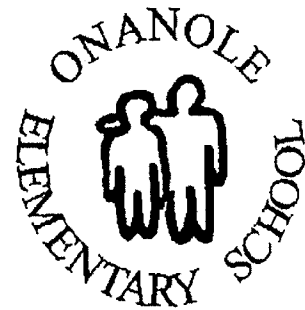




United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture



Onanole Elementary

SCHOOL PLAN

2022-2023

School Vision : Creating citizens who enrich our world.

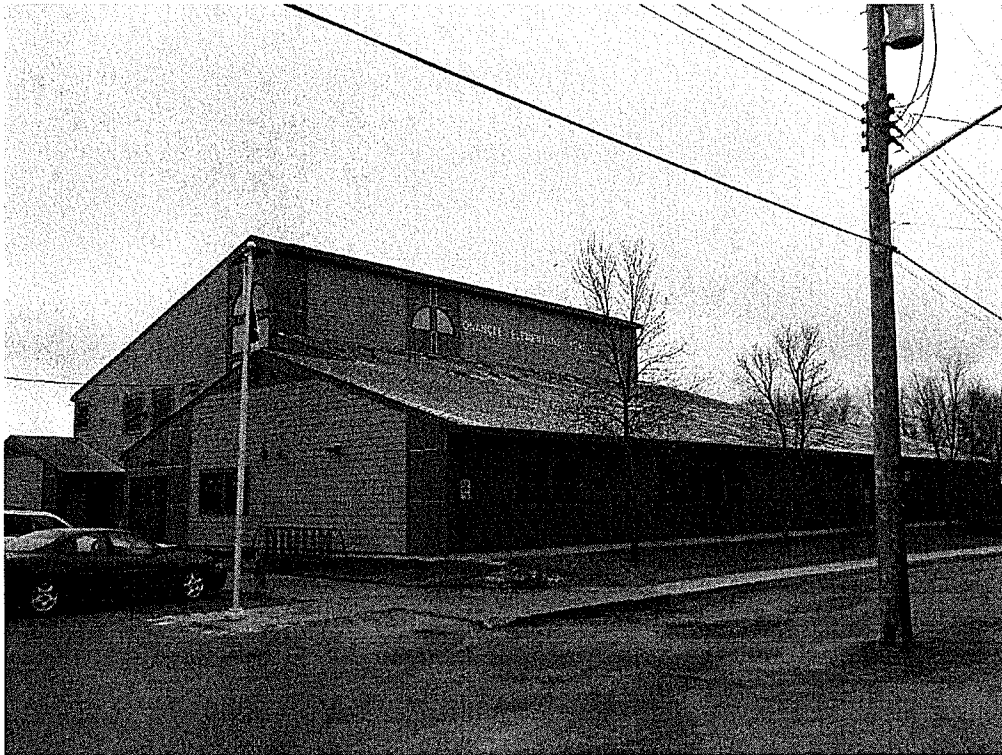


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ONANOLE ELEMENTARY SCHOOL

Profile 2022/ 2023

OES PRIORITIES

Literacy

Numeracy

Mental Health and Well Being; Safe and Caring Community

Cultural Proficiency; Celebrating Diversity

Citizenship Education in the areas of:

1. Intercultural learning
2. Peace and Human Rights
3. UN priorities
4. Sustainable Development

In alignment with our UNESCO school /ASP net affiliation

COMMUNITY PROFILE

There are currently 68 students at OES who come from Onanole and surrounding areas. Approximately 65% of our students are bussed to school. We reside on Treaty 2 lands. We have welcomed new families this year from Ukraine and the Philippines.

SCHOOL STAFF PROFILE

Principal: .5 FTE

Teachers: 5.83 FTE Total (includes guidance and resource)

Guidance: .125 FTE

Resource: .25 FTE

Educational Assistants: 3

Admin Assistant/ Librarian : .5 /.5

Custodian: 1 (5.5 hours a day)

Bus Drivers: 2

PRINCIPAL'S MESSAGE

Dear Parents, Students and Community,

The Onanole Elementary 2022-23 strategic plan has the primary purpose of increasing the success of all our students in the areas of numeracy, literacy, helping them feel safe, cared for and celebrated, and to increase all student and staff cultural proficiency. We also hope to create a place where parents and students can celebrate each other and our diversity. We want to engage the community of Onanole on Treaty 2 lands in this plan. Together we can accomplish our goals.

As you read through this plan, you will see our four main goals, lists of strategies to help us accomplish these goals. You will also see our school vision and our seven main values, respect – love, respect, humility, honesty, courage, wisdom, and truth, which are reinforced through our spirit groups in the school.

We are looking forward to working as a team, learning, teaching, and reflecting on these goals and our students' success. Our vision at Onanole is to inspire and support learning while practicing global citizenship in a respectful environment.

We are looking forward to this journey with you.

