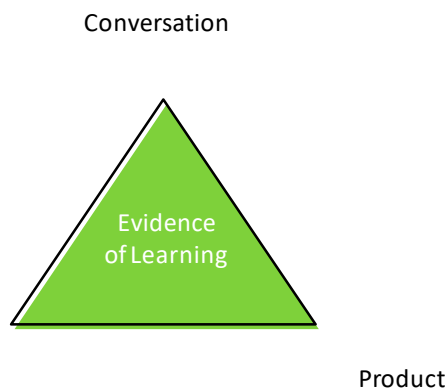


Thinking About Assessment

At Fenelon Falls Secondary School, every student is provided with multiple opportunities to achieve their full potential. To support this goal we will:

- Use learning goals/success criteria/descriptive feedback to support student achievement.
- Use tiered intervention/differentiated instruction to enhance learning for all students.
- Reflect on and revise current assessment practices to improve student engagement and achievement.
- During learning, students receive ongoing descriptive feedback based on success criteria.
- The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.
- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.
- Student assessment will be based on conversations, observations, and student product.



Achieving Excellence Grade 9 - 12+

If we know our students and respond to their needs with rich tasks supported with targeted instruction and timely qualitative feedback linked to success criteria, then more students will demonstrate higher order thinking independently.

Greatest Area of Student Need (GASN):

Based on OSSLT results, our greatest area of student need is to develop higher order thinking and processing skills relating to making inferences, following process, and providing specific supporting details.

Practising:

Staff use a quality task analysis template to ensure all student assessments have:

- Clear expectations relating to success criteria, learning goals, process, timelines and assessment strategies.
- Opportunities to work on rich tasks promoting higher order thinking. Students are provided with descriptive feedback that connects to the learning goal and success criteria, is built into the process, and is given before a summative mark is assigned.
- Choice may be provided relating to product, topic, timelines, marking schemes, groupings or retesting.

Staff use student product/performance to drive next steps. Staff use data to reflect and inform future instruction.

Supporting Staff:

Professional development:

- Provide training in the use of technology to enhance learning in the classroom, and providing hardware for the training to be utilized.
- Staff will also be given opportunities to use conversation and observations skills in addition to student product to assess student achievement (Evidence of Learning).

Monitoring:

- Classroom walkthroughs/visits, observations, conversations
- Student achievement based on pass rates, quality of credits (percentage of marks above provincial standard), EQAO data (OSSLT and grade 9 math results)
- SBRT referrals, late assignments, staff discussions

Greatest Area of Student Need (GASN):

Our greatest area of student need is creating conditions and practices that focus on and enhance overall student wellness.

Practising:

- Early intervention involving SBRT
- Focusing on grade 9 transitions
- Circles and restorative practices
- Having all staff, including teachers, EA's, office staff, administration, guidance, SSAC's, community partners and the mental health nurse communicate concerns and solutions to meet the needs of ALL students

Supporting:

- Providing the SAC, AU, G7, Social Justice Club, LINK, LEAD Group, GSA, Sports Teams, School Reach, Me to We and other clubs opportunities to promote student leadership, activities, and celebrations that align with and promote Feed All Four
- Providing resources to support the development of safe and caring schools
- Providing ASSIST training, Lynx Program, First Aid training, and Mental Health First Aid for age appropriate students and staff
- Developing partnerships with community agencies, including the CMHA

Recognizing Excellence:

- We recognize students for outstanding character monthly via student of the month and each semester via Celebrating Success Breakfasts
- Student created artwork and wellness promotional materials are exhibited proudly in school and board facilities
- We are using the Feed All Four model as the framework to promote student and staff wellness
- The Wellness Committee aligns school events with large scale wellness events
- We are engaging student voice to facilitate the development of safe and caring schools.

Next Steps for EQAO Improvements

Grade 9 and 10 Applied level English students will be benchmarked using Fontas and Pinnell. Appropriate resources will be applied to improve each students' inferencing skills and writing skills.

Up With Math will be piloted for selected grade nine applied students via a Learning Strategies course with the goal being to bring their EQAO scores from below the provincial standard to reach or exceed the standard by the end of grade nine.

Post-Secondary Pathways

We recognize our students all have great potential. All students are given exposure to a variety of post-secondary pathways via college and university presentations. OYAP (apprenticeship programs) is offered and promoted in conjunction with many grade eleven and twelve programs. Dual-credit opportunities exist for students to attain college credits alongside their high school credits. Skills Ontario competitions allow students to showcase excellence at regional and provincial levels. First Robotics team members get an opportunity to work collaboratively and build STEM (Science, Technology, and Math) skills. Me to We group members are given opportunities to build presentation skills to large audiences promoting various causes.

Making Our Learning Visible and Enhancing Public Confidence in Our System

We are enhancing confidence in public education by:

- Communicating regularly via Schoolmessenger, Twitter - @FenelonFallsSS, Instagram- @fenelonfallsss, and our website ffs.tdsb.on.ca
- All events are on the school calendar and daily announcements are available at ffs.tdsb.on.ca., twitter, and Instagram.

#TLDSBLearns #TLDSBLeads #FeedAllFour #HealthyTLDSB #TLDSBkTeach #TLDSBFSL #TLDSBcode #TLDSBdIC



Well-being and Equity 9 - Grade 12+

If we know our students and respond to their needs with opportunity and supports for well-being, social responsibility, and equity, then students and staff will contribute to, participate in, support, and respect the safe and caring culture of our school.

Where are we going?

- Our students are advocates for their and other's learning and wellness needs
- Our students are given opportunities to exercise at lunch and after school
- Our students and staff are engaged in identifying and ensuring equity for all
- Our students and staff are literate in mental and physical health, learn to reduce stigma and are leaders in promoting wellness

Where to next?

- Review Climate Survey responses and listen to student voice
- Continue to upgrade exercise facilities and workout opportunities for students during lunch and after school.

How are we going?

- Collect data to responsively program for students with IEPs
- Demonstrate Feed All Four as a way of being to support student learning
- Provide resources to support the development of safe and caring schools
- Use tools such as Restorative Practices, Collaborative & Proactive Solutions, and Positive Space to ensure equity and safety
- Utilize partnerships with community agencies to support student need
- Hosting Me to We day, Wellness Week, Week of Kindness, Mental Health Awareness Week and any valid event tied to well being

Body

Mind

Spirit

Emotions