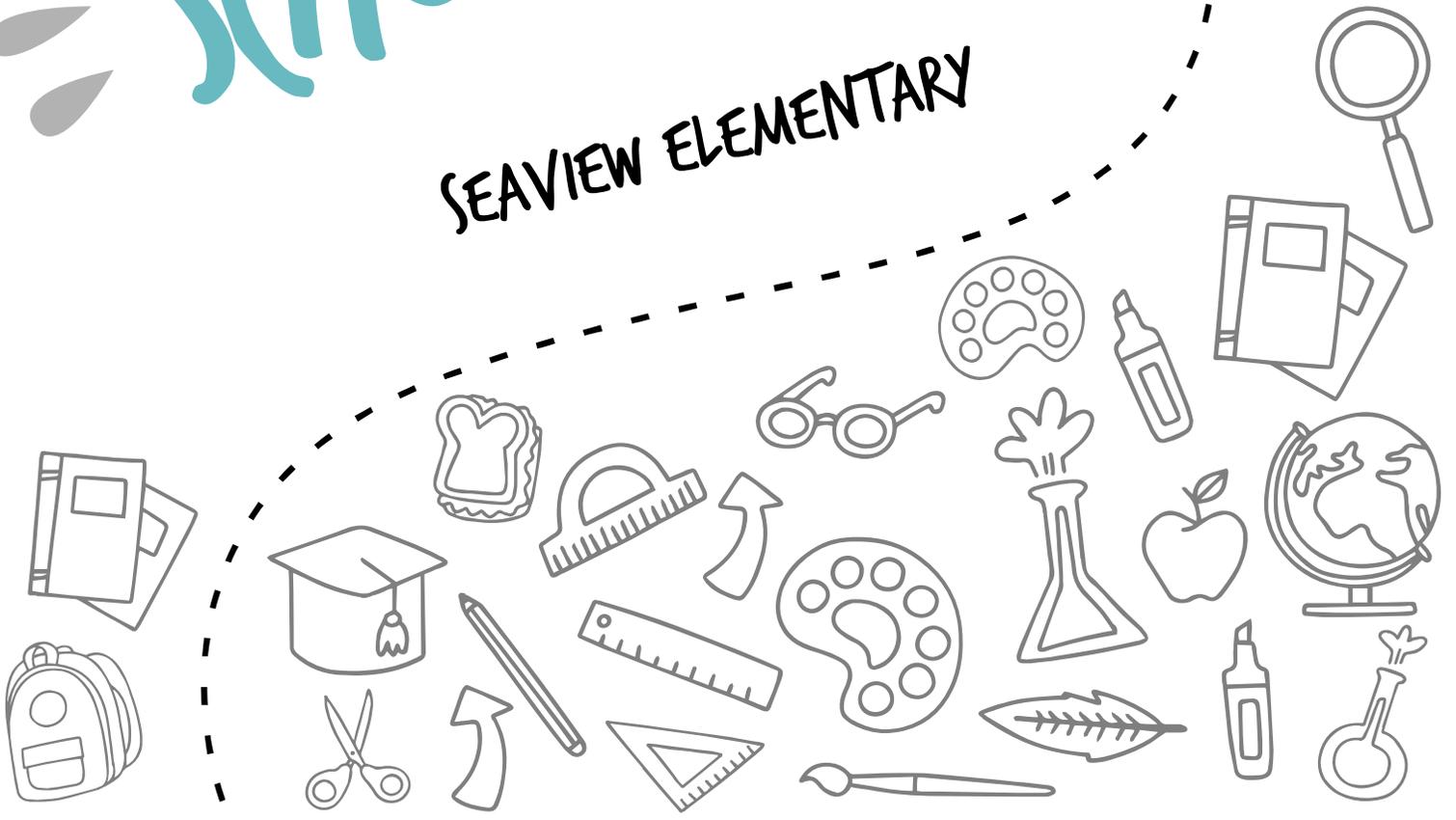


2019-20



SCHOOL PLAN

SEAVIEW ELEMENTARY



# School Planning Document 2019-2020

Year of Plan	✓	✓		
	1	2	3	other

<b>School Name:</b> Seaview Elementary
<b>Principal:</b> Derek Snowden
<b>Date:</b> December 19, 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

Seaview Elementary is located in the township of Lantzville. As the entire town of Lantzville is within the catchment area of the school, Seaview's student population contains a diverse range of social, cultural, and economic backgrounds. Almost twenty percent of Seaview's population is of Aboriginal Ancestry, and the school works with the Snaw-Naw-As First Nation to build relationships with families, learn about culture, and welcome students. Because of the diversity of the people of Lantzville, Seaview students and staff have built a community of caring, understanding, learners and teachers who appreciate the differences in each individual.

