

School Planning Document 2015-2016

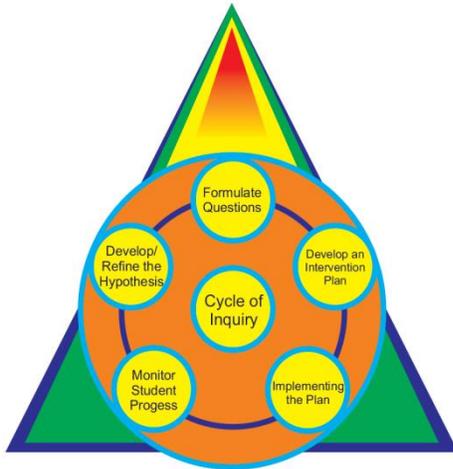
Year of Plan: X X X
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School Name: École Quarterway

Principal: Mike Lundine

Vice-Principal: Shannon Apland

Date: October 29th 2015



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. It combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving as critical factors for improving student learning.

School Community Context

In September 2013, École Quarterway became a single-track French immersion program with a school wide goal to redefine our school community through Communication. Already, there has been a shift in striving to model French language use at all times to create a strong French language culture and community. Over the past year, staff members have stressed the importance of taking time to clarify our new vision while continuing to value communication and collaboration. In this third year we aim to continue to use PLC time as well as assessments available to a shift next year (2016/2017) towards a measurable literacy goal. With the growing primary population, staff members are cognizant of the need to consider transitions for primary students to feel safe and comfortable in a French immersion school setting.

What's our goal?

To focus on communication and improve literacy as we continue to re-culture our school in a strong, inclusive and dynamic French immersion community where all learners are engaged, connected and making progress.

What's our inquiry question?

How can we work collaboratively in year three to build a strong learning community where all members are actively engaged in collectively improving communication and school wide literacy levels?

How do we want to get there? What steps should we take? How will we know that we have had an impact? (See Response to Intervention school rubric as well as available student data)

We will strive for meaningful oral, written and multi-media communication in French wherever possible within a safe, collaborative learning environment by:

- Providing in-service for new assessment tools.
- Assessing all students' literacy using common NLPS assessment tools.
- Using PLC time to collect and share results and data to better inform practice.
- Valuing collaborative professional learning;
- Using media and technology to support French language experiences;
- Using teaching strategies that build student success with communication skills in French, especially in writing;
- Creating real-world opportunities to communicate in French;
- Reviewing, revising and refining literacy strategies, tools and vocabulary to better support assessment of, for and as learning in French immersion;
- Adapting commonly used English school phrases around respect for self, others and environment to French;
- Recognizing that our kindergarten students, parents, other students new to the school and guests may require special considerations to feel welcome and to feel they belong.

École Quarterway is fortunate to have historical data on reading and writing performance and we will continue to examine the data collected this year and last to identify areas for interventions.