

FORT FRANCES HIGH SCHOOL INTERMEDIATE

IMPROVEMENT PLAN

2022-2023



OBJECTIVE

School improvement plans are an ongoing collaboration between classroom, school and system to inform our practice and to increase and support student well-being and achievement.



COMMUNITY, CULTURE, CARING GOAL

As an Intermediate school we continually try to participate in and build student's awareness of every aspect of healthy living and treating others with respect.

STRATEGIES

A) MENTAL HEALTH FOCUS

Staff, students, parents, and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

- Muskie Pride promotes positive and respectful relationships amongst staff and students, inclusivity, and respect
- Encouraging students to reach out to community supports (e.g. NWHU, Mental Health counsellors, staff, parents, elders and caregivers) to support student well-being
- Students are connected to a caring adult in the school-Terry/Alana in 136, Lisa George and KRRFCS counsellors, and the Principal (Bliss)
- Wellness activities to support staff in community and relationship building -including on-line webinars
- Education for students on the harmful effects of vaping, cannabis, alcohol and tobacco use
- Encouraging participation in extracurricular activities and supporting staff who coach

B. INDIGENOUS EDUCATION

Implementation of a Graduation Coach to improve:

- Student well-being
- Academic achievement
- Cultural Awareness and supports
- Attendance
- Relationships with parents and community members
- Activities with elders
- Reach ahead credits with Indigenous education elements

C. HEALTHY FOOD

Create and sustain a Healthy Food Program

FFHS and NCDS will work together in a partnership to maintain and sustain a cafeteria at Fort High.

- Students will have the opportunity to work delivering healthy food trays, promoting healthy relationships and embarking on students' strengths
- Breakfast trays each morning
- Cafco cards given to students
- Room 136 weekend food bags and lunch program



LITERACY GOAL

As an Intermediate School we will work to minimise the gaps created due to Covid interrupted instruction and assessment. We will also collaborate with Grade 9 and 10 teachers to continue to try and bridge gaps.

OVERARCHING STRATEGY -

A. BRIDGING THE GAP

Support intermediate educators to bridge the gap for students in Grades 7-10 through teacher collaboration and strategies to spiral instruction and assessment.

- Literacy Footprints-want it to align with other schools
- This year we are trying to establish a achievement level that can be measured and easily communicated to the next year's teacher
- Meet with HS staff (teachers SERT's) to help transition students into grade 9
- Collaborate (7-10 teachers) onPD days to try and bridge gaps
- De-streamed grade 9 classes

B. CRITICAL THINKING

Support teachers by providing PD on embedding critical thinking/problem solving type questions throughout all subject areas.

- Also at PD we are trying to establish a measuring stick and a assessment system that aligns across our 7th classes and the board

C. PERSONALISED INSTRUCTION

Targeted support and feedback to support students in applied and locally developed streams of english.

- We have small group instruction for our locally developed students lead by our SERT
- Using Nelson Literacy and other suitable resources (Literacy Footprints) for specific reading/writing strategies

**NUMERACY GOAL****STRATEGIES****A. BRIDGING THE GAP**

Support intermediate educators to bridge the gap for students in Grades 7-10 through teacher collaboration and strategies to spiral instruction and assessment

-targeted math supports
-engagement in the class and school environment through social emotional learning, math curriculum, culturally relevant and responsive teaching
-support from SSS (Tanya K) Financial Literacy

B. CO-LEARNING

Collaborating with peers to:

- Identify math problems
- identify steps and solve
- come up with solutions
- Target areas in need of improvement
- Teaching social/emotional math concepts with several teachers/homeroom

C. CRITICAL THINKING

-applying basic math skills to problem solve higher level math problems
-support staff to help students understand comprehensive math problems (especially deciphering the wording of the problems)

**MONITORING/ACTION PLAN**

- Mental Health Supports are in place
- Professional development supports are in place, with an emphasis on student and staff well-being and assessment
- School Climate Survey/Compass Survey
- Teachers regularly monitor and review student progress to provide feedback and plan next steps to deepen instruction
- Footprints assessment materials
- Student Voice/SAGA committee
- Monitor cohorts through grades 6-8 and then into grade 9 De Streamed to look at credit accumulation and also of strength and areas to improve in the 7th math focus
- Use of Xello to help students in 7-12 career plan and pathways plan
- Use an exit survey in grades 8 and 12 to get student voice in regards to their preparedness for the next step in their schooling/careers - Grade 8 exit surveys during week of June 13th