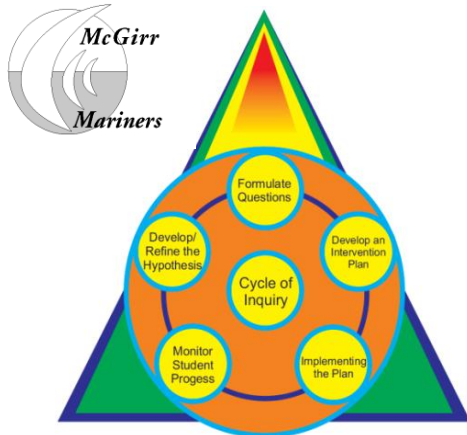


School Planning Document 2020-2021

Year of Plan	•			Begin in 2020
	1	2	3	

School Name:	McGirr Elementary School
Principal:	Robbie Dhillon
Date:	September 22, 2020



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

McGirr Elementary School is a K-7 school with 19 divisions and approximately 418 students located in the north end of the Nanaimo Ladysmith Public Schools. The families here are generally upper-middle class and the students come to school prepared to learn and perform relatively well on classroom, district and provincial standardized assessments. Demographics have changed significantly in recent years. There are growing numbers of English Language Learners and international students registering at McGirr annually which provides both instructional and learning challenges, and also opportunities for teachers and support staff to employ differentiated instruction and personalized and flexible learning programs and models for all students. Staff believe that McGirr's goals align with the redesigned K-9 BC curriculum by focusing on flexibility, project-based and inquiry learning.

What's our goal(s)?

1. McGirr students will demonstrate growth in the 4 tenets of computational fluency (flexibility, appropriate, strategy use, efficiency and accuracy). (numeracy)
2. McGirr students will better understand, identify and acknowledge emotions and feelings, and develop personal strategies to become more resilient.

What is (are) our inquiry question(s) ?

1. How do we assess/evaluate/report on students' computational fluency in each grade level? Do students feel they can cope/are learning strategies? How do we engage parents?
2. How do we normalize challenges? How will we teach students personal strategies to be more resilient? How can we best develop our SEL knowledge?

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

Steps: 1) At a PLC review with all staff the protocols for the level and variety of specific HOT questions from the prepared packages. 2) Share the main ideas from Jo Boeler's math research and the *Feifer Assessment of Math with staff. 3) Teachers plan lessons and strategies to include components of this research. Collect student achievement data in writing, reading comprehension and math (i.e., Nov., April, June). Monitor and report out on results during the year.

Teachers will work in grade groups to support each other in the tracking and monitoring of the frequency and level of HOT questions during their math and language arts instruction. Central question: Will teacher collaboration and shared reflection on the frequency and quality of questions over time improve student learning and achievement in math and writing?

Data to include Grade 4-7 Island Numeracy Assessment (formative), Grade 4-7 DMA (diagnostic), Grade 3 DMA, Report Card results, Grade 4 & 7 FSA results year-to-year, and teacher anecdotal evidence. Student self-assessments on their attitudes and abilities in math in general, and computation fluency specifically.

In terms of SEL it is important we teach students around resiliency. This can be done in class, on the playground and through assemblies. We need to be consistent in our approaches (WITS). Office referrals play a part in knowing how things are going in this area, as does anecdotal information from staff,

Data to include grade 4 & 7 Student Learning Surveys (including our school questions); Think Sheets and Office Referrals, Grade 7 Self-Assessments on tests and quizzes. Attendance and late data for highly vulnerable learners over time