

School Advancement Plan
Executive Summary
2020 - 2021
Visioning Forward
2020 - 2023

Onoway Jr. Sr. High School



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.

Strategic Planning

2020- 2021 School Advancement Plan

School Goal #1	<p>Goal 1 is to develop teachers' capacity to continually refine and develop their pedagogical practices to meet student needs.</p> <p>This will be done through a focus on Quality Learning Environments, cognitive/curricular component of the Webs of Support program, and the use of Teaching Sprints / Learning Sprints tools to assist teachers in identifying and improving pedagogy addressing outcomes students struggle with the most.</p>
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Provincial Domain	Gateway Statement:	Division Outcome:
Student Growth and Achievement	Learners are Successful	a) Learners are literate and numerate.
	Learners are Successful	b) Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Literacy				
Train all new language teachers on F&P benchmarking and protocols	End Sept. 2020	Amy Villneff Jigsaw Learning	Was held at Division Office	Completed training. Teachers understand the levels and are teaching curriculum to meet readers' abilities and progress forward.
Review session with English Language Arts (ELA) teachers on proper levelling	Oct 1/20	Amy Villneff ELA teaching staff	With Cheryl Gascoyne (Jigsaw Learning)	Data entered in Dossier reflects proper levelling. Strategies for independent reading reviewed. Teachers know how to assess whether silent reading is predictive

				or not and contributes to building this skill in students.
Literacy strategies in all subject areas taught virtually and onsite coaching for implementation over the year	Oct 9 - virtual Nov 16 & 17 - onsite Feb 18 - Virtual April 12 & 13 on site	All teaching staff Administration	With Cheryl Gascoyne (Jigsaw Learning). Focus on literacy in all subjects, not just ELA.	Implementation of strategies in the classrooms.
Numeracy				
Learning Sprints to be conducted in math and science by teachers	Throughout the 20/21 year	Teaching Staff John Lobo	Focus on honing in on outcomes students don't understand and reflective teacher practice. Planning intentionally to readdress gaps.	Improved results as seen in teachers' formative (day-to-day assignments and class discussions) and summative assessment results (chapter and unit exams).

* Copy table for each key strategy connected to your goal

School Goal #2	Goal 2 is to build staff capacity to understand and support the social-emotional needs of students, students' anchors, and themselves. Focus will be on developing resilience under the framework of Webs of Support and the Circle of Courage (Martin Brokenleg).
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Provincial Domain	Gateway Statement:	Division Outcome:
Learning Supports	Learners are Supported	Learners are educated in a system that respects diversity and is inclusive.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success

Train new staff on Webs of Support and staff who desire refresher. Also bring new grade 8 students up to speed on the vocabulary through first quarter complementary courses.	November 6, 2020	Amy Villneff	New staff and students need to understand Webs vocabulary to be able to aptly use it in interactions with each other and to discuss pertinent issues	Staff trained, understanding and using the language with students. Students using the language with staff.
Train staff on the Circle of Courage	Nov. 6/20	John Lobo	Tying together Webs with Circle of Courage - build staff knowledge of how they connect. Brings forth more Indigenous ways of knowing as well.	Staff able to articulate the connection between strings in webs of support with mastery, belonging, generosity, and independence.
Streamline our levels of intervention, make these apparent to teaching staff in order to support them in addressing student social-emotional needs	December 3, 2020	Amy Villneff/John Lobo	Need to revisit as with less supports in school, staff need to know what to do	Students referred to the right person/level - seeing less repeated names at CTMs for social-emotional issues
Students will be guided through kaleidoscope lessons and mental health building over the course of the school year	June 15, 2020	Teachers (health, language), Student success coach	Students need to recognize when they are having a web issue or an anchor issue and what they are able to do (if anything) about it. They need to know where they can seek help so they are less anxious and develop resilience.	Students surveyed at mid and end of year indicate reduced levels of anxiety around being at school. Students engage in opportunities offered at school to improve wellbeing.

* Copy table for each key strategy connected to your goal

First Nations, Métis and Inuit Plan

School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):
<p>In 2020/21, OJSH serves 36 students from the Alexis First Nation through a tuition agreement. These students live on Alexis First Nation, and attend OJSH by choice, with support from the Alexis Band Council.</p> <p>Additionally there are numerous self-identified First Nations Metis and Inuit students at OJSH, including Alexis First Nation members who live off reserve.</p> <p>As of Sept 15, 2020: OJSH has 110 (6) self-identified First Nations Metis and Inuit students</p>

48 (4) - First Nation status off reserve (331) 9 (1) - First Nation Non status (332) 45 (1) - Metis (333) 5 - Inuit (334)

OJSH employs a 0.75 First Nations Metis and Inuit counsellor. This staff member supports all First Nations Metis and Inuit students at the school
 Our whole school staff will attend Professional Development focused on Implementing First Nations Metis and Inuit supports
 Funding is used to purchase supplies, provide First Nations Metis and Inuit based curricular support with class speakers.
 Funding is also used to provide gr 10-12 Knowledge and Employability courses and the assigned staffing costs.
 Funding is used to support students with special needs in the Living Skills program

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)

Reflect upon these Guiding questions as you plan your actions for the upcoming school year.

What actions are being taken to enhance the specific “Application of Foundational Knowledge of First Nations, Métis and Inuit” competency # 5 in the [Teaching Quality Standard](#) and [Leadership Quality Standard](#)?

What are your specific goals for your First Nations, Métis and Inuit students?What needs to occur for this to happen?What are you going to do?

Our Webs of Support Framework is founded on First Nations principles. Integration of these principles in whole school activities infuses an FNMI perspective for all OJSH students .

School Goal #3

OJSH FNMI goal #3 is integrated into our whole school goal #1 and #2. OJSH Goal 2 is specifically framed in FNMI learnings.

Provincial Domain	Gateway Statement:	Division Outcome:
Learning Supports	Learners are Successful	Northern Gateway Public Schools First Nations, Metis and Inuit students are successful.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
OJSH FNMI liaison	2020/21 school year	Tracey Noyes-FNMI counsellor	Regular check ins with all FNMI self identified students and families	Students being successful at school in terms of regular attendance and keeping up with work in courses.
NGPS First Nations, Metis, and Inuit Advocate Group	2020/21 school year	Tracey Noyes (FNMI counsellor) Dean Bellerose -Teacher	Attend NGPS Sessions	Integrate NGPS direction into OJSH plan

** Copy table for each key strategy connected to your goal*