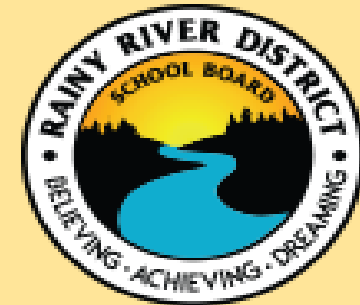




**Fort Frances High School
School Improvement Planning**

**For
Student Achievement and Well Being
2017-2019**



SEF Indicators from SEF Self-Assessment	Data	Targeted Evidence Based Strategies to support students	Professional Learning Resources	Monitoring of the achievement of the SMART goals and/or If... Then... statements		Next Steps/Reflection communication
				Stages of Implementation	Success Criteria	
<p>Numeracy</p> <p>1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.</p> <p>1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.</p> <p>2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.</p> <p>3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning</p>	<p>Credit accumulation/Pass rates</p> <p>16-17 Grade 9 EQAO Success Academic 81% Applied 36%</p>	<p>Review of long term EQAO data to determine areas of need.</p> <p>Focus on teaching math literacy (ie. word problems)</p> <p>Alignment of best assessment practices from Grade 7-9</p> <p>Implement a school level Grade 7-9 PLT to review all applicable data and develop strategies to address the identified areas of need.</p> <p>Increase engagement of applied level students by showing how math is important to their future.</p>	<p>Renewed Math Strategy Resources</p> <p>Virtual Learning Series</p> <p>EQAO resources, practice tests, questions.</p> <p>Textbooks Teacher created resources</p> <p>School level PLT</p>	<p>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 increased pass success rates.</p> <p>School Wide Student Success Focus x Yes</p> <p>1 2 3 (Cycles) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Awareness <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Beginning Implementation <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Partial Implementation <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Full Implementation</p>	<p>50% of Applied level students and 85% of Academic level students will achieve a level 3 or 4 as measured by the 2018 Grade 9 EQAO.</p> <p>90% of Grade 9 math students will pass..</p>	<p>-Regular Student Success meetings to monitor progress</p> <p>-Monthly school level PLT's to review student work, progress and success rate and determine areas of need,</p> <p>-Develop strategies based on ongoing assessment for learning</p>

<p>Literacy</p> <p>1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps</p> <p>1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.</p> <p>3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>	<p>Credit accumulation</p> <p>Collect data on those who Did Not Achieve Gr 9 (failure rate, credit recovery, etc)</p> <p>Past OSSLT Target 66% - achieved 77%</p>	<p>Provide targeted PD to all staff about literacy skills, based on deficiencies.</p> <p>Provide teachers with time to design a lesson or an activity that can be used in your subject area to specifically target the skill set.</p> <p>Encourage use of cross curricular literacy tasks (and rubrics); encourage use of proper grammar and literacy strategies across disciplines as per achievement charts</p> <p>All students eligible to participate in the OSSLT will be provided with specific instruction and opportunities to practice OSSLT type questions and a complete practice test.</p>	<p>New edition of OSSLT prep books.</p> <p>Online OSSLT resources for prep.</p> <p>Grade 9 & 10 Units of Study relating to OSSLT.</p>	<p>Reading</p> <p>Students will improve their ability in making connections between information and ideas in a reading selection and personal knowledge and experience</p> <p>Students will improve in their understanding of implicitly stated information and ideas</p> <p>Writing</p> <p>Students will improve in their ability to develop a main idea with sufficient supporting detail</p> <p>School Wide Student Success Focus <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1 2 3 (Cycles)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Awareness</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Beginning Implementation</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Partial Implementation</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Full Implementation</p>	<p>90% of all grade 9 and 10 students will achieve a credit in English</p> <p>75% of participating students will be successful on the 2018 OSSLT.</p>	<p>Teachers will implement the activity they created and are asked, to complete a short online survey to provide anecdotal feedback on how the activity went in their classroom and what impact, if any, they feel it is having with their students' success in the course.</p> <p>School level Literacy PLT meet monthly</p> <p>Continued support from Secondary Curriculum Coordinator</p> <p>Literacy instruction is included in every staff meeting and PA day.</p>
<p>Community Culture and Caring</p> <p>1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria</p> <p>2.5 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.</p> <p>3.1 The teaching and learning environment is inclusive, promotes</p>	<p>In the June 2017 Tell Them From Me surveys, 53% 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.</p> <p>Males are suspended at twice the rate as females.</p> <p>In 2016/17 72% of Gr. 9 students achieved 8+ credits.</p> <p>In 2016/17, 70% of Gr. 10 students achieved 16+ credits.</p> <p>In 2016/17, 72% of Gr. 11 students achieved 23 credits.</p>	<p>Offer a variety of opportunities and activities in school and extracurricular.</p> <p>Development of new clubs i.e Art, fishing</p> <p>Muskie Pride</p> <ul style="list-style-type: none"> ● Positive ● Respectful ● Inclusive ● Decent ● Engaged <p>Here Program</p> <p>Inclusive extra-curricular activities -i.e GSA, Best Buddies, Leadership</p>	<p>Muskie Pride Resources- Recognize and reward positive behaviour</p> <p>Assemblies to introduce and support the new program.</p> <p>Regular Student Success team meetings. Review credit acquisition</p> <p>HERE Program</p> <p>RRDSB Mental Health and Addictions Nurse, Behaviour Therapist, and School Support Services Counsellors</p>	<p>School Wide Student Success Focus</p> <p>85% of grade 9 students will earn all 8 credits.</p> <p>If we provide secondary students with individualized timetabling, purposeful staffing and programming, and mental health supports, then we will see an increase in our five year graduation rate.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1 2 3 (Cycles)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Awareness</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Beginning Implementation</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Partial Implementation</p>	<p>Improved attendance</p> <p>Improved credit accumulation</p> <p>Reduction in suspensions</p> <p>Reduction in office referrals</p> <p>Improved "tone" in the school as measured anecdotally.</p>	<p>Review of office referral numbers</p> <p>Review of attendance data</p> <p>Review of data related to the success of the Muskie PRIDE program</p>

<p>the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve</p> <p>6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning</p>		<p>Council, etc.</p> <p>Student Success supports: purposeful staffing, individualized timetabling, credit recovery/rescue</p>		<p>□ □ □ Full Implementation</p>		
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