

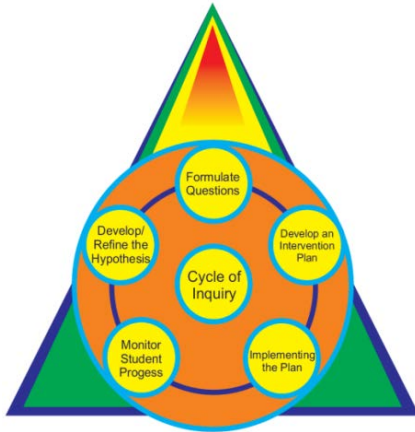
School Planning Document 2020-2021

Year of Plan	1	2	3	4
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School Name: Uplands Park

Principal: Ed Young Vice-Principal: Trisha Armour

Date: September 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

- 307 students in 16 K-7 classrooms. There is a full time Principal, a .2 Vice Principal, a part-time counsellor (Mondays, Thursdays and every second Wednesday) and a part-time CYFSW (Mondays, Tuesdays, Wednesdays and Fridays).
- Library exchange (not as prep provision) with a collaborative teacher-librarian who also provides fine arts as prep provision. Our Vice Principal also provides French or ADST as prep provision
- Supports through a full-time school support teacher and a .67 school support teacher who is also responsible for ELL, 9 educational assistants, a part time speech & language pathologist (Tuesday and Wednesday), a part-time Aboriginal education assistant (Mondays and Thursdays).
- Weekly School Based Team meetings to discuss Tier 2 and 3 supports with regular attendance from the School Psychologist and when needed, someone from the Inclusion Support team
- Full time Secretary 2 and part time Secretary 1 (Thursdays)
- Passionate and experienced staff. Supportive of student teachers.
- Strong values and high expectations in academics, arts, athletics, and behaviours. Two staff members are 'productions specialists' and organize and present a Concert and a Talent Show each year
- Many in class self-regulation techniques and furniture.
- Consistent community involvement and a community feel to the school. Many classes focus on incorporating technology
- Supportive, involved, and respectful parents. Educational partnership with them.
- Very supportive and active PAC.
- Daily breakfast program which included making 5-7 bagged lunches for students each day, which is organized by our North Zone Coordinator and run by LIFE church volunteers. (Currently on pause due to COVID-19)

What are our goals?

We are noticing, through data and observation, that our overarching goal must be related to supporting student self-regulation and mental health. Alongside this, our data also indicated for some classes, that aside from exploring sound teaching practices, PLC time will be best utilized addressing reading, writing or math literacy and with our varied learners, fine-tuning our differentiated practices when teaching.

1. Social Responsibility: ***To improve student social responsibility by improving student confidence, connectedness and belonging.*** We aim to set up experiences where they contribute positively to the school, community and environment, resolve issues in a peaceful, restorative manner, and appreciate and empathize with differences. What positive impact will we see by implementing school-wide common language and practices? This is what we are trying:
 - a. Direct teaching of the lessons from the 6 Cedars Books, establishment of all students in Animal Families, co-creation with student voice of a behaviour matrix related to the Animals. Establishment of Cedar Tickets for positive behaviour acknowledgment.
 - b. Explicitly teaching to the code of conduct and reviewing expected behaviours on a regular basis
 - c. Monthly Spirit Days and assemblies with student voice. Before each Spirit assembly, students meet in multi-aged Spirit Groups and work on the assembly theme (ex: compassion in October).
 - d. Kindergarten helpers. Students have signed up for help with the kindergarteners to play and lead. They wear bright yellow 'UPS' shirts and help kindergarteners have fun, be kind and resolve conflict.
 - e. Friday class draws and prizes for Cedar tickets, monthly draws at assemblies for Appreciation pizza lunch with the Principal.
 - f. Counsellor works with primary teachers on using 'Zones of Regulation' language.
2. Literacy and Numeracy: To foster joyful, engaged, curious and thoughtful learners and move them forward from where they are now. Here is what some of our teachers are doing: A) Using Adrienne Gear's book 'Powerful Understandings' to transform teaching practice around reading and formative assessment practices (Gr 1 /2, 2 and 4/5). B) Developing dramatic play centers to facilitate communication on the CORE competencies of Thinking and Personal/Social Responsibility (K and Gr 1, SST + SLP). C) Incorporating Daily 5 as a Tier 1 strategy to improve literacy skills (Gr 5/6, 7 SST and French Prep Provider). D) Improving literacy skills by implementing storytelling, story baskets and story cards through an Indigenous lens in an integrated, thematic way (Gr 1 and Gr 2/3). There is another pair of teachers working with storytelling to improve student responses when reading/analyzing fiction (Gr 4/5 and 5/6). e. Improving numeracy skills by incorporating more experiential learning methods to help make math make sense in context, be more approachable and decrease fear (Gr 3, Gr 3 /4, Gr 6/7).

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

Using PLC time:

1. Meet – figure out how to change ‘what we notice’ into actual data that can be collected before and after the intervention. Some data already used are: PARS assessment, FSA writing results for the Grade 7s, teacher formative evaluations.
2. Research strategies for teaching how to ask questions, how to infer, how to write a paragraph
3. Co-create lesson sequences which includes formative assessment, then summative yet incorporates reteach/retest and enrichment for those that are ready. In these lesson sequences, create common assessments and lessons per grade.
4. Try the lesson sequence – evaluate.