



**Northern Gateway**  
Public Schools



**Action Plan  
2025-26**

**Principal: Rod Peterson**

## Domain: Student Growth and Achievement

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

**Goal #1:** By June 2025, we will see improved numeracy fluency scores measured by ongoing formative classroom assessment as a result of teaching fluency strategies through scaffolding and a progressive scope and sequence.

**Strategies:** There will be a focus on effective and efficient numeracy strategies when completing computations, taking into consideration basic facts and place value.

### Measures:

- Comprehension
  - *Centres- ability to transfer knowledge learned at the “teacher station” to an independent station- results in completing the task sheets.*
  - *Basic Facts- verbalizing the strategy connected to the question (doubles, doubles +1, doubles -1, make 10)*
  - *Basic facts running records*
  - *Ability to name basic facts fluently.*
  - *Gaining information to establish the next steps in learning from the EICS assessment.*
- Skills
  - *Understanding number knowledge*
  - *Solving word problems*
  - *Visualizing- Place value, word problem, algorithm*
  - *Skip counting*
  - *Ability to identify patterns*
- Fluency
  - *Applying math to real-world situations.*
  - *Building stepping stone from year to year ( i.e. addition to multiplication)*
  - *Knowing basic facts – stated to peers, teachers, or educational assistants*
  - *Understanding the most appropriate/efficient strategy for the applicable situation.*

## Domain: Student Growth and Achievement

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

Goal #2: By June 2025, we will see students' ability to image and infer measured by ongoing formative classroom assessment as a result of using empowering writers, visualizing and verbalizing, and math strategies.

Strategies: Through intentional planning, Visualizing and Verbalizing, Empowering Writers, and math strategies, students will focus on aspects of before, during, and after to assist with comprehension and fluency in reading, writing, and math.

### Measures:

- Comprehension
  - *F&P - Reading assessment with the students 2-3 times per school year. Used to drive instruction, groupings, and target the skills students need to improve on.*
  - *Raz- Kids - tests identify comprehension level, vocabulary and phonics*
  - *Accelerated Reader Program - assesses comprehension*
  - *EYE-TA data – identifies student strengths and areas of concern*
  - *HLAT – identifies writing details, punctuation, sentence structure, imagining and inferring.*
- Skills
  - *Phonics/Spelling Program- check for basics (alphabet, sounds, blends, sight words, animated literacy, BLAST, etc)*
  - *F&P Comprehensive Phonics, Spelling and Word Study Guide – provides a continuum of phonics, spelling, word analysis, and usage strategies*
  - *Empowering Writers (imaging)- used for the full formatting of writing (all writing). Student work samples.*
  - *PAST (Phonological Awareness Screen Test), RAN (Rapid LeNS (Letter Name-Sound Test), RAN (Rapid Automated Naming), and CC3 – assess student knowledge of letters, letter sounds, blends and digraphs, and word knowledge.*
- Fluency
  - *Empowering Writers (inferring)- used for the full formatting of writing (all writing). All grades working on same program but with small modifications.*
  - *Reading- Running records and anecdotal notes.*

## 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 increase in overall student engagement measured by observation and formative assessment as a result of students feeling welcomed, respected, and safe.

**Strategies:** CTMs will provide a venue for discussions about academic and social-emotional issues. Strategies will be added to the Social-Emotional Continuum of supports, which will be utilized alongside WeCollab, to record strategies and actions to support students.

### Measures:

- Comprehension
  - *Social and physical awareness*
  - *Boundaries*
  - *Mental awareness*
  - *Self-awareness (cleanliness)*
- Skills
  - *Ability to show empathy*
  - *Using the Third Path Resource - 8 Conditions*
  - *Talking Circle, both with staff and with students*
- Fluency
  - *Positive interaction*
  - *Balloon (ngps.ca website)*
  - *Wellness Coach, teaching/ support staff- safe supports available*

## Domain: Learning Supports

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

**Goal #4:** By June 2025, we will see an increase in integrating First Nation, Metis, and Inuit understanding and learning as measured by ongoing observation and formative classroom assessment as a result of students feeling welcomed, respected and safe.

**Strategies:** Students will work together during cross-grade activities, read different books during Indigenous Author of the Month, connect to indigenous ecosystem beliefs, partake in Land-Based learning activities, and cultural days to increase learning and understanding.

### Measures:

- Comprehension
  - *Students will develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, and perspectives of different cultural groups.*
  - *Land-based learning activities will provide an understanding of the importance of all ecosystems.*
- Skills
  - *Students will be guided to gain the ability to show empathy*
  - *Through literature and art, students will demonstrate an understanding of First Nation, Metis and Inuit cultures*
  - *Talking Circle, both with staff and with students*
- Fluency
  - *There will be a whole school collaborative approach to learning about the different cultural groups*