



**Rainy River District School Board**  
**Sturgeon Creek Alternative Program**  
**Student Achievement and Wellbeing 2016-2017**

**Director's Annual Operational Plan Foci**

The strengths and needs of our earliest learners are identified to ensure the foundation of their success.

The emotional well-being of all students is the foundation for their achievement.

Our learning and working environments are safe and inclusive.

Purposeful, responsible and innovative use of technology as a communication and learning tool supports the achievement of all students.

Positive outreach to parents as essential partners in their children's education enhances the success of students.

The strengths and needs of our earliest learners are identified to ensure the foundation of their success.

The emotional well-being of all students is the foundation for their achievement.

**School Effectiveness Framework - Indicators of Focus**

<b>1.3</b>	<b>Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.</b>
<b>1.5</b>	<b>Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or Individual Education Plan (IEP).</b>
<b>2.1</b>	<b>Collaborative instructional leadership builds capacity to strength and enhance teaching and learning.</b>
<b>3.4</b>	<b>Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.</b>
<b>4.1</b>	<b>A culture of high expectations supports the belief that all students can learn, progress and achieve.</b>
<b>4.4</b>	<b>Learning is deepened through authentic, relevant and meaningful student inquiry.</b>
<b>5.4</b>	<b>Students build on in-school and out of school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.</b>



## Rainy River District School Board Sturgeon Creek Alternative Program Student Achievement and Wellbeing 2016-2017

	Why?	Our Future	How?
Community, Culture, Caring / Pathways	<ul style="list-style-type: none"> <li>● Based on TTFM Survey Data (Gr 4 to 6),               <ul style="list-style-type: none"> <li>○ 21% students have high anxiety levels (47% in Grade 6)</li> <li>○ - 83% of students have high sense of belonging (60% in Grade 6)</li> <li>○ - 26% reported being victims of bullying</li> <li>○ - 94% of students feel safe at school</li> </ul> </li> <li>● Based on the SHAPes Survey (Gr 6),               <ul style="list-style-type: none"> <li>○ - 47% of students will ask teacher for help</li> <li>○ - 72% of students feel they are part of the school</li> <li>○ - 75% of students feel close to people at school</li> <li>○ - 94% of feel safe at school</li> </ul> </li> </ul>	<p><b>IF</b> we work together to build/support a strength-base culture, <b>THEN</b> students will feel a greater sense of belonging and self-efficacy.</p>	<ul style="list-style-type: none"> <li>● Monthly assemblies focussing on acts of kindness</li> <li>● Book and a Bite program using books that promote inclusiveness</li> <li>● Continuing with the monthly Buddy Days where student achievement is celebrated in an inclusive way throughout the school.</li> <li>● Mindset PD for staff and parents, newsletters</li> <li>● Functional Behaviour PD for staff</li> <li>● Strength-Base PD for staff and parents               <ul style="list-style-type: none"> <li>○ Create Strength Boards in classrooms</li> <li>○ Discipline – restorative</li> </ul> </li> <li>● All staff committing to consistently addressing behavior</li> <li>● Staff will be visible in the hallway and greet students at transition times</li> <li>● Create clubs and activities to support student strengths</li> <li>● (PALS, Lunchtime Lego, Chess Club, Student Council)</li> <li>● Inclusive activities - Bullying A/P Week activities, Pink Day</li> </ul>

Literacy	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>● EQAO data for the grade 3, 2016 cohort for reading indicates that 75% of students achieved level 3 or higher</li> <li>● EQAO data for the grade 6, 2016 cohort for reading indicates that 95% of students achieved level 3 or higher</li> <li>● EQAO data for the grade 6, 2016 cohort indicates that while 68% of students maintained their level of achievement in reading from the grade 3, 2013, 26% rose to standard and 0% dropped from standard</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>● EQAO data for the grade 3, 2016 cohort for writing indicates that 88% of students achieved level 3 or higher</li> <li>● EQAO data for the grade 6, 2016 cohort for writing indicates that 95% of students achieved level 3 or higher</li> </ul>	<p>Reading: Primary:</p> <p>Areas of continued focus:</p> <ul style="list-style-type: none"> <li>● Making connections</li> <li>● Open response</li> </ul> <p>Reading: J/I:</p> <p>Areas of continued focus:</p> <ul style="list-style-type: none"> <li>● Summarizing and opinion regarding non-fiction text</li> <li>● Identifying the big ideas from text</li> </ul> <p>Writing: Primary:</p> <p>If students focus on independently applying writing strategies such as using graphic organizers and checking over their work, then students will be able to write well developed paragraphs.</p>	<ul style="list-style-type: none"> <li>● Use the APE strategy</li> <li>● Co-plan and co-teach with SSS members</li> <li>● Use a variety of graphic organizers eg. hamburger mode, (topic sentence, at least 3 supporting details, concluding sentence)</li> <li>● Use modelled, shared and independent writing (gradual release model)</li> <li>● Use success criteria</li> <li>● Use the Five Step Writing Process</li> <li>● Use authentic writing tasks</li> </ul>
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	<ul style="list-style-type: none"> <li>EQAO data for the grade 6, 2016 cohort indicates that while 89% of students maintained their level of achievement in writing from the grade 3, 2013, 5% rose to standard and 0% dropped from standard</li> </ul>	<p><i>Writing: J/I:</i> If students focus on developing paragraphs using a variety of strategies (sequencing of ideas, paragraph organization, using pronouns correctly, and checking over their work once complete) then these skills will transfer to writing better paragraphs in all curricular areas.</p>	
Numeracy	<ul style="list-style-type: none"> <li>EQAO data for the grade 6, 2014 cohort indicates that while 58% of students maintained their level of achievement in mathematics from the grade 3, 2013 assessment, 26% rose to standard and 0% dropped from standard</li> <li>Grades 3 &amp; 6 EQAO results indicate that the greatest areas for growth are in the Thinking and Application Skills areas.</li> <li>EQAO results show equal levels of achievement between males and females in mathematics.</li> </ul>	<p><b>Math: Primary</b> If we implement three part lessons and use authentic problems in each of our math units and if we use math strings and mental math, then our students will improve in their ability to successfully complete multi-step problems.</p> <p>Areas of continued focus:</p> <ul style="list-style-type: none"> <li>Patterning and algebra</li> <li>Number Sense</li> </ul> <p><b>Math: J/I:</b> If students are taught a variety of problem solving skills, then students will be able to understand and solve word problems independently.</p> <p>Areas of continued focus:</p> <ul style="list-style-type: none"> <li>Patterning and Algebra</li> <li>Measurement</li> </ul>	<ul style="list-style-type: none"> <li>Use anchor charts</li> <li>Work with SSS members to establish three part lesson methodology / Use a three part lesson for each unit</li> <li>Use Puddle Questions</li> <li>Use Problems from Portage and Main Press</li> <li>Use partner talk</li> <li>Use Bansho and Congress strategies</li> <li>Continue to assess all math units using the achievement chart: KU, TH, AP &amp; Comm.</li> <li>Use authentic problems</li> </ul>

### Reflection - Next Steps

#### How?

**March/April 2014 Update:**

**Community, Culture, and Caring:**

**Literacy:**



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Numeracy:

