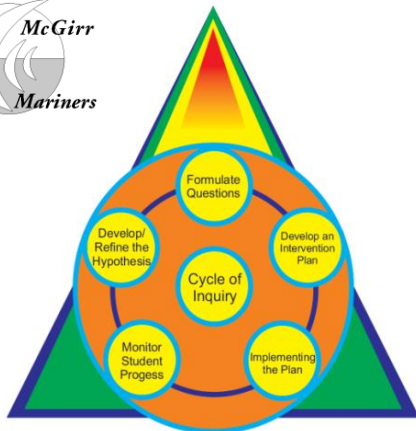


School Planning Document 2017-2018

Year of Plan	•	•		Begin in 2016
	1	2	3	2016-2019

School Name:	McGirr Elementary School
Principal:	Gregg Halfyard
Date:	November 30, 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. 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

As of October 2017 McGirr Elementary School is a K-7 school with 17 divisions and approximately 402 students located in the north end of the Nanaimo Ladysmith Public Schools (School District- 68). 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 the past six 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, personalized learning, and project-based and inquiry learning.

What’s our goal?

To Improve Student Learning and Achievement in Literacy and Numeracy by increasing the frequency of *Higher Order Thinking Skills* (HOTS) questions asked by students and teachers by 33% annually.

Curriculum Competencies (DO): Math: Students will be able to demonstrate an understanding of and communicate/explain the process of their thinking around basic math computation either orally or in written form. Content (KNOW): 85% of all students will demonstrate proficiency of basic math computational skills at their grade level as measured by classroom assessments and the DMA each

June. Grade 4 and 7 students will show their numeracy knowledge and understandings each December through their results in the Foundations Skills Assessments.

Curricular Competencies (DO): Literacy: Through writing students will be able to write a complete thought, supporting it with clear evidence and using correct conventions. **Content (KNOW):** 80% of all students will meet or exceed grade level expectations by May each year as measured by comparing fall and spring School Wide Writes. Grade 4 and 7 students will demonstrate their knowledge and understanding of effective writing annually through their results in the FSA in Writing each December. Students will improve their writing conventions and reflective language used in their writing.

What's our inquiry question?

Will teacher collaboration, observation, reflection, and analysis on the frequency and quality of their Higher Order Thinking Skills (HOTS) questions over time improve student use of HOTS questioning, and result in improved learning and achievement in math and writing?

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

Teachers will work in pairs and/or grade groups to support each other in the tracking and monitoring of the frequency and level of HOTS questions during their math and language arts instruction. We will use a standard template- the Classroom Practice Record (CPR) - to track and record our use of questioning techniques during 20-minute intervals of instruction beginning in October 2016. 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?

Steps: 1) At the December 4 2017 PLC re- introduce and review with all staff the school goals. We will share the protocols for the level and variety of specific HOT questions that we are encouraging. 2) Distribute the CPR HOT questioning template sheets to teachers in December 2017. 3) Have teachers find a trusted colleague in December 2017 who will collaborate professionally with them by observing them, tracking, and reflecting with them on their effective questioning techniques in a nonjudgmental way. 4) Collect student achievement data as well as teacher HOT questioning data at intervals throughout the year (i.e., Dec., April, June). 5) Monitor and report out on results regularly during the years 2017-2019.