy Intervention Data - Supports above numbers</i></p> <p><i>Grade 3 SLA - 75% of Students at Provincial Acceptable Standard</i></p> <p><i>Teacher assessment based on their triangulation of student data</i></p>
	<ul style="list-style-type: none"> • Based on Benchmarking and teachers' observations, conversations, and student products - 62% of our students were reading at grade level at the end of 2015-2016 year

2016-2017 Timeline	Division Actions	Indicators of Success	Responsibility	Results
September to June	<i>Allocate time for Professional Learning Communities and Collaborative Team meetings</i>	PLCs meet weekly Collaborative Teams meet 5 times during the year	Admin & teaching staff	By the end 2016-2017 70% of students will be reading and writing at grade level
C. September to June	<i>Utilize Fountas and Pinnyell Benchmarking and Leveled Literacy Intervention Program</i>	Students are reading at grade level	Classroom Teacher LLI Teacher	Students in the LLI program will improve a minimum of 3 levels.
September to June	<i>Use Daily 5 in classrooms to build stamina and choice into Language Arts lessons</i>	Students will take ownership of their learning	Teachers	Students are able to work independently for 20 minutes on an independent task, as measured by teachers during stamina building time

September to June	<i>Use Guided Reading</i>	Differentiation is occurring in all classrooms, observed during classroom visits	Teachers	Students are reading at a level commensurate with their abilities
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School Strategy	Improve Student Numeracy
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Division Gateway Statement Learners are Successful and Supported
Division Outcome Students Meet Standards/Learning is Inclusive
School Outcome Students math is at a level commensurate with their abilities

Data Gathered	<i>Grade 3 SLA = 75% of Grade 3 students are reaching the Provincial Acceptable Standard Teacher assessment data of curricular outcomes</i>
Compelling Need	Based on teachers' observations, conversations, and student products 75% of students are achieving math at grade level for the 2015-2016 year

2016-2017 Timeline	School Actions	Indicators of Success	Responsibility	Results
September to June	<i>Allocate time for Professional Learning Communities and Collaborative Team meetings</i>	PLC's meet weekly Collaborative Teams meet 5 times during the 2016-2017 school year	Administration & Teachers	By the end 2016-2017 70% of students will be at grade level in math as assessed through teachers' triangulation of data
School PD: December 2 February 14 Division PD: Oct 7	<i>Provide PD for teachers in the area of numeracy and time during PLC to incorporate best practises</i>		Administration & Teachers	By the end 2016-2017 70% of students will be at grade level in math from teachers' triangulation of data

Division Math Series 2016-2017	<i>Sending two teachers and the Principal</i>	<i>Teacher instruction and assessment practices will indicate a strong numeracy and development understanding</i>	Teachers & Students	Student engagement
September to June	<i>Apply the principles of Teaching Student Centered Mathematics: Employ manipulatives Engage in math games Engage students daily in number sense activities</i>	Formal and informal visits	Teachers & Students	Students are using and understanding common vocabulary
September to June	<i>Vocabulary consistent across grades</i>	Formal and informal visits		

School Strategy	Students will model and understand the 7 Habits of Happy Kids
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Division Gateway Statement Learners are Successful
Division Outcome Learners own their learning
School Outcome The Leader in Me promotes engaged thinkers, who are ethical citizens with an entrepreneurial spirit

Data Gathered	<i>Accountability Pillar - Safe and Caring School data - 100% of our Teachers state that our students are learning to care for others. OAP ThoughtExchange process from 2015-2016 school year - Our parents are content that students are learning to celebrate their talents and the talents of others.</i>
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Compelling Need	Ministerial Order to promote engaged thinkers, who are ethical citizens with an entrepreneurial spirit.
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2016-2017 Timeline	School Actions	Indicators of Success	Responsibility	Results
September to June	<i>Continue Implementation of the Leader in Me Program to become a Lighthouse School</i>	At or above the Canadian average in the Accountability Survey regarding citizenship and behaviors attitudes.	<i>School Staff</i>	<i>OAP's results on the accountability Pillar survey continue to be very high in all areas. Our staff and parents are content with how our students are doing in the area of citizenship.</i>
September to June	<i>A Student Lighthouse team will continue</i>	<i>Student Lighthouse team meets once per month</i>	<i>Administration Teachers</i>	<i>Lead/organize activities for student body</i>
September to June	<i>Each class will develop a class mission statement that reflects and promotes the 7 Habits</i>	<i>Class mission statements are posted</i>	<i>Teachers</i>	<i>Students will know and follow their mission statement</i>
September to June	<i>Each class will initiate a school or community project that reflects and promotes The Leader in Me values</i>	<i>End of 2016-2017 all projects completed</i>	<i>Teachers</i>	<i>100% of students will actively take on a leadership role either in the classroom, school, community or globally</i>
September to June	<i>Embed Leader in Me principles throughout the curriculum and school environment</i>	<i>Evident during classroom visits</i>	<i>Teachers</i>	<i>Lighthouse School</i>
September to June	<i>Recognize leaders/citizens through our Oapie's Oscar Awards program</i>	<i>Awarded Monthly</i>	<i>Teachers</i>	<i>All students will be recognized at least once at awards assembly</i>

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)
School Communication Plan <ul style="list-style-type: none"> • <i>Inform school goals through newsletter</i> • <i>On-going formal/informal presentations and discussions with staff and parents</i> • <i>Share goals at Parent/Teacher Interviews and Student Led Conference</i> • <i>Post School Advancement Plan on OAP web page</i> • <i>Present Results Review presentation at School Council</i> • <i>Remind (Texting App) – Sharing what’s going on</i> • <i>Send articles through Facebook and other social media to help inform parents and community</i> 	Principal Sherry Howey
Staff Collaboration at beginning of the year staff meeting; ongoing feedback	Debbie Wedel - Teacher Amanda Roy - EA and Librarian
Share at School Council meeting for feedback	Samantha Broderson