Seaview plays an important role in Lantzville's community. Many of the town's residents grew up in the area and attended Seaview, which gives many parents a strong connection to the school. The school's facilities are often booked for community activities, and the Seaview PAC is very active and supportive while providing a number community activities and events outside of school hours.

Seaview is made up of 260 students in 12 divisions, with additional supporting staff including two Student Support Teachers, Teacher Librarian, Music Teacher, five Educational Assistants, Counsellor, ELL Teacher, Speech & Language Pathologist, a CYFSW, and an Aboriginal Education Assistant.

The school has a dedicated group of teachers who bring a wealth of knowledge about educational practices as well as the Seaview school community. The staff hold high expectations for student learning, and believe in stretching students to think, grow, and participate at their own level while in an inclusive classroom and caring school environment. Staff also believe in formative assessment, ongoing communication of student learning, and working in Professional Learning Communities (PLC) that are meaningful, data driven, and focused on student achievement.

Seaview is in its second year as a Focus School. Nanaimo Ladysmith Public Schools (NLPS) Focus Schools receive extra support and resources aimed at improving K-3 literacy skills. Data shows a strong correlation between student graduation rates and their reading ability by the end of grade three. For this reason, the district provides supports such as a Literacy Coordinator 2-3 days a week to work collaboratively with staff and directly with students, as well as a Speech Language pathologist, Counsellor, and a full time Child Youth and Family Support Worker (CYFSW). Seaview provides student support based on the Response to Intervention (RTI) model which has three tiers of support: whole class supports, small group in-class supports, and small, student specific groups with targeted interventions and goals.

Because of our hard working staff, caring student population, and excellent support from our community, Seaview is an amazing place for our students to learn and grow.

### **What's our goal?**

With a strong focus on literacy, students will improve their reading skills (decoding, fluency and comprehension) to ultimately lead to a love of reading.

### **What's our inquiry question?**

Will a school wide focus on literacy, as well as a change in our support model, result a higher level of reading stamina, fluency and comprehension skills in all grade levels?

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

#### *Getting There...*

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Seaview uses a wide variety of strategies, supports and interventions to improve student literacy skills and overall learning. At Seaview, staff:

- Use PLC time and staff meeting time to explore common beliefs amongst staff around literacy.
- Implement the NLPS Primary screener with all Kindergarten to Grade 3 students and the NLPS Reading screener with all Grade 4 – 7 students. Screener data will drive

instruction, focusing on areas of need and next steps for each student, plan individual and small group support, and implement intensive support as needed.

- Use common language for read to self – ie. good fit books, stamina, independence, etc
- Teach strategies to students to help them identify and choose good fit books.
- Continue to build, assess, and improve classroom libraries in all primary grades. Book bags will be supplied to each student.
- Use leveled reading books purchased through *Strong Nations* featuring a variety of themes while incorporating aboriginal ways of knowing and cultural values.
- Use various programs including, Joyful Literacy, Jolly Phonics, Daily 5, and Reading Power.
- Created bins to assist with teaching of complex vowels.
- Use small group work and literacy stations at primary to support work on sight words, letter sounds, phonemes, digraphs, short/long vowels, complex vowels, etc. Some classes have support from intermediate student leaders.
- Use daily assessments to monitor student growth, drive instruction, and determine where to place supports.
- Aim to provide Kindergarten students with daily support each morning from the SST on identifying letters and letter sounds.
- Use Leveled Literacy Intervention as an intensive tier 3 short term support when needed.
- Intensive LLI support will be provided to students that need additional supports in specific areas. There will be 3 groups each afternoon 4 days a week. The groups will be re-evaluated and adjusted every 6 weeks based on collaboration with classroom teachers and the SST.
- Continue to use Benchmarks and school wide writes to inform practice, assess current student performance, and track student growth
- In intermediate classes, give direct instruction of reading power skills such as making connections, predictions, inferencing, and questioning.
- Focus on conferencing with students to check for fluency and comprehension in intermediate grades.
- Explore alternate forms of gathering assessment other than pencil and paper tasks for our intermediate students.
- Created several bins of high interest, multi-level intermediate books that circulate between classes. The bin is intended to assist students in finding good fit books while providing students with the ability to choose books that interest them.
- Host a Family Literacy Night for grades K-3 (and younger siblings) will be held to promote reading regularly at home.
- Also, host a Come Read With Me session for grade 1 parents to demonstrate how to read with their child.

How will we know...

- Teacher observations and assessments (informal & formal) – reviewed by teachers, SST, and principal to determine best interventions and next steps.
- Regular conferencing with students in all grade levels.
- NLPS Screener, Benchmarks, school wide writes, and circle chart data.