



Rainy River District School Board
Fort Frances High School
Student Achievement and Well-Being 2015-2016

Director's Annual Operational Plan Foci

- Enhance "Student Voice" through our student body (and system)..
- Build on students' understanding of equity and inclusion.
- Our learning and working environments are safe and inclusive.
- Promote the effective and safe use of technology to support teaching and learning.
- Continue to focus on students with special needs.
- Expand mental health supports with the implementation of the Mental Health Plan
- Support the engagement of parents in their child's learning

School Effectiveness Framework - Indicators of Focus 2014-2015

- 4.2 Integration of EQAO/OSSLT type practice questions with focus on Applied level students.
- 1.2 Through PLC's, create and use meaningful assessment data to monitor learning of key skills and determine next steps.
- 4.4 Learning is seen by students as meaningful and authentic.
- 4.7 Ongoing coordination of classroom teacher, academic assistance, Student Success
- 4.5 Utilizing technology to address differentiated instructional needs for students.
- 3.1 Continue with Antbullying education
- 3.3 Support continued diversity clubs.
- 6.4 Continued support of students' with special needs.
- 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement
- 2.4 Job-embedded and inquiry-based learning builds capacity, informs instructional practice and contributes to a culture of learning
- 6.1 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning

Monitoring Practices

- Principal develops and implements a SIP monitoring Plan
- Administration walk throughs
- Staff meeting updates through Student Success monitoring of marker students
- Coordinator council monitoring
- Tell Them From Me Surveys conducted and results analyzed in the fall and spring
- Student Voice opportunities reflected in SIP

- Mid year credit success and credit accumulation data



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	Why?	Our Future	How?
Community, Culture, Caring / Pathways	<p>In the 2014-15 Tell Them From Me surveys, 54% of students in Grades 9 to 12 had a high sense of belonging, felt accepted and valued by their peers and others at their school. The Canadian norm for this is 70%.</p> <p>There is a considerable difference in the number of suspensions for male versus female students, with male students receiving two times the suspensions than female students over the past five years.</p> <p>Vulnerability in our children is at least twice what it should be and has remained intractably high for over the last 8 years. In 2012, 22.8% of children in the District scored as Vulnerable in Physical Health and Well-Being, a 44% increase from 2009. Approximately 10% of children are vulnerable in the other EDI domains of Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication Skills/General Knowledge.</p> <p>As of August 31, 2014: In 2013/14 84% of Gr. 9 students achieved 8+ credits. In 2013/14, 73% of Gr. 10 students achieved 16+ credits. In 2013/14, 71% of Gr. 11 students achieved 23 credits.</p> <p>As of August 31, 2015: In 2014/15 84.6% of Gr. 9 students achieved 8+ credits. In 2014/15 74% of Gr. 10 students achieved 16+ credits. In 2014/15 69% of Gr. 11 students achieved 23 credits.</p>	<ul style="list-style-type: none"> ❑ By June 2016, there will be an increase of at least 10% in the Tell Them From Me survey data, with the ultimate goal of 100% of students surveyed indicating that they feel they have a safe and welcoming learning environment. ❑ If we provide secondary students with individualized timetabling, purposeful staffing and programming, and mental health supports, then by August 2016, we will see an increase in our five year graduation rate. 	<ul style="list-style-type: none"> ❑ Inclusive extra-curricular activities - GSA, Best Buddies, Leadership Council, Girl's club, Yoga club, drama club ❑ Ongoing anti-bullying education ❑ Ongoing training in Mental Health awareness and Suicide prevention ❑ Student Success supports: purposeful staffing, individualized timetabling, credit recovery/rescue ❑ 95% of Grades 9 - 12 students will complete "Tell Them From Me" surveys in November 2015 and again in the spring of 2016. ❑ Continued promotion of online bullying tool, the Character in Action curriculum and resources, and bullying prevention workshops for staff. ❑ Mental Health Framework now in place with supports developed and provided for staff and students (i.e., Mental Health First Aid, EGALE training) ❑ RRDSB Mental Health and Addictions Nurse, Behaviour Therapist, and School Support Services Counsellors, as well as contracted psychometrist and psychologist ❑ Mental Health room implementation



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Literacy	<ul style="list-style-type: none"> ❑ OSSLT data indicates that results for first time eligible students dropped 12% to 70%, over the past five years, ❑ .2014-15 OSSLT results improved to 74% from 65% in 2013-14. 	<p>Reading</p> <ul style="list-style-type: none"> - Students will improve their ability in making connections between information and ideas in a reading selection and personal knowledge and experience - Students will improve in their understanding of implicitly stated information and ideas <p>Writing</p> <ul style="list-style-type: none"> - Students will improve in their ability to develop a main idea with sufficient supporting detail <p>In 2015, 50% of students enrolled in Applied level English will be successful on the Ontario Secondary School Literacy Test.</p> <p>In 2015, students enrolled in Academic English will maintain or exceed the provincial standard on the Ontario Secondary School Literacy Test.</p>	<ul style="list-style-type: none"> ❑ A diagnostic assessment will be given in grades 9 and 10 to identify areas of need in making connections and inferencing ❑ Conferencing with students to identify strengths, weaknesses and next steps ❑ Modelling and think-aloud strategies will continue to be utilized in the classroom ❑ Use of Success Criteria to support organization of writing and making connections ❑ Student Work Study Teacher support in Grade 9 Applied English Classes ❑ Embedding of Aboriginal resources within curriculum (e.g., Turtle Island Voices) with professional development supports for educators ❑ Review and alignment of intermediate writing forms and strategies for non-fiction texts ❑ Preparatory activities administered to all students preparing for the 2015 OSSLT ❑ Conduct OSSLT practice tests for all grade 10 and previously eligible students in March 2015 ❑ OSSLT online test in November 2015 ❑ Encourage cross-curricular collaboration in developing student competency in understanding graphic texts ❑ identification of marker students



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			Sem. One - provided with strategies to support learning
Numeracy	<ul style="list-style-type: none"> ■ EQAO data for mathematics identifies the need to continue to focus, across all levels, on all math processes, with emphasis on Thinking and Application ■ Support for students in mathematics is a continued focus, as only half of student surveyed indicated that they talk about math at home. ■ 2013/14 EQAO results: Grade 9 Academic: 88%, Grade 9 Applied: 48% ▪ 2014/15 EQAO results: Grade 9 Academic: 94%, Grade 9 Applied: 60%. ■ Grade 9 - 12 Applied/Essential/College/Workplace math scores have been monitored over the past few years. 2010-2011 - achieved an 82% pass rate, 2011-2012 goal was 87% pass rate, achieved 88% pass rate, 2012-13 goal 90% pass rate, achieved 82% pass rate, 2013-14 achieved 93% pass rate in Applied, 98% pass rate in Academic ■ Level 3 or 4: Applied/College/Essential/Workplace: 2011/12 44%, 2012/13 36%, 2013/14 30%, 2014-15 40% Level 3 or 4: Academic/University: 2011/12 61%, 2012/13 65%, 2013/14 61%, 2014-15 72% ● Grade 9 to 11 Math Credit Success rates: 2010-2011 - 90.4% 2011-2012 - 90.1% 2012-2013 - 89.8% 2013-2014 - 92.5% 	<ul style="list-style-type: none"> ❑ By 2016,45% of Applied/College/Essential/Workplace students and 72% of Academic/University students will achieve a level 3 or 4 ❑ If we support teachers through professional development and support in implementing effective instructional and assessment strategies in numeracy, then we will see improvements in achievement and student/teacher perception of math as evidenced by internal assessments, EQAO data and credit success. 	<ul style="list-style-type: none"> ❑ Increase in applied level student scores on EQAO tests - Grade 9 test results at 46% from 2013-14 up from 28% from 2012-13 ❑ Increase in Applied level student test scores on EQAO – 2014/15 60% ❑ alignment of best assessment practices from 7 - 9 to increase student achievement ❑ increase number of applied level students who are engaged in their learning and believe math is important ❑ identification of marker students Sem. One and Two - provided with strategies to support learning ❑ all PLC's will focus on best practices, assessment, moderated marking, and engagement, with emphasis on knowing your students. ❑ Grade 9 Math courses are being taught full-year with support for assessment, student voice, engagement, and best practices ❑ analyze EQAO results by strand to plan instruction in weaker skill areas

Reflection - Next Steps 2015-2016

How?

March/April 2015 Update:



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Community, Culture, and Caring:

Literacy:

Numeracy:

June 2015 Update:

Community, Culture and Caring:

Literacy:

Numeracy: