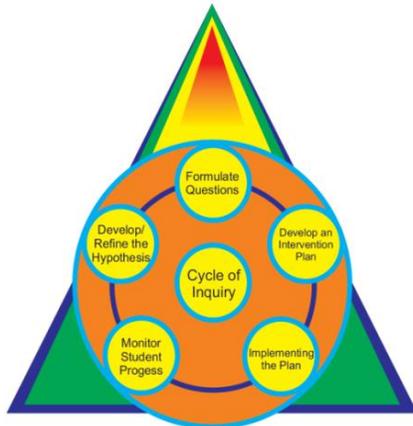


School Planning Document 2017-2018

Year of Plan				X
	1	2	3	4

School Name: Forest Park Elementary
Principal: Larry Dean
Date: October 2017



Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

School Community Context

Forest Park Elementary is a Kindergarten to Grade 7 school with a population of 408 students. Our school has continued to grow every year over the last five years. We continue to see an increase in our primary registration numbers which is creating a 'different balance' in our numbers with 60% of our population being Kindergarten to Grade 3.

Our families come from a range of socioeconomic backgrounds and we have seen an increase in families who are dealing with poverty over the last few years. We also have a range of ethnic backgrounds which we are able to celebrate and honour throughout the year.

We work towards a strong sense of community and belonging with our students, families, and staff. As a team of staff, we work hard to educate the whole child knowing that children need to not only learn basic academics but also 'how to learn' and how to regulate their learning and meet their own needs.

What's our goal?

To improve decoding skills and reading comprehension amongst our Kindergarten to Grade 4 students and to improve reading power skills amongst our Grade 5 – 7 students.

(Meet each student's unique needs & The continuous improvement of instruction and assessment)

What's our inquiry question?

Will continuing to implement a 'read to self' structure in all classrooms, while also focusing on direct teaching of reading power skills, improve reading ability and comprehension?

How do we want to get there? What steps should we take? How will we know that we have had an impact?

- Implement the NLPS Primary screener with all Kindergarten to Grade 3 students and the NLPS Reading screener with all Grade 4 – 7 students – use the information as formative data to outline areas of need for individual and small group support; provide intensive support as needed
- Use the NLPS Primary screener throughout the year as needed with individual students to determine growth and direction
- Use the Planning for Instruction template to review where needs are and determine how we can set up systems/structures so that all learners needs are being met
- Work on sight words, phonetic sounds, and reading fluency in class, through small group support, and one-on-one as needed for students
- Continue to use Benchmarks and school wide writes to also support current student performance and student growth
- Direct teaching of reading power skills – making connections, predictions, inferencing, questioning
- Collaborate to define 'What do literacy skills look like? Sound like?'
- Use the Phonemic Awareness strategies in the 'yellow' and 'blue' books as part of mini-lessons each day, these are a strong focus on oral language and manipulation of words
- Use common language for read to self – ie. good fit books, stamina, independence, etc.
- Continue with whole school 'read to self' to promote the school wide initiative
- Use conferencing time to work explicitly with individuals and small groups on specific skills
- Review/focus/reflect/discuss "Reading Power" strategies – have this be a focus at PLC