

School Planning Document 2017-2018

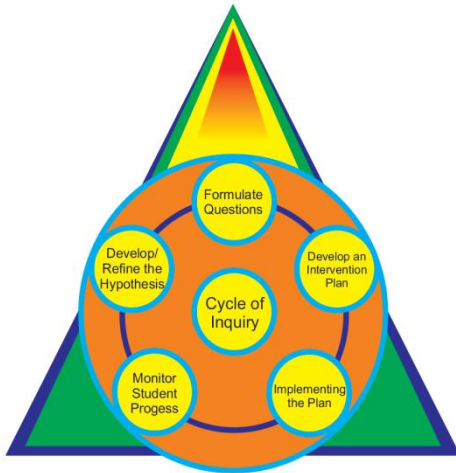
Year of Plan: X
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School Name: École Quarterway

Principal: Mike Lundine

Vice-Principal: Sean Walsh

Date: December 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. 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

There has been a shift recently here 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 first year of our new goal, we aim to continue to use PLC time as well as assessments available to shift towards a measurable literacy goal.

What's our goal?

To effectively use the collaborative inquiry process to improve student progress in literacy across the curriculum.

What's our inquiry question?

How can we work collaboratively in our first year to build a strong learning community where all members are actively engaged in collectively improving French Reading 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.