



Rainy River District School Board
McCrosson-Tovell Public School
Student Achievement and Well-Being 2016 - 17

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

- 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 assessment 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
- School Climate survey results discussed with staff



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	Why?	Our Future	How?
Community, Culture, Caring / Pathways	<ul style="list-style-type: none"> <input type="checkbox"/> Create a new School Climate Survey through Google Docs because the report from the Tell Them From Me Survey is not available since the number of participants retrieved is less than the minimum number required to protect the privacy of the participants. <input type="checkbox"/> Attendance indicates that students at MCT are mostly absent on Fridays. <input type="checkbox"/> The average student's attendance at MCT school is only ____%. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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, attendance will improve by 20%. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff will be visible in classrooms and be available for students at transition times <input type="checkbox"/> All staff are committed to consistently addressing behavior from a Strength Based/Bucket filling approach <input type="checkbox"/> 7 Sacred Teachings <input type="checkbox"/> Bulletin Board created for recognition of Students for bucket filling school <input type="checkbox"/> Community Partnerships - PALS program - NWHU/Invite Comm members into schools <input type="checkbox"/> Non Negotiables - Positive vs Negative Behaviors <input type="checkbox"/> Character Ed opportunities/ Social justice
Literacy	<ul style="list-style-type: none"> <input type="checkbox"/> Gr 3 EQAO - 50% of students achieved Level 3 / 4 <input type="checkbox"/> Gr 6 EQAO - 50% of students achieved Level 3/ 4 <input type="checkbox"/> Majority of students struggled with Open Response style questions <input type="checkbox"/> Students appear to lack confidence in Multiple Choice style questions and lack strategies for working through Multiple Choice questions <input type="checkbox"/> 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 Running Records 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 report card mark data 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</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 <input type="checkbox"/> SSS Referral process for teacher support/coaching <input type="checkbox"/> Co- teaching/networking with other staff <input type="checkbox"/> Use effective Reading Strategies



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		writing more meaningful and relevant to them.	
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 Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> If we support teachers in implementing effective instructional strategies, such as learning through problem solving, then we will see improvements in <input type="checkbox"/> achievement and student/teacher perception of math as evidenced by internal <input type="checkbox"/> assessments, EQAO data, and credit success <p>School Goal Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> If we give students cross-curricular math opportunities on a daily basis, then students will be able to make better connections. 	<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 - SumDog

Reflection - Next Steps

How?