

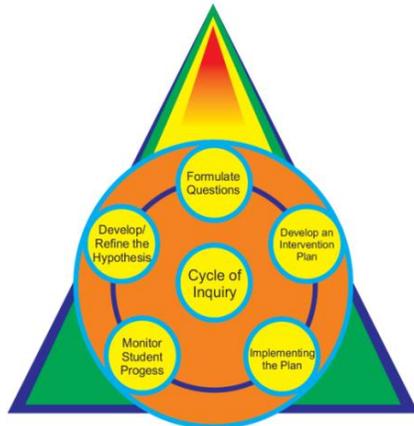
School Planning Document 2017-2018

Year of Plan	2	0	1	4
	2	0	1	5

School Name: Uplands Park

Principal: Tonia Collins

Date: November 20, 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

- 343 students in 15 K-7 classrooms. There is a full time Principal, a part-time counsellor (Tuesdays and Fridays) and a part-time CYCW (Monday, Tuesday and Wednesday mornings)
- Library exchange (not as prep provision) with a very collaborative teacher-librarian, music classes (prep provision) for 10 divisions, and French classes (prep provision) for 5 divisions
- Supports through learning assistance (one 1.0 FTE and one .3 FTE), 6 educational assistants, ELL, speech & language pathologist, an I & A teacher and an Aboriginal education assistant.
- Passionate and experienced staff. Supportive of student teachers.
- Strong values and high expectations in academics, arts, athletics, and behaviours.
- Some 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.

What's our goal?

To improve primary student literacy by exploring how targeted play-based literacy centres impact student learning – using PLC time to create, check in, adjust and scan for results. Some teachers are also exploring primary student social and emotional literacy by co-teaching Zones of Regulation and

assessing impact via student self-reported and teacher-reported navigation of unstructured time paying close attention to targeted students.

To improve problem-solving abilities in math for intermediate students by exploring how cross-grade direct teaching of the CUBES strategy will impact student success (as inquiry during PLCs). Teachers will explore creating 'word problem' days, pre and post tests, display and teach to math language that often shows up in word problems, and possibly create word problem 'Math Olympics' to celebrate student growth. Intermediate teachers (and some primary) are also exploring the differentiated program 'Prodigy' (like Mathletics) to build up math skills, and use iPads to create (and later post on ePortfolios) math projects.

What's our inquiry question?

If we get together in our PLC groups, pool resources, explore research practices that have past success while collecting 'before' and 'after' data to see if the intervention 'worked', will our primary literacy (and for some social/emotional literacy) and our intermediate mathematical problem solving abilities ***improve for our students in a noticeable (data relevant) way?***

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

Using District PLC time:

- 1. Scan/grade/talk about: NLPS assessment (ie: K-3 assessment for primary, NLPS reading assessment and DMA for intermediates, pre/post intervention tests related to CUBES strategy, surveys for social emotional impact of Zones, survey for sexual health)**
- 2. Identify Vertically (ie: Gr 4 to 7) what math curricula should be the focus (and generate our work problem work from this focus)**
- 3. For the intermediates – co-create pre-tests and post-tests to see if the CUBES intervention made an impact, shop for visual posters/guides detailing math language**
- 4. For primary teachers working with zones – keep track of targeted students using a tally system (create during PLC time), scan possible impact after zones are taught, create a summary**
- 5. For the sexual health educators – create surveys for staff, scan for areas of concern, build sexual health kits and propose co-teaching 'adventures'.**
- 6. Create 6-8 week support cycles – Tier two or three – to intervene on the behalf of primary students far below expectations then, in the Spring, explore how to support intermediate students with prediction/infering/connection making as they read.**