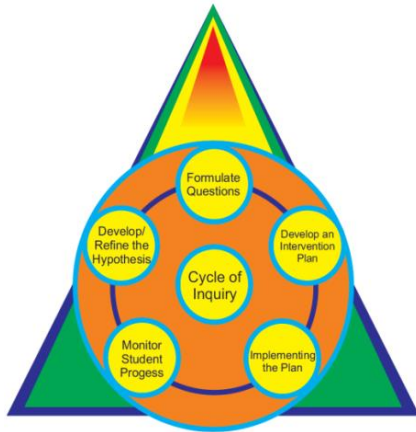


School Planning Document 2017-2018

Year of Plan		X		
	1	2	3	other

School Name: Ecole North Oyster
Principal: Jacqueline Dunn
Date: 2017-2018



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 school research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

School Community Context

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 territory of the Stz'uminus people, near the town of Ladysmith. North Oyster School dates back to 1891 and today enrolls 330 students in 16 divisions. École North Oyster Elementary is an innovative, supportive and well-resourced school - an amazing place to learn and grow.

What's our goal?

Our goal is to increase student engagement and sense of community. This year, we would also like to continue our work with Collaborative and Proactive Solutions and implement Restorative Practices school-wide.

Literacy goal: We hope to see an improvement in our students' literacy skills as measured by the Common Formative Assessment Tools. School-wide, we will focus on the big idea that language and text can be a source of creativity and joy (from the new curriculum).

What's our inquiry question?

1. How can we use the pristine, natural environment surrounding our school to provide engaging and enriching learning experiences for our students, while continuing to build and strengthen our school community and deepen our ties with the surrounding populations?

2. How do we effectively implement CPS and Restorative Practices to create a positive, collaborative and supportive culture within our school community?

3. How do we promote language and text as a source of creativity and joy within our school community?

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?

We will regularly ask the following questions, to assess how students are experiencing the school community and to support us in embedding the inquiry model in our practices.

- 1. Can you name two people in this school who believe that you will be a success in life?**
- 2. How are you doing with your learning?**
- 3. Where are you going next with your learning?**
- 4. What steps should we take?**

Some of the steps we will take include continuing to intentionally provide both English and French students, older and younger students, with opportunities to work together and build relationships.

We will use the students' natural passion for their outdoor environment as a springboard to connect the curriculum to their interests and to our natural surroundings.

We're going to use CPS/ Restorative Practices as much as possible and continue to grow our understanding of and comfort with this process. We will continue to use our school leadership team to support staff in this endeavour.

We will expand our use of Restorative Practices and bring in a trainer from the International Institute or Restorative Practices to train us in Intro to Restorative Practices and Using Circles Effectively.

We will provide exciting opportunities in literacy such as DEAR, school-wide projects, etc.

How will we know that we have had an impact?

We will know we've had an impact when we see an improvement in these domains, via the data we gather both anecdotally and through our literacy assessments. We will also solicit feedback during supervision and other times to help us create a narrative about the impact of our practices. Data such as office referrals, counselor time, etc. will inform these narratives.