

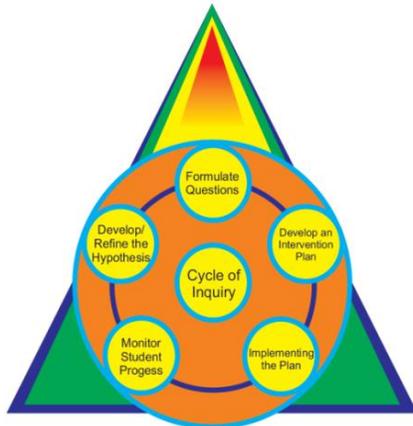
School Planning Document 2017-18

Year of Plan	X	X	X	X
	1	2	3	other

School Name: Rutherford Elementary School

Principal: Rob Hoban

Date: October 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

- 210 students in 10 divisions: K, K-1, 1-2, 1-2, 3,4-5,4-5, 5, 5-6, 6-7
- Significant International cohort (12 students) K to 7
- Significant ELL cohort (30 students) K to 7
- Significant Special Education cohort (19 designations)
- Library & music classes (prep coverage)
- Supports through learning assistance, educational assistants, plus part-time: ELL, speech & language pathologist, a CYFSW, Counsellor and Aboriginal Education EA.
- Strong Start Centre is active in our school.
- Skilled professional staff
- Body break room and in class self-regulation techniques and furniture.
- Strong community involvement in the school and very supportive PAC.
- Staff engaged in literacy initiatives, new curriculum and reporting practices
- School scheduled for closure at the end of this school year (transition for students will be part of the program this year and will be planned with the new catchment schools).

What's our goal?

To improve student literacy independence in the elementary grades

What's our inquiry question?

Will a focused and uniform application of the “Daily 5” Literacy Tasks, implemented within a professional inquiry framework, improve student results in literacy?

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

General Framework

SD #68 is focusing on K-3 literacy to ensure that all students are reading at grade level by the end of gr. 3. Research supports that achieving this benchmark is a strong indicator of a student’s future educational success.

Through the implementation of the Inquiry and Innovation Teacher role, we will frame our efforts at supporting student literacy independence under the umbrella of professional inquiry within PLC time.

Teachers have their own copy of the book, *The Daily 5*, by Boushey and Moser, purchased through the generosity of the Rutherford PAC. The Daily 5 is a student-driven literacy management structure that fully engages learners in reading and writing while raising their metacognitive awareness of their own learning. The Daily 5 literacy tasks are:

1. Read to self
2. Read to someone else
3. Listen to reading
4. Work on Writing
5. Word work

PLC time will be used to plan the school-wide use of the Daily 5.

- Teachers currently using the Daily 5 will coach those new to the method.
- Teachers would use PLC time to plan, coordinate, and carry out Daily 5 tasks, and debrief, modify, adjust and adapt as needed, and according to the given grade level.
- The first sub-goal will be to work with the first task, “Listen to Reading”.
- Vulnerable students will receive additional support from staff and adaptations to the work if needed.
- Aboriginal students will receive additional support from EA’s and Aboriginal Support EA.
- During the year, there will be a literacy focus give to Pro D, some staff meetings, and PLC
- Data sources for student achievement will include the K-3 Literacy Assessment, the RAD, Benchmarking, Words Their Way assessments.

Specific Steps for 2017-18

While maintaining all of the Daily 5 tasks in classrooms, our specific PLC focus for this year will be “Listening to Reading.” Staff will use Daily 5 as a basis for enacting this task at least weekly in class, and discuss at PLC. The purpose of the PLC time is to give deliberate focus and collaboration time to pre-plan, execute, and review teacher lessons, and to alter, accelerate, or slow down the program according to how well students are becoming engaged. PLC time will also be given to analyzing and responding to data trends: the K-3 Screener, the test version of the 4-7 Screener, Benchmarking, and classroom performance indicators. In particular, now that the K-3 screener has been finalized and enacted early in the school year, this data tool will be a key indicator for staff analysis and response.