Kind Regards

Pam Ryznar

Principal

Domains for Parent/Stakeholder Involvement	Actions Undertaken in RRSD
Parenting: To support and assist families by providing opportunities to understand the social, emotional, and educational needs of our students.	<ul style="list-style-type: none"> • Provide workshops for parents on topics that parallel school priorities. • Support families by providing workshops that are based on their input.
Communicating: Utilizing and creating 2-way communication channels between home and school.	<ul style="list-style-type: none"> • All schools will use PowerSchool to communicate student learning/achievement toward Manitoba Curriculum outcomes. • All schools use Synre-voice, a communication tool that enables school administrators to send messages to parents and or staff, regarding any kind of school related event such as special announcements, parent nights, last minute cancellations, good news stories. • Provide parent access to School Bundle so they may stay current on student progress, school activities and events (2017-2018) • Community engagement forum on strategic plan and budget priorities. • Annual Strategic Plan summary report posted on the school division website.
Volunteering: Parents and community members are welcomed as volunteers and audiences in school.	<ul style="list-style-type: none"> • Parents and Community members come to school to share information about their skills, abilities, business/employment pursuits through class presentations, or informally as mentors of a larger community.
Decision Making: Include students, parents and stakeholders as participants in school decisions and advocacy activities.	<ul style="list-style-type: none"> • The formation of Parent Advisory Councils (PAC) are encouraged in each community school for the purpose of increasing

	<p>parent and family engagement to support student success</p> <ul style="list-style-type: none"> • All Schools in RRSD implement the Tell Them From Me Survey which supports “student voice” and “parent voice”. • Budget process invites stakeholder involvement through letter of invitation and advertisement in community newspapers.
<p>Community Collaboration: Coordinate resources and services for students, families, and community groups to include agencies, business, cultural organizations, and post-secondary institutes.</p>	<ul style="list-style-type: none"> • Attendance at community meetings. • In partnership with community use extra-curricular programs and facilities to provide additional opportunities to students and foster relationships that keep students connected, engaged and on track to graduation e.g. work placements.

Literacy goal

School Planning

Onanole (2022/2023)

Priority Domain(s): *Literacy – Writing*

Goal: By June 2023 - 90 % of students in Onanole School will achieve a minimum of 3 in writing across all content areas.

Current Level of Performance:

Based on June 22 report card data 84% of students in grade 1-8 achieved a level 3 or 4 in the writing domain . 92% of our students received a 3 or 4 in the reading domain. We notice that areas which require the most growth in writing, are in the use of conventions and choosing language that makes an impact on the reader.

Data indicates that Onanole School can continue to put an emphasis on student writing and address gaps that may have occurred as a result of Covid 19.

Performance Targets: **By the end of June 2023 , 90%** of students from 1-8 will achieve a minimum grade of 3 (good understanding and application of concepts and skills on the provincial report card scale) in literacy.

Literacy goal

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
<p>By the end of June 2023 , 90% of students from K-8 will achieve a minimum of grade of 3 (good understanding and application of concepts and skills on the provincial report card scale) in literacy. Focus on writing.</p>	<p>Articulate and connect outcomes to lessons for our students Build academic vocabulary – word walls etc. Assessments are aligned to the curriculum Routinely review data and adjust Lit Wall discussed at staff meetings on a regular basis. Guided Reading (K-8 teachers) Literacy Place (3/4 class) Daily 5 Management tool (K-4 teachers) Literacy Support – Mrs. Tyshinski Home Reading Program – with instructions or guides for families Literacy Binders/Profiles (all teachers)</p>	<p>See improved use of Literacy rich programming in all curricular areas. Students aware of the outcomes and why they are learning what they are learning An increase in academic vocabulary in all subject areas Provincial assessment results Provincial report card Observe a Balanced literacy approach to include guided reading and writing and discussion and critical thinking. Effective use of the PAWS writing</p>	<p>Immediate and ongoing implementation Status updates/ revisions discussed at staff meetings. , individual consult meetings, and PD days. Teachers are encouraged to reference our school planning in their planning. School goals posted in staff room.</p>	<p>All teachers- RT , through guided reading and writing. Resource/ LLI</p>		

Literacy goal

	<p>Buddy Reading (Gr,5/6 and ½ classes) Phonemic awareness supports – reading and writing. Haggerty (Kindergarten) Orton Gillingham. Gr. 1/2 Patterns of Power and Words Their Way to promote phonetic awareness in (Gr. ¾)</p>	<p>Provincial assessment results</p>				
<p>Professional Development Needs:</p>	<p>Orton Gillingham training Haggerty implementation and support (K)</p>	<p>MRLC Writing supports through in servicing</p>				

School Planning

Onanole Elementary School

2022/2023

Priority Domain(s): **Numeracy**

Goal: By June 2023 , increase in percentage of students in the K-8 program who meet or exceed the outcomes/expectations in the area of problem solving and

Current Level of Performance: 95 % of our students achieved a 3 or higher in the area of knowledge and understanding according to June 2022 report card data.

Performance Targets: By the end of June 2023 , 85% of our students will meet grade level performance in the area of problem solving. ?

