

# Implementing our Annual Operating Plan

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## Knowing our Students:

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- All staff in each school engage in a process of self-assessment, using various data sets to determine the area of greatest student need. Staff consider each student's strengths and needs in order to provide an effective program for each student, characterized by effective instruction and appropriate intervention.
- Formative classroom assessment provides educators with evidence that every student is improving in the area of focus determined by the school.

## Knowing our Staff:

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- Once the area of greatest student need is determined, staff will determine what they need to learn in order to meet the needs of their students.
- The School Effectiveness process allows schools to determine which high-yield strategies will allow their students to excel in the determined area of focus. Their professional learning plan will focus their efforts in terms of building capacity to implement these strategies.
- The Teaching-Learning Critical Pathway (TLCP) process allows staff to Plan, Act, Assess and Reflect so that instructional practice is changed as required to improve student achievement, always focusing on the needs of each student.

## Knowing our Parents and Communities:

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- Our engagement of parents and communities serves our goal of improving student achievement and well-being.
- We engage parents in familiar ways (school council, curriculum nights, volunteer opportunities etc.), and we engage parents to:
  - assist them at home to support their child's learning
  - help us know our students more effectively
- This year, each school will engage a small number of families whose children need to improve their achievement. The purpose of this engagement is to create a mutual and reciprocal relationship so that these parents may support our teachers to support their children's achievement.

## Responsive System

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Once the following are determined:

- Area of greatest student need, which becomes the focus for the school, for the principal, for learning teams and, eventually, for networks.
- The area of greatest staff need, which informs professional learning at each school.

Then:

- Our system staff in the Leadership and Learning Department may respond to the schools in an authentic way.
- Our Leadership and Learning Department will support the collaborative inquiry happening in each school, as opposed to driving the learning at the system level. This model allows learning to be job-embedded and based on the agreed upon student and staff learning needs.
- Our commitment to this process across the system provides differentiated support in focused ways leading to improved student achievement.