



# ATIKOKAN HIGH SCHOOL

## IMPROVEMENT PLAN

2018-2020



### 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

Provide a safe, equitable and inclusive environment with a focus on student learning and achievement.

#### STRATEGIES

##### A. EQUITY

Students are provided with multiple opportunities to investigate the various pathways when planning for their future.

##### B. INCLUSIVITY

School programming reflects the interests and diversity of all learners in the building.

##### C. WELL BEING

Students speak up and are provided with a wide variety of interest based activities to participate in at lunch and after school.



### LITERACY GOAL

**We will increase the overall success rate in the OSSLT to 80% and increase the success rate for students in the applied program to 60+%. 2017-18 results - overall 69%, applied 40% successful.**

### 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. Feedback**  
After assessing student learning, teachers will provide personalized feedback to each student regarding specific questions they struggled with.

**C. Personalized instruction**  
Using EQAO and report card data, identify students in grades 7-10 requiring additional supports in literacy. Provide targeted interventions with monitoring through Student Success and Literacy Teams.



### 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 6 EQAO assessment.**

#### STRATEGIES

##### A. Precision

Review junior EQAO results and provide students with extra practice in specific areas of weakness - linear relationships (applied) and analytical geometry (academic) strands.

##### B. Engagement

Apply mathematical skills to solve "Real Life" applications  
- identify steps and solve  
- come up with solutions  
- collaborate with peers

##### C. Equity

Ensure all students have the tools they need to access the curriculum  
- integrate technology & manipulatives i.e. Google Classroom, Knowledge Hook, Mathletics, Desmos, Khan Academy, mathies



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.

### Monitoring

- Mental Health supports are in place.
- Individual Pathways Planning for Gr. 7-10 students takes place, at minimum, two times this year.
- Professional development supports are in place, with an emphasis on supporting new teachers.
- School Climate survey pilot is administered to students in Grades 7-12.
- School principals conduct focused walk-throughs.

### Impact

- Increase in the number of students indicating that they feel safe in their schools: 85%
- Increase in the number of students indicating they feel they are part of their school: 71%
- Decrease in suspensions: 14(2017-18)
- Decrease in SAL program: 6 (2017-18)
- Increase student achievement. Meet standard or increase one level from EQAO grade 6 result.
  - Gr. 9 D: 95% Gr. 9 P: 67% OSSLT: 69% (2017-18)
- SHSM completion rate: Environment 42%; Hospitality 42%. Increase to 54% and 50% respectively.