Numeracy continued

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target/data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
<p>By the end of June 2023 80% of our students will achieve a grade of 3 or higher in the area of problem solving and computation on their report card .</p>	<p>Problem solving strategies and number sense are practiced and taught daily Manitoba Math Curriculum Support Math document Daily teaching of mental math, problem solving and mental math skills Jump Math Mathletics Manipulatives Math centers and games A variety of math resources – ex. Math makes sense Math talk in all classrooms- use of the “Math Talk</p>	<p>Yearly provincial assessment data Report card data Observation</p>	<p>Immediate and ongoing implementation Status updates/ revisions discussed at staff meetings. , individual consult meetings, and PD days. Teachers are encouraged to reference our school planning in their planning. School goals posted in staff room.</p>	<p>All math teachers focus on mental problem solving strategies in their classrooms.</p>		

Numeracy continued

	Math games club Explaining math thinking amongst peers. Use of open ended math questions to allow students to engage with meaningful math problems a their level.					
Professional Development Needs:						

School Planning

Onanole (2022/ 2023)

Priority Domain(s): Mental Health and Well being

Goal: By June 2023 all students will show an increase in their emotional intelligence and a better understanding of the impact of technology on mental well-being. This will improve pro- social behavior, classroom climate and overall student mental health and wellbeing.

Current Level of Performance:

Students and staff have a some understanding of emotional intelligence. According to OUR school survey data, Grade 5-8 students have some understanding of emotional intelligence and self –regulation strategies.

Performance Targets: Student diverse needs met in the school / classroom environment

Mental Health continued

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target?data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
<p>By the end of June 2023 , Students and staff will show an increased understanding of the concept of emotional intelligence. Display increased understanding of self-regulation strategies that they can use to positively affect their mental well-being.</p>	<p>Teachers will develop an understanding of emotional intelligence. - All students/ will have educational programming around mental health and well-being. - use of self-regulation models / resources - Scheduled Mindfulness/ Social Emotional Learning periods. Participation in Project Reset Speak up Program (JH) Participation in Project 11 Grade 3-6 Choose Love - SEL program</p>	<p>Our school Data - Beginning / End of year Mental health/ beginning of year survey data - self referrals/ teacher referrals to Guidance counsellor</p>	<p>Immediate and ongoing implementation Status updates/ revisions discussed at staff meetings. , individual consult meetings, and PD days.. School goals posted in staff room.</p>	<p>All teachers and Guidance counsellor involved in support of emotional intelligence.</p>		
<p>Professional Development Needs:</p>						

School Planning

Onanole Elementary School

2022/2023

Priority Domain(s): Cultural Proficiency – with focus on aboriginal perspectives

Goal: Further Increase students' knowledge and understanding of First Nations Metis and Inuit (FNMI) perspectives.

Current Level of Performance: OES current level of performance in the five essential elements:

Assessing Cultural Knowledge- OES Staff recognize that the curriculum does not include students' cultural perspectives. They are continuing to incorporate into the curriculum information and resources that reflect diverse students' perspectives.

Valuing Diversity- OES staff Select, develop, and implement curricula that reflect diverse perspectives and languages and provide inclusive, accurate portrayal of historical events and cultural groups.

Managing the Dynamics of Difference- Provide students curriculum options that are challenging and incorporate inquiry and higher order thinking skills that personalize connections and evoke multiple perspectives.

Underperforming students receive ongoing, timely, and personalized support from peers, teachers, and parents.

Adapting to Diversity- OES staff Integrate and infuse into existing curriculum culturally relevant content and differentiated instructional approaches/resources to meet the needs of all students.

Institutionalizing- Staff recognize the limitation of the existing curriculum to be culturally responsive, staff integrate some culturally responsive approaches and materials.

Performance Targets: By June 2023 , students will show Improved knowledge of FNMI perspectives in Canadian history.

Cultural Proficiency

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target/data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
<p>By June 2023, students will show improved knowledge of FNMI perspectives in Canadian history.</p>	<p>Select and supplements to curricula that reflect diverse perspectives, languages and portrayal of historical events and cultural groups with a focus on Aboriginal Indigenous education. Use of Indigenous literature in all classrooms grade K-8 Use of treaty education kits and Mama- tou- uisiwin resource. Kids being the change group leading the school community to engage in ReconciliACTIONS Supported through The Downey Wenjack _ legacy school foundation.</p>	<p>-Observation -Students are able to share their understanding of indigenous culture at a cultural fair. Students experience agency through the actions they can take throughout the year.</p>	<p>Immediate and ongoing Implementation.</p>	<p>All teachers infusing Indigenous perspectives into their classrooms. Use materials available to support the teaching of aboriginal and Metis perspectives (Admin) Booking of presenters (Admin) (admin) Provide access to print materials as PD supports for teachers (admin / teachers) <u>Admin work to create a relationship with RRFN to assist in ongoing learning opportunities</u></p>		

Cultural Proficiency

	Use of spirit groups in our school and discussion and learning about the 7 teachings associated with them .			<u>in our school and community.</u>		
Professional Development Needs:				Include Elders in our Grandpals program that focuses on storytelling.		