



Rainy River District School Board
Rainy River High School
Student Achievement and Well-Being 2016/2017/2018

Director's Annual Operational Plan Foci

Further develop a strengths-based learning approach throughout the District
Enhance "Student Voice" throughout the system
Build on students' understanding of equity and inclusion
Expand mental health supports with the implementation of the Mental Health Plan
Expand the understanding and use of Aboriginal curriculum materials and resources in classrooms through coaching, co-teaching, inquiry and professional learning communities
Promote the effective and safe use of technology to support teaching and learning
Continue focus on supports for students with special needs
Support the engagement of parents in their child's learning

School Effectiveness Framework - Indicators of Focus

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 professional learning builds capacity, informs instructional practice and contributes to a culture of learning
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.
3.2	Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
3.4	Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.
4.3	Teaching and learning in the 21 st Century is a collaborative, innovative and creative within a global context.
4.4	Learning is deepened through authentic, relevant and meaningful student inquiry.
6.1	Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.
6.4	

Monitoring Practices

- Student work is analyzed and moderated during Professional Learning Communities and system sessions
- Administration walk throughs
- Staff meeting updates focus on best practices, data analysis, reflection on progress.
- Tell Them From Me Surveys conducted and the results analysed in the fall and the spring
- Student Voice opportunities reflected in School Improvement Plans



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	Why?	Our Future	How?
Community, Culture, Caring / Pathways	<p>The 2015/2106 data reveals that overall there were 39 unsuccessful credit attempts from Grades 9 - 12. Of those 39 credit attempts, 32 (82%) of them were from students who are not engaged in any school activities outside of the classroom. Further data show that there were 7 unsuccessful credit attempts in semester 1 and 32 unsuccessful credit attempts in semester 2. The data breaks down to show:</p> <ul style="list-style-type: none"> • 77% of Grade 9 students participated in school activities. Thirteen unsuccessful credit attempts were made, where all 13 students (100%) were not involved in school activities. • 61% of Grade 10 students participated in school activities. Eleven unsuccessful credit attempts were made, where 9 (81%) credit attempts were from students who were not involved in school activities. • 76% of Grade 11 students participated in school activities. Eleven unsuccessful credit attempts were made, where 8 (73%) credit attempts were from students who were not involved in school activities. • 63% of Grade 12 students participated in school activities. Four unsuccessful credit attempts were made, where 2 (50%) credit attempts were from students who were not involved in school activities. <p>Student participation in school activities is important to student voice, engagement, mental health and wellness and academic success. A strong emphasis on leadership and school/community involvement will increase connections between students, teachers, parents and the school community and ultimately lead to academic success.</p>	<p>By June 2017, 85% of RRHS students will be involved in one or more school sponsored activities.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Focus on well being by hosting Student Interest Events. The first Winter Solstice Relaxation Fun event will be held December 5th/2016 from 5:00- 8:00 and will focus on well-being. Sponsored activities will include a meal followed by sessions with hairstylists, estheticians, reflexologists, archery instructors and a welding simulation. We will host two more school events throughout the semester. These evenings will be based on student feedback and choice. • The following activities/clubs are planned for the 2016/2017 school year: yearbook, music, Owl Theatre, Talent Showcase, sports teams, knitting/sewing, art, archery, drumming/singing, recreational badminton, weight training, trapping, pitching/batting clinics, cooking/baking, beading • Transportation of students to and from these events must be coordinated in order to include as many students as possible.
Literacy	<p>LITERACY: Results from OSSLT 2016</p> <p>66% FTE overall passed 34% FTE not successful</p> <p>Females 78% successful Males 50% successful</p>	<p>OSSLT</p> <ul style="list-style-type: none"> • By June 2017, if we work as a RRHS Literacy PLC team and incorporate resources and planning from the Closing the Gap Literacy team, we will see 60% of PE students be successful. • We would also like to see an increase in school based data around inferencing and making connections. • Students will have the opportunity to write the OSSLT in March 2017. 	<ul style="list-style-type: none"> • OSSLT online practice test administered October 11, 2016, OSSLT will take place March 2017. • Gr. 10 students will complete a pre and post reading and writing assessment prior to the practice test. Teachers will review prep materials with students and parents. • Cross-curricular literacy development and assessment strategies



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	<p>OLC success rate: 100%</p> <p>Closing the Gap Literacy</p> <ul style="list-style-type: none"> After reviewing the EQAO/OSSLT data for our school, we observed lower numbers in implicit based and making connection focussed questions. Our goal is to increase engagement in the classroom. We are collaborating with other schools to share best practices. 	<p>We will see a 10% improvement in students in Applied Level English being successful on the OSSLT.</p> <p>Grade 7-10 Closing the Gap Target Group:</p> <p>Grade 7-10 students with the intent to focus on:</p> <ul style="list-style-type: none"> Identified marker students (level 2 students that can move to level 3) Cross-curricular connection that engages students in and outside the classroom setting. (with a focus on boys literacy and student engagement) 	<p>shared between teachers.</p> <ul style="list-style-type: none"> Closing the Gap Literacy team will meet four times in 2016/2017 to share ideas and strategies. October 25, 2016 ~ ½ day release to work as a group and plan. November 18, 2016 ~ full day release to establish specific tasks connected to <i>The Secret Path</i>, by Gord Downie. We are exploring how this resource will allow students to focus on implicit comprehension and inferencing. *We will establish two more ½ days to meet as a group. One meeting will be held at Pegamigaabo School. (February and April) We will establish quantitative and qualitative data driven assessment to help guide our planning. Culminating Activity (May 2017: Experiential learning/connection to RRHS Powwow in May, students work together on a hands-on activity with community partners
Numeracy	<p>EQAO data for mathematics identifies the need to continue to focus, across all divisions, on all math processes, with emphasis on Thinking and Application.</p> <p>Also of interest is the student survey data for Primary and Junior Mathematics. This data provides gender differences in attitudes towards math and the use of tools and manipulatives for problem-solving. Further exploration of this data at the school level supports differentiated instruction and assessment strategies used to support classroom learning.</p> <p>2015/2016 results:</p> <ul style="list-style-type: none"> EQAO Grade 9 Academic: 85% (students at or above the provincial standard) EQAO Grade 9 Applied: 0% (students at or above the provincial standard) 	<p>Grade 9</p> <p>If we support intermediate teachers through professional development in cross-curricular numeracy development and in implementing effective instructional and assessment strategies in numeracy, then at least 50% of Grade 9 mathematics students who did not reach standard on Grade 6 EQAO assessment, will rise to standard (Level 3,4) on Grade 9 EQAO Mathematics assessment.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A RRHS Math PLC will collaborate, and meet at least 4 times for moderation, PD, and co-planning <input type="checkbox"/> All PLCs will focus on best practices, assessment, moderated marking, and engagement, with emphasis on knowing your students. <input type="checkbox"/> Identification of at-risk students and targeted interventions through the support of math initiatives, Individual Education Plan and Cross-curricular 7-10 professional development opportunities. <input type="checkbox"/> Grade 9 Math courses are being taught with support for assessment, student voice, engagement, three part instructional lessons, and best practices <input type="checkbox"/> Student interviews are being conducted to assess attitudes toward mathematics. <input type="checkbox"/> Attempt to schedule a formal EQAO practice tests in the weeks previous to the actual EQAO test. <input type="checkbox"/> Identify priorities in all of the math courses offered at RRHS

Reflection - Next Steps



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How?

March/April 2017 Update:

Community, Culture, and Caring:



Literacy:



Numeracy:

