

# Action Plan

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



**ONOWAY  
JUNIOR/SENIOR  
HIGH SCHOOL**

**EMPOWERING LEARNERS**



**Northern Gateway**  
Public Schools

June 2023

Onoway Junior Senior High School

Principal: Dr. Amy Villneff

# Goal 1 - Meeting the Needs of Diverse Learners

**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:** In the 2021-22 year 27% of students were on ISPs. We queried the effectiveness of ISPs with so many in circulation, and we considered the potential that ISPs were being completed for students who received universal accommodations. For the 2022-23 school year we focused on developing teachers' skills in recognizing the differences between universal (tier 1) and tier 2 to 4 supports and creating goal-driven ISPs. At the end of the 2022-2023 school year there were 488 full-time students between Gateway Academy Outreach Onoway and the main OJSH camp us. Of these students, 96 were on an ISP - the equivalence of 20%. We had made progress over the year in ensuring ISPs were more more effective and pertinent to students who required them, but we still have progress to make.

Process :	Authentic Application:	Reflection :
New and current staff will need training/refreshing on tier 1 to 4 supports, interpreting psych-ed assessments, and proper completion of goal-focused ISPs for students who legitimately require them.	Tiered supports refresher in August 2023 Psych-ed refresher Aug. 2023 ISP goal setting professional development Oct. 2023 One-to-one support as required throughout 23-24 school year	
Paradigm shift - teachers become more autonomous and move from reliance on ISPs exclusively (to find out and communicate student needs), to knowing and understanding how to access information in dossier (various documentation), interpreting data from dossier, and knowing who to access/communicate with in the school for additional information or for referrals	<ol style="list-style-type: none"> <li>1. Develop teachers' understanding of where and how to find pertinent information applicable to their students and context.</li> <li>2. Develop teachers' understanding of which staff to access for additional information or to begin a referral.</li> <li>3. If accommodations are being made, communicating and accessing that information effectively.</li> <li>4. If more than Tier 1 or Tier 2 interventions are being utilized, developing student-tailored goals for the ISP.</li> </ol>	Tiered supports workshop May 2023 to support these processes



# Goal 1 - Continued

Process :	Authentic Application:	Reflection :
<p>Align CTM processes with the continuous reflective development of the OJSH continuum of supports. Document and implement OJSH continuum of supports in students' ISPs.</p>	<p>OJSH continuum of supports strengthens responsive classroom practice and tiered interventions.</p> <p>Tiered supports refresher in August 2023 and begin to build the continuum</p> <p>One-to-one support as required throughout 23-24 school year</p>	
<p>OJSH staff need to better communicate with and educate parents about the criteria required for students to have an ISP. Many students have an ISP that do not actually require one to have their needs met. Classrooms are far more inclusive and more universal supports exist than in the past. Parents may not be aware of these and/or need assurances their child will not be "lost" or "left behind" because they no longer have an ISP</p>	<p>OJSH staff know and understand the criteria that must exist for a student to qualify for an ISP.</p> <p>OJSH staff are supported by the IEF, counselling staff, and administration as needed to communicate with and assist parents' understanding about their child's learning needs, ISP criteria, and how their needs can be met without or with an ISP</p>	

# Goal 2 - Improving Students' Math Comprehension and Fluency

**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 2022-2023 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 Grade 10, 60% of students were flagged as needing attention, Grade 9 was 71%, and Grade 8 was 56%. We must continue our efforts to help fill the learning gaps for students that exist, and improve their fluency, comprehension, and achievement in mathematics.

Process :	Authentic Application:	Reflection :
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. Continued support to work with the NGPS Math cohort and Dave Martin (Red Deer Polytechnic)</li><li>3. Make other collaborative and professional development opportunities available to teachers as they arise.</li><li>4. If possible, work with partner school Gr 7 and 6 teachers on mapping curriculum</li><li>5. Access PD through ERLC and other providers</li></ol>	
Increase opportunities for Grade 8, 9, and 10 students to learn and work on math outcomes while building math fluency and comprehension.	<ol style="list-style-type: none"><li>1. Implementation of the Jump math program at the Grade 8 level (coincides with what partner schools are doing in elementary)</li><li>2. Implementation of the ANIE(SNAP) mathematics for targeted intervention/Interweaving number skills throughout the math program</li><li>3. Continue vertical classrooms lessons and learning</li><li>4. Regular and cumulative consolidation of math concepts at several intervals in the year.</li><li>5. Provide K&amp;E math 9 for students who meet the criteria</li></ol>	



# Goal 3 - “Webbing Up” Staff, Students, and OJSH Families

**Celebrations:** OJSH Staff are committed to connecting with students because we know that staff-student relationships foster positive classroom environments, responsive instruction, and purposeful assessment. We have a wonderful way of speaking about what we do in our “Webs of Support” framework.

**Connection:** As new staff join the OJSH staff family and new students do as well, many do not have the background knowledge or vocabulary that we use in our webs of support model. If we do not continue to teach our newest OJSH family members, the vocabulary and framework can be confusing to new members, and ultimately over time, have the potential to be lost.

Process :	Authentic Application:	Reflection :
<p>New staff and students to OJSH require training or assistance to understand the “Webs of Support” and the related vocabulary.</p> <p>All staff and students need to maintain the “water we swim in” at OJSH through purposeful and inherent use of our framework.</p>	<p>OES and OJSH will host a Webs of Support session as a common PD in August.</p> <p>Administration and an established “Webs team” will encourage all staff and students to utilize the vocabulary with one another through purposeful activities that help all understand, remember, and implement into their daily lives at OJSH. These can be integrated by student council, GSA, and other already established groups as well.</p>	
<p>Parents/families of OJSH may also need training to understand what OJSH is about and how the Webs of Support Framework is part of who we are.</p>	<p>Offer a session or webinar for families to assist in their learning/understanding of the Webs of Support Framework. Also present the framework at a school council meeting in fall.</p> <p>Reinstate a “Webs” article in each month’s newsletter.</p> <p>Staff will be purposeful in integrating webs vocabulary in school events and discussions with families/parents.</p>	

