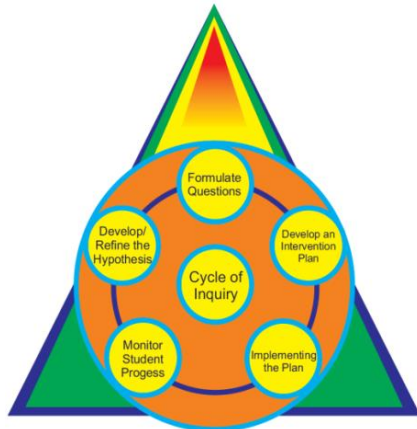


School Planning Document 2020-2021

Year of Plan		X		
	1	2	3	other

School Name: Forest Park Elementary
Principal: Larry Dean
Date: October 2020



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 362 students. While our school has continued to grow every year over the last five years, we have noticed a decline due to Covid-19.

Our families come from a range of socioeconomic backgrounds and we have seen an increase of families who are dealing with poverty and young children who are vulnerable based on Kindergarten EDI scores. Our community is ethnically diverse, and we celebrate and honour different cultures throughout the year.

Our ethos is to develop a strong sense of community and belonging with our students, families, and staff. As a team, everyone at Forest Park works to educate the whole child knowing that children need to develop academic skills, and also understand how they learn best, how they can regulate emotionally to support their learning, and how they can identify and meet their unique needs.

What's our goal?

1. Increase the number of students reading at or beyond grade level by fostering a passion for reading.

2. To improve reading skills and comprehension amongst our Kindergarten to Grade 7 students.

What's our inquiry question?

Will a direct focus on improving reading as well as filling classroom libraries with good fit books increase the students love of reading and in turn, their reading levels?

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

- Our work over the year will focus on developing an infrastructure/design for differentiation by:
 - Providing students with more opportunities to access and read good fit books
 - Stocking classroom libraries (donations and school funds)
 - Improving ongoing monitoring of students (knowing our students) using district tools (NLPS screeners), regular check-ins, use of a conferring binder, etc.
 - Using what we know about students from our monitoring to explicitly teach skills
 - Meetings with teachers, administrator, literacy coordinator, and SSTs to review literacy strategies for primary classrooms
 - Team based approach to planning Tier 2 and 3 Student Support interventions.
 - Collecting Baseline Data early in the year
 - Building Capacity with reading instruction skills
 - School-Wide Rescreening Planned
 - Continue working with Indigenous stakeholders
 - Applied for a NOII grant to study the link between Indigenous Ways of Knowing and targeted literacy instruction.
 - Regular support meetings for monitoring (academics/socio-emotional)
 - Building the capacity of all adults in the building including EAs – emphasis at beginning of school year (establishing routines/expectations)
 - Increasing phonemic awareness skills for early readers using Heggerty (grades 1 & 2) and/or Word Works (kindergarten).
 - Primary teachers collaborating / meeting on Teams to explore explicit reading instruction and resources. Focus on building Tier 1 and Tier 2 classroom reading instruction.