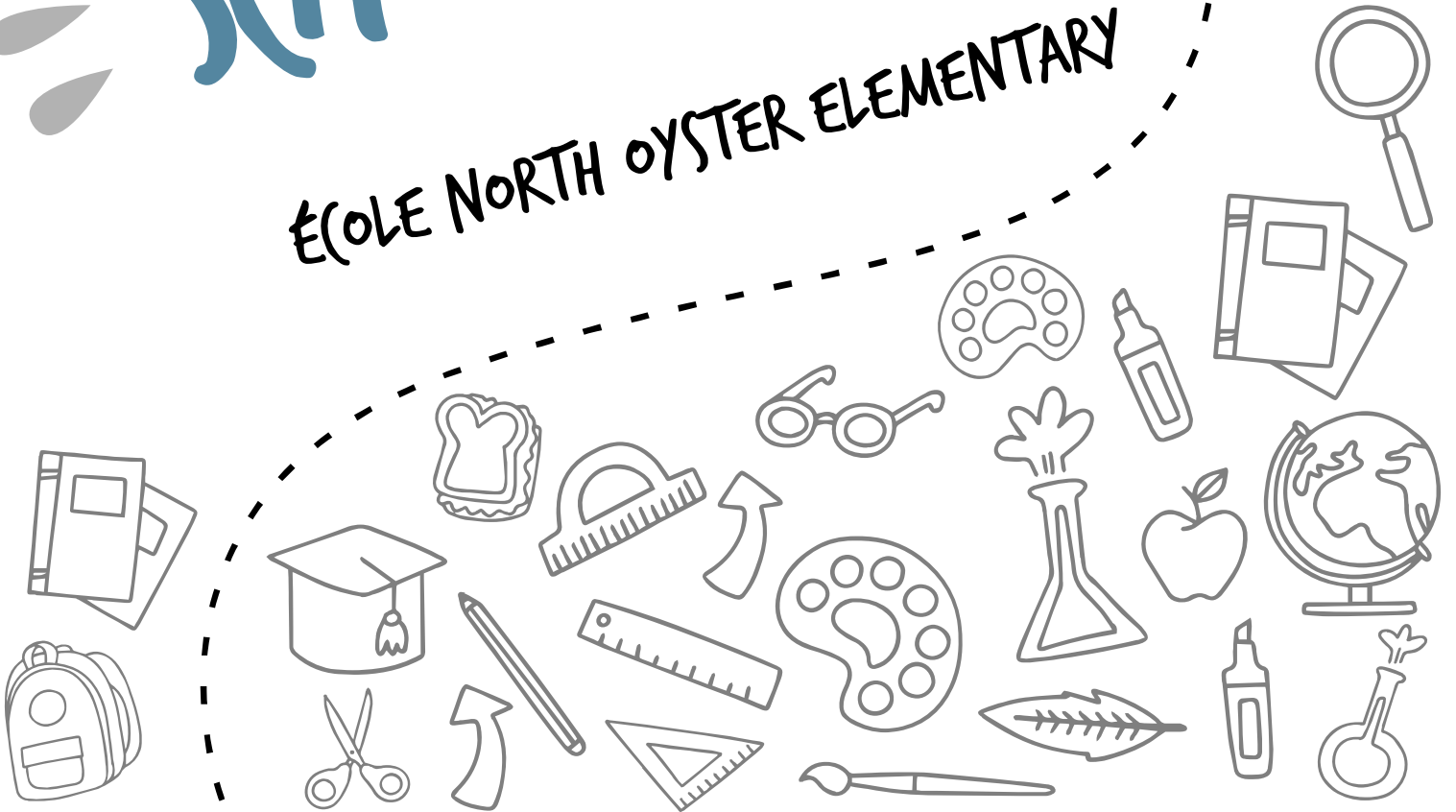


2019-20



SCHOOL PLAN

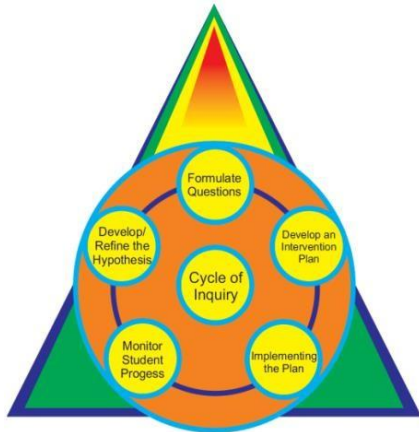
ÉCOLE NORTH OYSTER ELEMENTARY



# School Planning Document 2019-2020

|              |   |   |   |       |
|--------------|---|---|---|-------|
| Year of Plan |   | X |   |       |
|              | 1 | 2 | 3 | other |

|                                 |
|---------------------------------|
| School Name: Ecole North Oyster |
| Principal: John Cunnian         |
| Date: October 21, 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

As the district's only dual-track school (French Immersion and English programs), École North Oyster Elementary enjoys a pristine rural setting, situated on the traditional and unceded territory of the Stz'uminus people, near the town of Ladysmith and serving the surrounding communities. North Oyster School dates back to 1891 and today has 370 students in 16 divisions. École North Oyster Elementary is an amazing place to learn and grow! École North Oyster is a Focus School, meaning that there is a specific goal of improving our literacy rates and we have additional staff and resources to help us meet that goal. Additionally, we are working with John Howard Society to build capacity and implement Restorative Practices in our school.

### What are our goals?

1. We will see a year-over-year improvement in our students' literacy skills as measured by the NLPS/ALPIN.
2. We will use restorative practices to create a safe, caring, orderly and inclusive school community.

What are our inquiry questions?

1. How can we make a significant positive impact on our students' literacy rates through early interventions and collective efforts as a staff?
2. In what ways will the school-wide implementation of Restorative Practices improve students' feelings of safety, community and understanding of school expectations?

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

How do we want to get there?

Goal #1

- Dedicating PLC time to planning, analyzing
- Staff-wide commitment to screening all students using the NLPS/ALPIN assessment tools within the month of September.
- Using our assessment results to formulate instructional plans and apply intensive interventions where needed.
- Forming PLC sub-groups to address inquiries that arise from our reading assessment data.
- Re-screening early in the spring in order to identify where our efforts have been successful and where further interventions are necessary.
- Using the remainder of the year to focus on teaching any lagging skills and developing plans to support the continued growth of student literacy skills in the next year.

Goal #2

- Using Professional Development and staff meeting time to deepen our understanding of restorative practices.
- Receiving ongoing support and training from the John Howard Society.
- Monthly thematic Cedar Assemblies and Cedar Family activities.
- Tracking office referral information to determine where school-wide instruction may be needed and to look at how to better support students interacting in a way that is safe, kind and respectful.
- Using Student Learning Survey data to measure the effectiveness of this approach.