



Northern Gateway
Public Schools



**ONOWAY
JUNIOR/SENIOR
HIGH SCHOOL**

EMPOWERING LEARNERS

Action Plan 2024-25

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 focused collaborative team meetings (CTMs).

Strategies:

- Begin with Junior high classes, carry to Senior high in subsequent years
- Jump math program at the Grade 8 level (coincides with what partner schools are doing in elementary)
- Differentiated instruction and fluency skills development by “gamifying” some instruction
- Fluency Fridays - focused fluency activities every week
- Teacher consistency - grade 8 teacher “rolls up” to grade 9
- Continue ANIE mathematics for targeted intervention/Interweaving number skills throughout the math program
- Collaborative Planning time will be dedicated to intentional planning and responsive instruction, ensuring that lesson construction and delivery includes 3 key components: Before, During and After
- Provide K&E math 9 for students who meet the criteria
- Provide Professional Development and training for math teachers in improving grades 8 and 9 fluency
- Data driven Collaborative Team Meetings, focused on building teacher capacity and adjusting instruction to student needs

Measures:

- Weekly progress in fluency
- Formative assessment to gather leading data
- “Xtra” Math or similar online intervention and fluency tool
- Less need for charts, tables, calculators as accommodations in classes
- MIPI as leading data
- CTM documentation demonstrating student success, application of strategies, changes to programs/ISPs to address fluency goals

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' improved abilities to image and inference measured by ongoing formative classroom assessment as a result of focused collaborative team meetings and purposeful imaging and inferencing instruction across subject areas.

Strategies:

- Teach health outside of Grade 8 & 9 English Language Arts (ELA) providing more time dedicated to ELA instruction and focus in imaging and inferencing
- Collaborative Planning Time dedicated to intentional planning and responsive instruction to ensure that lesson construction and delivery includes 3 key components: Before, During and After
- Successmaker subscription in Grade 8 to “gamify” reading and comprehension activities that include inferencing
- “Skills” option in quarter 1 or 2 for Grade 8 students to focus on inference and imaging
- Planning for teacher consistency - grade 8 teacher “rolls up” to grade 9
- Provide K&E ELA 9 for students who meet the criteria
- Purposeful, focused instruction of imaging techniques and inferencing in Grades 10 through 12
- Data driven Collaborative Team Meetings focused on building teacher capacity and adjusting instruction to student needs

Measures:

- Weekly progress in imaging/inferencing
- Formative assessment to gather leading data
- Student comfort and performance in ability to image/picture across all subjects improves
- Student comfort and performance in ability to make inferences across all subjects improves
- Better understanding of cause/effect, making predictions, drawing conclusions
- CTM documentation demonstrating student success, application of strategies, changes to programs/ISPs to address imaging and inferencing goals
- F&P, HLATs as leading data
- Provide Professional Development and training for all teachers in improving students' imaging and inference skills

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 students' improved social-emotional wellness as a result of collaborative team meetings focused on this domain and a variety of strategies implemented to address this goal.

Strategies:

- CTMs focused on social-emotional wellness with specific referral processes for students support team meetings and targeted and/or specialized supports as well as building staff capacity to address students' social-emotional needs and overall wellness
- Specific, dedicated health classes for Grade 8 & 9 students with lessons and groups led by a Registered Psychologist (areas of anxiety, social skills, self-regulation/control, resilience, grief, etc.)
- Group sessions for Grades 10-12 students led by school counsellors and Registered Psychologist in areas such as test taking skills, anxiety vs. stress, resilience, grief, and more
- Social-emotional plans in place or maintained for students who require them
- Presence of at least one school counselling staff in the wrap around throughout the school day

Measures:

- Fewer office or counselling referrals for students who are dysregulated
- More students receiving the support and expertise of a Registered Psychologist (more universal access)
- Fewer students needing therapy for short-term challenges that can be addressed in universal programs
- Students accessing school-counselling and wellness coach demonstrates a shift from high needs/many check-ins
- CTM documentation demonstrating student application of strategies and updates to social-emotional plans to address social-emotional wellness