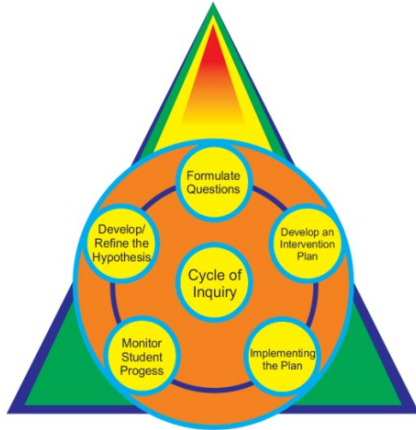


School Planning Document 2019-2020

Year of Plan				*
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School Name: Chase River Elementary School
Principal: David Cooper
Date: October , 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. 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

Chase River Elementary has a semi-rural setting at the south end of Nanaimo. Students come from a range of socio-economic back grounds and are drawn from the Chase River and Extension neighbourhoods. This year the population of the school has continued to grow as the area experiences significant development. Our current population is 242 students, spread over 12 divisions. We continue to see a moderate change in staffing, the majority of teachers being at Chase River for over 10 years.

There are supports through 2 Student Support Teachers, 5 Educational Assistants, Counsellor, Speech & Language Pathologist, a CYFSW, and Aboriginal Education EA.

Chase River is entering its second year as a NLPS Focus Schools. Being a focus school has meant additional support being placed on K-3 reading. Research tells us that it is important for schools to do all they can to ensure all students who are able, are reading at grade level by the end of grade 3. For this reason, on staff we have a Literacy Coordinator who works diligently 2-3 days per week with both staff and students on reading strategies.

Chase River school has been participating in Professional Learning Communities for five years. This aligns with an ongoing district initiative to support all learners through RTI and the transformation of curriculum, assessment and reporting by the Ministry of Education to support learning in the 21st Century. Through the use of PLCs we can continue to explore ways to improve literacy strategies and the use of formative assessment

What's our goal?

To improve student reading fluency and comprehension, and student written output at all levels.

What's our inquiry question?

How will the use of NLPS Screener data, focused interventions, use of informed practice through PLC impact student achievement in the areas of reading, fluency, comprehension and written output?

How do we want to get there? What steps should we take?

- Explore common beliefs amongst staff around literacy
- Implement the NLPS Primary screener with all Kindergarten to Grade 3 students and the NLPS Reading screener with all Grade 4 – 7 students – use the information as formative data to outline areas of need for individual and small group support; provide intensive support as needed
- Continue tier 1 strategies introduced; Jolly Phonics, Lexia, Reading A – Z, Daily 5
- Primary grades are using small group work and literacy stations to support work on sight words, letter sounds, phonemes, digraphs, short/long vowels, complex vowels, etc.
- Teach students how to find good fit books for read to self
- Continue to meet as PLC's and reflect on practice/assessment
- Continue to align school based PD with PLC work and literacy initiatives
- Utilize Literacy Coordinator to support classroom teachers, design a program for targeted interventions, and support student learning
- Leveled Literacy Intervention will be used as an intensive tier 3 short term support
- Continue to use Benchmarks and school wide writes to also support current student performance and student growth
- Intermediate classes will explore Writing Power as a guide to improving student writing skills
- A school wide focus on reading conferencing will be explored.
- A Come Read With Me session will be held for grade 1 parents to demonstrate how to read with their child.
- Continue to build capacity with and through technology, ie; laptops in classrooms, computer lab and classroom Ipads

How will we know...

- Teacher observations and assessments (informal & formal) – reviewed by teacher and SST to determine further supports
- Daily conferencing
- NLPS Screener, Benchmarks, school wide writes, circle charts