FORT FRANCES HIGH SCHOOL

IMPROVEMENT PLAN

2022-2024

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

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.

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.

- Encouraging students to reach out to community supports (e.g. NWHU, Mental Health counsellors, staff, parents, elders and caregivers, TELL room) to support student well-being
- Students are connected to a caring adult in the school
- Wellness activities to support staff and relationship building
- Education for students and staff on vaping, cannabis, alcohol and tobacco use
- Mental Health Student Champions

B. INDIGENOUS EDUCATION

Graduation Coach and Student Navigator Room: TELL Talk-Giigidon, Eat-Wissinin, Learn -Gikinoo'amaagozin, Laugh-Baapin

- Student well-being
- Academic achievement
- Cultural Awareness and supports
- Attendance
- Relationships with parents and community members
- Food education and sustainability
- Post Secondary opportunities
- Community Supports

C. HEALTHY FOOD

Create and sustain a Healthy Food Program

FFHS, NCDS, and community partners will work together in a partnership to maintain equitable and sustainable food sources for students at Fort Frances High School.

- Backpack/NOW program
- Providing students with CafCo cards
- Food carts
- Food offered through LSC and TELL room
- Soup Lunch 1x week provided by Foods Class
- Students will have the opportunity to work in the cafeteria, promoting healthy relationships and embarking on students' strengths

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LITERACY GOAL

We will embed assessment/evaluation strategies into instructional practices that are engaging, relevant, and authentic to meet the individual needs and interests of students.

OVERARCHING STRATEGY - EMBED TECHNOLOGY, AUTHENTIC ASSESSMENT AND INSTRUCTION TO ENHANCE EXPERIENCES THAT SUPPORT STUDENTS ACROSS THE CURRICULUM

A. ASSESSMENT/EVALUATION

Student focused instructional strategies:
- differentiated assessment and instruction
- meet the needs of each authentic learning style

B. CRITICAL THINKING

Support teachers by:
- providing PD on building assessment/evaluation strategies "as" students are learning
- Support teachers as they work together to embed critical thinking/problem solving tasks and assessments that are engaging and can be integrated in all subject areas.

C. PERSONALIZED INSTRUCTION

Support teachers and students:
- Individual and group instructional / assessment opportunities that integrate choice, authenticity and engagement
- Student voice
- Student Success supports

NUMERACY GOAL

We will embed assessment/evaluation strategies into instructional practices that are engaging, relevant, and authentic to meet the individual needs and interests of students.

STRATEGIES

A. ASSESSMENT/EVALUATION

Student focused instructional strategies:

- *differentiated assessment and instruction*
- *meet the needs of each authentic learning style*

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Support teachers by:

- *providing PD on building assessment/evaluation strategies "as" students are learning*
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C. PERSONALIZED INSTRUCTION

Support teachers and students:

- *Individual and group instructional / assessment opportunities that integrate choice, authenticity and engagement*
- *Student voice*
- *Student Success supports*

MONITORING/ACTION PLAN
- Credit Accumulation
- Feedback from students and teachers regarding assessment/instructional goals (surveys, conferencing)
- Mental Health Supports (monitor data)
- Professional development that is specific to assessment and evaluation (focused on goal setting that meet the needs of students)
- School Climate Survey/Compass Survey
- OSSLT and EQAO data (post COVID)
- Staff communication with parents/guardians to monitor well-being and supports
- NWHU Education (Vaping, Social Media Awareness, Addictions)
- Empowerment focused presentations (cultivate discussion, student voice and feedback)
- Student Leadership (Equity and Inclusivity, extra-curricular and academic involvement)
- Use of Xello to career plan (7-12 pathway planning)
- Exit survey in grades 8 and 12 to

IMPACT
- Qualitative data (students feel welcomed, safe and connected to school)
- Persistent Absenteeism Rate Decreases
- 90% success rate for students in destreamed English, Math and Science
- 95% success rate for credit accumulation for students in Academic English
- 80% success rate for credit accumulation for students in Applied English
- Reduced number of office referrals/suspensions
- Overall increase in student/staff well-being post Covid