



Rainy River District School Board
 Riverview/McCrosson Public School
Student Achievement and Well-Being 2014-2015

Director's Annual Operational Plan Foci

- The strengths and needs of our earliest learners are identified to ensure the foundation of their success
- Align Early Learning with Literacy and Numeracy initiatives to ensure an Early Learning to Grade 12 focus.
- Provide personalized support for teachers through the School Support Services Referral and Request process.
- Promote the effective use of technology to support teaching and learning through specific technology related projects and the technology coaches.
- Our learning and working environments are safe and inclusive

School Effectiveness Framework - Indicators of Focus 2014-2015

- 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps
- 2.5 Staff, students, parents and school community promote and sustain student well being and positive student behavior in a safe, accepting, inclusive and healthy learning environment
- 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
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry
- 4.5 Instruction and asesment are differentiated in response to student strengths, needs and prior learning
- 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs
- 6.2 Students, parents and community members are engaged and welcomed, as respected and valued partners in student learning

Monitoring Practices

- Principal and School Staff develop and implement a SI Plan
- Weekly Principal classroom walk throughs
- SI Plan will be reviewed at Staff meetings and school PLC's

- Student work shared at school meetings
- Staff shares what is happening/ next steps from Board level PLC's
- Tell Them From Me survey results discussed with staff

Why?

Our Future

How?



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Community, Culture, Caring / Pathways	<ul style="list-style-type: none"> <input type="checkbox"/> TTFM Survey 2013-2104 results indicate 50% of Gr 4-6 students report Bullying happens at our school <input type="checkbox"/> 54% of Bullying is Social 46% is verbal <input type="checkbox"/> Bullying happens 20% in classrooms, 37% during recess <input type="checkbox"/> 39% of students think there is adequate supervision 	<p>As a staff, if we work together to build a Strength Based School environment where students are provided with opportunities to develop Respect for Self, Others and Property, then students and staff will come together as a school community, create a safe and engaging school climate, and feel a greater sense of belonging.</p>	<ul style="list-style-type: none"> - Staff will be visible in classrooms and be available for students at transition times - All staff are committed to consistently addressing behavior from a Strength Based approach - 6 Saying -Monthly school wide assemblies - classes have selected a month to be responsible for - Nov - April - 7 Scared Teachings - Bulletin Board created for recognition of Student Respect, & Strengths - Class Dojo set up for Gr 2-6 - Community Partnerships - PALS program - NWHU/Invite Comm members into schools - Student Council - Multi Grade Interactions - Partner with RRHS Student Leadership Group - Non Negotiables - Positive vs Negative Behaviors - Character Ed opportunities/ Social justice
Literacy	<ul style="list-style-type: none"> ● Gr 3 EQAO - 25% of students achieved Level 3 / 4 ● Gr 6 EQAO - 29% of students achieved Level 3/ 4 ● Majority of students struggled with Open Response style questions ● Students appear to lack confidence in Multiple Choice style questions and lack strategies for working through Multiple Choice questions ● Teachers indicate students are struggling with making connections to text, and implicit /explicit style questions <ul style="list-style-type: none"> ● Gr 3 EQAO 40% students achieved a Level 3/ 4 ● Gr 6 EQAO 25% of students achieved a Level 3/ 4 ● Teachers indicate students are struggling getting their ideas on paper and moving forward from the graphic organizer 	<p>Board Goal - Reading If we support primary teachers in developing further understanding of effective reading comprehension strategies and how to support each student's understanding of reading for meaning through these strategies, then we will see improvement in students' ability to make connections and understand form and audience, as measured by internal assessments and EQAO results.</p> <p>School Goal: If we teach with a focus on comprehension strategies- making connections and inferring, then students will be more successful when connecting to text and identifying implicit and explicit meaning of text.</p> <p>Board Goal- Writing If we support primary teachers in effectively utilizing high yield strategies to develop and provide students with opportunities for authentic/meaningful writing experiences, then we will see an increase in their understanding and use of knowledge of audience, form and style, as measured by internal assessments and EQAO results.</p> <p>School Goal If students are provided with authentic meaningful writing tasks, then students will be able to generate ideas and draw from personal experiences to make their writing more meaningful and relevant to them.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Modelling of appropriate responses <input type="checkbox"/> Develop Success Criteria for making connections and Inferring <input type="checkbox"/> Introduce a variety of materials/texts for reading - magazines, poetry, newspaper... <input type="checkbox"/> Reading Recovery for at risk Gr 1 students <input type="checkbox"/> Shared & Modelled reading opportunities <input type="checkbox"/> Talk & Share opportunities <input type="checkbox"/> Use a variety of questioning techniques <input type="checkbox"/> Reading A-Z used in classes <input type="checkbox"/> Practice reading passages <ul style="list-style-type: none"> ● Use released EQAO questions as models for teaching ● Use of Success Criteria to support developing ideas, organization of writing and making personal connections ● Provide meaningful tasks - exposure to world issues ● Use graphic organizers/planners ● Model generating of ideas and how to move from using planners to writing ● Talk & Share ● Use of 6+1 Writing Traits



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Numeracy	<ul style="list-style-type: none"> <input type="checkbox"/> Gr 3 EQAO - 10% of students achieved Level 3 / 4 <input type="checkbox"/> Gr 6 EQAO - 0% of students achieved Level 3/ 4 <input type="checkbox"/> Teachers indicate the majority of students are struggling with math concepts <input type="checkbox"/> Students appear to lack confidence in working through Multiple Choice style questions and lack the strategies for working through Multiple Choice questions 	<p>Board Goal Math If we support primary/junior teachers in the implementation of higher order thinking tasks through problem-solving, then we will see improvements in numeracy achievement in Grades 1 to 6 and 10% of students in Grade 6 rising to standard, as measured by internal assessments, and EQAO.</p> <p>School Goal Math If we teach math through problem solving, focusing on higher order thinking skills and the inquiry framework, then students will develop a broader range of strategies to solve more complex problems.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use released EQAO questions as models for teaching and practice <input type="checkbox"/> Use EQAO questions - Multiple choice style questioning - from Sharla <input type="checkbox"/> SSS Referral process for teacher support/coaching <input type="checkbox"/> Co- teaching/networking with other staff <input type="checkbox"/> TNT Groups <input type="checkbox"/> Math For Young Children PLC-Early Learners - Number Knowledge testing, Gr 1/2/3 -Geometry assessment <input type="checkbox"/> Practice Breaking down questions to determine multiple steps and how to solve problems <input type="checkbox"/> Use of Inquiry Strategies - Ten Frames, Number Lines, Geometry & Spatial Sense, Arrays <input type="checkbox"/> Use of descriptive feedback and Success Criteria for Problem Solving <input type="checkbox"/> More opportunities for mental math and problem solving <input type="checkbox"/> Teach strategies and use of tools <input type="checkbox"/> Use of technology - Sum Dog

Reflection - Next Steps 2014-2015

How?



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March/April 2014 Update:

Community, Culture, and Caring:



Literacy:



Numeracy:

