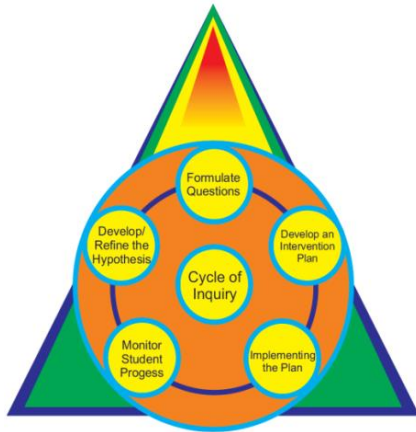


School Planning Document 2018-2019

Year of Plan	X			
	1	2	3	other

School Name: Ecole North Oyster
Principal: Jacqueline Dunn
Date: October 24, 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 schools 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 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 enrolls 340 students in 17 divisions. École North Oyster Elementary is an innovative, supportive and well-resourced school - an amazing place to learn and grow. Ecole North Oyster has this year been designated as a Focus School, bringing many additional resources and support. Additionally, we are piloting a project with the Nanaimo John Howard Society whereby we are transitioning to a Therapeutic Community model within our school.

What are our goals?

1. Our goal is to increase student engagement and sense of community. We plan to use a Therapeutic Community ("TC") model within our school by continuing the use of restorative practices and implementing other TC elements with the support of the Nanaimo John Howard Society.
2. Our goal is to see an improvement in our students' literacy skills as measured by the NLPS/ALPIN. Our goal is to have 90% of our students reading at grade level by the end of grade 4.

What are our inquiry questions?

1. How will implementing a TC model within Ecole North Oyster affect our school community?
 - a) How will TC affect students' self-regulation within our classroom environments?
 - b) How will TC affect the staff's self-perception as educators?
2. How will our school-wide focus on literacy affect students' literacy skills as assessed by the NLPS/ALPIN?

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

- Our whole staff will receive TC training from the John Howard Society on Oct. 5
- Staff will work alongside the NJHS to implement and refine the TC model and practices
- Staff will continue to support one another in the use of restorative practices and will look for further ways to do so (e.g. staff circles, fishbowl, etc.)
- A sub-committee of staff will meet every Wednesday morning at 8 am to further the TC/restorative work in our school

Goal #2

- We will implement common literacy time to support literacy blitzes
- We will use the Joyful Literacy method to engage students through fun literacy-based activities
- We will create a whole-school overview of each child's literacy level to have a global picture of our students' achievement in literacy
- We will use PLG funds and PLP time to improve our literacy resources
- We will have students engage in daily reading of "Just Right" books
- We will encourage families to engage in daily reading with their children
- We will use PLC and other collaboration time to have data-driven conversations about all of the above to achieve our goals