

# School Planning Document 2017-2018

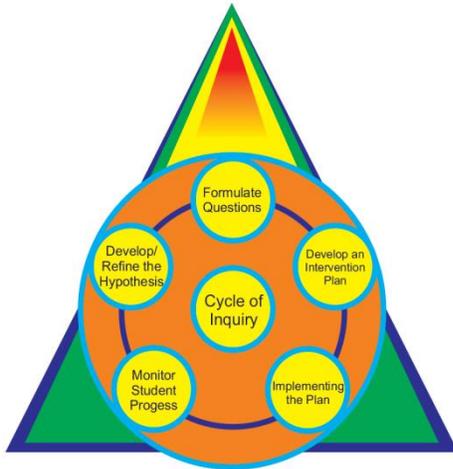
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School Name: École Quarterway

Principal: Mike Lundine

Vice-Principal: Karina Younk

Date: February 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. 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

At Quarterway, we strive to create a strong French language and cultural experience for all learners. This year, when we looked at our students' needs and also our professional learning goals, we noticed that across the grades we were focused on expanding learners' personal and social identity, as well as their ability to think and communicate in French. As the core competencies of the new curriculum align with our vision that all learners actively engage in and contribute to our learning community, we have used the core competencies as our focus in our efforts to expand all learners' competencies in our French Immersion learning community.

## What's our goal?

To effectively use the collaborative inquiry process to expand all learners' core competencies in French immersion.

### What's our inquiry question?

How can we work collaboratively to build a strong, collaborative French Immersion learning community where all learners are actively engaged in expanding their core competencies?

**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:

- Valuing collaborative professional learning in French;
- Using media and technology to expand learners' French language experiences;
- Using strategies that build learners' personal and social competencies along with their communication competencies in French;
- Creating real-world opportunities to communicate in French through speaking, listening, reading, and writing;
- Reviewing, revising, and refining thinking and communication strategies, tools and processes to meaningfully assess learning in French immersion;
- Using our climate matrix in French to build on personal and social responsibility;
- Revising and/or designing assessment tools that focus on core competencies.
- Reviewing NLPS assessment tools from a core competencies perspective in French.
- Using PLC time to collect and share results and data to inform our practice.
- 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 we are collecting to identify areas for interventions.