

# Action Plan

Looking Back...Looking Forward...Moving Forward



June 2022

Onoway Junior Senior High  
Principal: Ms. Amy Villneff

# Action Item #1

**Celebrations:** We are a diverse school where staff strive to meet the needs of students. Staff are engaged professionals who frequently participate in collaborative conversations and professional development that allows for responsive instruction to meet students' learning needs.

**Connection:** At the end of the 2021-2022 school year there were 477 students between Gateway Academy Outreach Onoway and the main OJSH campus. Of these students, 130 were on an ISP - the equivalence of 27%. We query how many ISPs are not fully met because of the extensive number we have at OJSH, and how many ISPs are being developed when students are receiving universal accommodations. With so many ISPs- are they as effective as they could be? Likewise, if students do not need ISPs, how can we improve classroom instruction to better meet the diverse needs of learners using universal accommodations?

Process:	Authentic Application:	Reflection:
Staff need training/refreshing on what constitutes universal versus targeted supports and they will identify students who are on ISPs but only require universal supports. Staff need training/refreshing on how to interpret psych-ed assessments.	Universal vs Targeted supports workshop - May 2022  Interpreting Psych-ed Assessments training - August 2022	Completed during May '22 PD Day. Staff began process of specifying differences and relating to ISPs  Will occur during PD days in August led by IEF, Counselor, and Admin.
In-depth training on purposeful, organic ISPs is required. Staff need supports to create, implement, and measure goals in ISPs.	ISP PD Through Jigsaw Learning - Fall 2022	Currently in planning process
More collaborative time is required by teachers to improve ISPs and respond to data.	Implement ISP focus time through internal and sub coverage twice per semester for teachers with guidance from IEF  Morning meetings throughout 22-23 school year for ISPs	Planning for October and December 2022, March and May 2023  To be determined
Staff require supports to improve differentiated and universal instructional practices in classrooms.	Continued work in QLE through NGPS  Staff will share best practices throughout the year  PD opportunities will focus on improving differentiated and universal instructional practices in classrooms	Focus in 22-23 on assessment  To be determined  To be determined



# Action Item #2

**Celebrations:** Mathematics teachers are specialists in their field and are competent in the math courses they teach. Teachers welcome opportunities to collaborate, attend professional development opportunities, and learn from one another to improve classroom pedagogy for the benefit of their students.

**Connection:** In the 2021-2022 school year our MIPI data indicated more than half of students in Grades 8-10 were achieving 55% or less using the Math Intervention Program Instrument. In June 2022 based on preliminary scoring and reflection of the Math 9 Provincial Achievement Test, it appears students in Grade 9 struggled to meet the predicted standard of acceptable and/or excellence. In the 2021-22 school year most students entering grade 8 possessed number skills at a Grade 4-6 level, and about 40% of Grade 9 students were the same at the start of the school year.

Process:	Authentic Application:	Reflection:
Increase opportunities for Grade 8 & 9 students to learn and work on math outcomes including recall their number skills.	<ol style="list-style-type: none"> <li>1. Timetable change for 2022-23 to 55 minutes daily math for junior high students</li> <li>2. Regular and cumulative consolidation of math concepts at four intervals in the year</li> <li>3. Interweaving the number skills throughout the math program instead of teaching as its own unit of study</li> </ol>	<ol style="list-style-type: none"> <li>1. Begins in 2022-23 school year</li> <li>2. To be administered each quarter of 22-23 school year</li> <li>3. Will be evident in teacher long range plans</li> </ol>
Increase opportunities for teachers to reflect and further develop their math pedagogy and assessment through professional development and collaborative planning.	<ol style="list-style-type: none"> <li>1. Common planning time for Grade 8 &amp; 9 math teachers</li> <li>2. Surveys to determine student learning preferences</li> <li>3. Provide Thinking Classrooms L1 or L2 training for teachers who require it.</li> <li>4. If possible, work with partner school Gr 7 and 6 teachers on mapping curriculum</li> </ol>	<ol style="list-style-type: none"> <li>1. Internal or sub coverage to achieve this - dates TBD</li> <li>2. Will be developed by teacher cohort - dates TBD</li> <li>3. Dates TBD</li> <li>4. Administration to try coordinating multi-school efforts</li> </ol>
Develop students' exam writing skills. Many lack test taking strategies and study skills.	<ol style="list-style-type: none"> <li>1. Overt teaching of the skills required to prepare for and successfully navigate exams. This can be addressed in health classes, small groups, and by counselling staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Specific plans will be developed by health teachers</li> <li>2. PD will be provided for teachers of other courses to assist students in all subject areas</li> </ol>

