

School Planning Document 2019-2020

Year of Plan			X	
	1	2	3	other

School Name: Frank J Ney Elementary
Principal: Jacquie Poulin
Date: June 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

Frank J Ney Elementary is a Kindergarten to Grade 7 school with a current population of 420 students. Our school saw a growth of 45% students last year as we had a new addition (10 classrooms) added onto our existing building. We increased to 18 divisions with a staff of 45.

Our families come from a range of socioeconomic backgrounds and over the last few years we are seeing a gradual increase in families who are dealing with poverty. We also have a range of ethnic backgrounds which we are able to celebrate and honour throughout the year.

We work towards a strong sense of community and belonging with our students, families, and staff. As a team of staff, we work hard to educate the whole child knowing that children need to not only learn basic academics but also 'how to learn' and how to regulate their learning and meet their own needs.

What's our goal?

Meeting students' diverse needs in literacy to improve decoding skills and reading comprehension amongst our Kindergarten to Grade 4 students and to improve reading power skills amongst our Grade 5 – 7 students.

What's our inquiry question?

How will focusing on direct teaching of phonics, phonemic awareness, decoding, and reading power skills, improve reading ability and comprehension of our diverse learners across all grades ?

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

- Continue to administer the NLPS Primary screener to all Kindergarten to Grade 3 students and the NLPS Reading screener with all Grade 4 – 7 students – become more familiar using the information as formative data to outline areas of need for individual and small group support; provide intensive support as needed.
- Use the NLPS Primary screener throughout the year as needed with individual students to determine growth and direction
- Use PLC time to review NLPS data to inform practice, provide areas of focus, and build capacity within the staff and to share ideas in the classrooms
- Continue to organize primary and intermediate reading resources and share resources at staff meetings
- Use library time to focus on “Reading Power” strategies. Teacher-librarian to work collaboratively with classroom teachers.
- Work on sight words, phonetic sounds, and reading fluency in class, through small group support, and one-on-one as needed for students
- Use various technology resources such as Reading Eggs and Lexia to support reading development
- Continue to use Benchmarks and other in-class assessments to also support current student performance and student growth
- Direct teaching of reading power skills – making connections, predictions, inferencing, questioning
- Collaborate to define ‘What do literacy skills look like? Sound like?’
- Use the Phonemic Awareness strategies as found in M. Hagarty’s ‘yellow’ and ‘blue’ books as part of mini-lessons each day, these are a strong focus on oral language and manipulation of words
- Use common language for read to self – ie. good fit books, stamina, independence, etc.
- Use conferencing time to work explicitly with individuals and small groups on specific skills
- Ensure all intermediate teachers have a copy of “Reading Power”- by Adrienne Gear
- Review/focus/reflect/discuss “Reading Power” strategies – have this be a focus at PLC
- With the use of the Canadian Reader use the Reading Power strategies at the beginning of each package to help guide strategies of focus for the month