



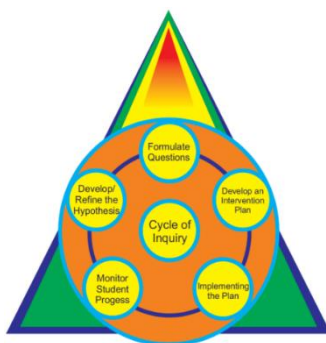
2020-21 School Plan

Georgia Avenue Elementary Community School

School Planning Document 2020-2021

| Year of Plan | 1 | 2 | 3 |
|--------------|---|---|---|
| Literacy | | X | |
| Numeracy | X | | |

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|--------------|---------------------------------|
| School Name: | Georgia Avenue Community School |
| Principal: | Lisa Frey |
| Date: | December 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

Georgia Avenue is a community school that is located in the Harewood neighbourhood. The school has 348 students from Kindergarten to Grade 7, with 17 divisions (one division being our District Skills program). We take pride in our diverse community. We celebrate our diversity and any actions that help contribute to an inclusive culture. Students often have opportunities to show leadership in mentoring, encouraging and/or role-modelling for others. Showing gratitude for one another is a daily practice at Georgia Ave. Our strong personal relationships with our students allow us to recognize accomplishments that help contribute to students developing self confidence and becoming independent learners.

What's our goal(s)?

1. To improve students' performance in reading.
2. To improve students' number sense. We would like students to use multiple approaches to be able to compute, decompose and manipulate numbers.

What are our inquiry questions?

1. Will strengthening our Tier 1 and Tier 2 literacy practices improve student reading performance?
2. How can we improve students' understanding of number sense through teaching number sense in context, taking time to develop it daily, encouraging more mathematical communication to explain mathematical understanding?

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

Literacy:

- PLC mini-sprint cycles: reading focus
- Build diverse literacy program – examine and refine classroom structures
- Create phonics-based bins (differentiated practise utilizing PARS data)
- RTI inclusion based model – work through tiered approach – utilize Wilson, PRESS and Haggerty programs for tier 2 and 3 targeted instruction – lead by Psychologist and student support teachers
- Survey students: self reflection/attitude towards reading
- Push in co-teaching by literacy coordinator
- Continue utilizing conference binders
- Library initiative – ie. Winter Challenge, Library Weebly..
- We will do pre and post assessments of our students receiving Tier 2 and 3 literacy intervention to monitor progress.
- We will continue to use the NLPS screener, ELL assessments and E-Assess to collect and organize data and to set and monitor individual reading targets.

Numeracy:

- Encourage the use of the Island Numeracy Assessment to help teachers guide their mathematical instruction towards students' needs
- The use of a variety of hands-on mathematical daily experiences
- The use of student math kits, school math manipulatives, and our math literature section in the library
- Using ideas from Jo Boler, Carole Fullerton, Box-Cars and One-Eyed Jacks, Trevor Calkins, and Kim Sutton
- Ensuring easy access to the school math manipulatives and a school-wide system to share these manipulatives
- Monthly emails shared with teachers with math resources and ideas
- Providing open-ended math activities to our primary and intermediate students
- Weekly primary and intermediate school-wide math problem solving questions
- Increasing mathematical vocabulary
- Teaching meaningful questioning skills and encouraging our students to explain their mathematical thinking
- Some staff are part of a professional learning group focusing on mathematics
- Our school NOIIE inquiry project focuses on students' mathematical understanding
- Teachers working collaboratively and sharing math activities at share out meetings and PLCs

We will be able to know our actions have had an impact by:

- Students explaining their way of solving a question and sharing their mathematical understanding
- Students being able to explain what they are learning in math, being able to explain with detail what they are learning, as well as being able to explain how they are doing with a concept
- Using the Island Numeracy Assessment
- Students being able to solve more open-ended mathematical questions