



ATIKOKAN HIGH SCHOOL

IMPROVEMENT PLAN 2017-2019



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

Increase student wellness by focusing on an improved nutrition program at AHS/AHSE. Students will develop confidence, self-esteem and resilience through proper nutrition, education and an increased sense of belonging in the school community.

STRATEGIES

A. Improve and increase healthy foods availability to students throughout the day. Leverage the schools Hospitality SHSM to develop **community partnerships** and/or parent volunteers to help create and sustain a healthy food program.

B. Value all students' strengths by providing opportunities for students' to demonstrate their strengths. Increase the variety of lunchtime activities for students beyond athletics, to include the Arts, STEAM, hospitality, for example.

C. Utilize community partnerships and school based character education programs to develop positive self esteem, and resilience in our student. All students feel connected to a caring adult at the school.



LITERACY GOAL

We will increase the overall success rate in the OSSLT to 85% and increase the success rate for students in the applied program to 30%

OVERARCHING STRATEGY - EMBED OSSLT TYPE QUESTIONS ACROSS THE CURRICULUM

A. Inquiry - What are the big ideas, with respect to literacy, that students need when they leave us in grade 12?
Purpose - What is the *purpose* of why we do things in our classroom-> teaching/learning/assessment.

B. Topic Development - Provide pre-writing strategies such as brainstorming, graphic organizers and KWL charts.

C. Student Choice
Incorporate choice into student writing - what they want to write about, the form of writing they will use, which pieces of student work will be used for assessment (portfolios)



NUMERACY GOAL

Students in the applied program will meet or exceed the provincial standard on the Gr. 9 EQAO assessment or increase at least one level from their grade 3 EQAO assessment.

STRATEGIES

A. Precision
Review primary EQAO results (junior not available for this cohort) and provide students with extra practice in strand areas where they struggled.

B. Co-learning vs. solitary work
Collaborating with peers to:
- identify math problems
- identify steps and solve
- come up with solutions

C. Use of manipulatives
Ensure all students have the tools they need to access the curriculum.



Monitoring is effective when it is:

- A sharing of information across classroom, school and system to inform responsive action at all levels;
- Focused on the gathering, reflecting and analysis of student work;
- Timely and involves ongoing assessments that are fair, transparent, and equitable
- Clear, precise and includes descriptive feedback that is meaningful to inform next steps for student achievement and well-being.