

2019-20



SCHOOL PLAN

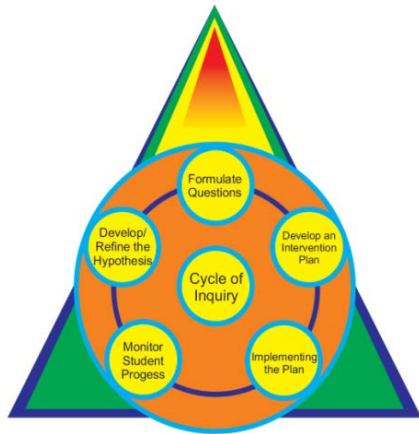
FOREST PARK ELEMENTARY



# School Planning Document 2019-2020

Year of Plan		X		
	1	2	3	other

School Name: Forest Park Elementary
Principal: Larry Dean
Date: October 2019



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 academic skills but also 'how to learn', how to regulate their learning and how meet their identify and meet their own 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 has focused on developing an infrastructure/design for differentiation by:
- Providing students with more opportunities to access and read good fit books
- Stocking classroom libraries
- Improving our ongoing monitoring of students (knowing our students) using: district tools (NLPS screeners), regular check-ins, use of a conferring binder, regular meetings with team
- Using what we know about students from our monitoring to explicitly teach skills
- Writing for specific purposes and audiences
- Focusing our PLC groups on literacy acquisition and Daily Five implementation
- Meetings with teacher, administrator, literacy coordinator, and SST to review literacy strategies for primary classrooms
- Collecting Baseline Data Even Earlier
- Building Capacity Amongst all staff to increase reading instruction skills
- School-Wide Rescreening Planned
- Check-In Points to See If We Are Making Progress on Our School and PLC Goals
- Continue working with Indigenous stakeholders
- Regular support meetings for monitoring (academics/socio-emotional)
- Building the Capacity of all Adults in the Building Including EA's – emphasis at beginning of school year (establishing routines/expectations)
- Continued use of PLC "Inquiry Cycles" focused directly on Literacy
- Focus on belonging and relationships – strength-based lens