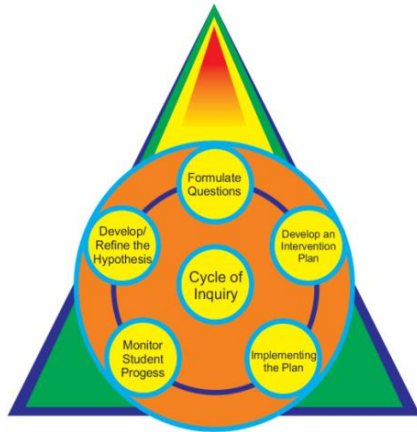


School Planning Document 2017-2018

Year of Plan	√	√	√	
	1	2	3	other

School Name: Seaview Elementary
Principal: David Cooper
Date:



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 is the furthest North and furthest West school in Nanaimo. It is the only SD68 public school located in the township of Lantzville. It is in Dover Bay family of schools. It has a diverse demographic that mirrors a "slice of Nanaimo"; it contains a range of upper-middle class to lower socio-economic class.

Our students are diverse in their academic, athletic, artistic, and social skills. Over 20% of the student population is of Aboriginal descent. There are many multi-generational families and Seaview has the feel of being a community school.

The school has a dedicated and collaborative staff with eclectic teaching styles. The staff has high expectations for their students and themselves.

Seaview has a history of working with community groups and is continually growing and developing its relationship with Snaw-Naw-As First Nations which has, in the past, been a community within a community.

- 270 students in 12 divisions – K-7
- Supports through learning assistance, 6 educational assistants, counsellor, ELL, speech & language pathologist, a CYFSW, and Aboriginal Education EA.
- Library, music and band classes.
- Very supportive PAC.
- Passionate and experienced staff that instill a culture of continuous professional development

What's our goal?

To improve student writing, while building confidence and fostering enjoyment of writing for students.

What's our inquiry question?

Will teaching students how to use writing rubrics and apply the Successful Learning Traits increase the mean writing levels of students in each grade?

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

Getting There...

Use PLC time and staff meeting time to:

- create common expectations for writing from grade to grade
- evaluate performance standards and "student friendly" rubrics to establish a common assessment tool
- allow staff to share strategies that they find effective and to collaborate on creating new ones
- share examples of exemplars with purpose of creating grade level sets for each classroom
- find ways for students to take pride in their writing and to give them the opportunity to celebrate pieces they are proud of
- introduce and apply the Successful Learning Traits to teach metacognition strategies to students to help make them more aware of their own learning to aid in building their self-evaluation skills
- Use of I & I teaching time to team teach some inquiry options to foster writing across curriculum
- Continue to have writing support blocks for intermediate classes. The support will be provided by two student support teachers and the classroom teacher and occur twice a week in a 6-week rotation. The focus will be on strengthening writing skills. This time will also reinforce students being able to analyze their own writing progress.

How will we know...

- Teacher observations and assessments
- Comparing "official" writing samples three times a year for each student
- Ongoing student-self assessments; we will ask students to reflect on their own learning and share their strengths and areas they may need to focus on