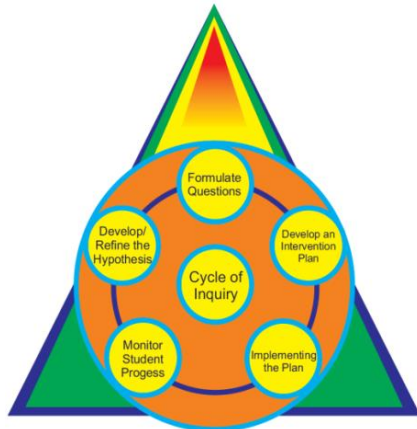


# School Planning Document 2016-2017

Year of Plan	✓	✓	✓	
2014-15	1	2	3	other

School Name:	<i>Rock City Elementary</i>
Principal:	<i>Eileen Jubinville</i>
Date:	<i>September 2016</i>



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

Rock City is located in north Nanaimo. The school has 354 students in 14 divisions. Of the 354 students, 14 have ministry designations, 10 have ELL designations, 3 are International Students and 59 students have Aboriginal ancestry. The school's socio-economic profile ranges from middle class to low income. While the school does not have a breakfast/lunch program, we provide breakfasts and lunches to an average of 10 students per day.

Rock City has a collaborative teaching environment marked by humour, open-mindedness, eclectic teaching styles, math groups and reading groups.

## What's our goal(s)?

**Goal 1:** To foster an inclusive and positive school environment focused on creating a "Sense of Belonging" where all students feel valued and talented. We will continue to integrate PBIS initiatives focused on reinforcing & celebrating "expected" behaviours while decreasing the number of "unexpected" or unhealthy behaviours (name calling, breaking of school rules etc).

**Goal 2:** To improve the writing fluency, reading comprehension levels, and oral language skills of all Rock City students.

**Goal 3:** To improve students' numeracy skills and their ability to understand patterns and to resolve mathematical problems by using a variety of strategies involving numbers, objects, words, symbols and pictures.

## What's our inquiry question?

How will the continued implementation of RTI, the formation of teacher collaboration teams (PLC), and the increased use of formative assessment strategies in our school improve the literacy and numeracy skills of all students?

How will the continued implementation of RTI and the active implementation of PBIS reduce the frequency of "unexpected" behaviours amongst our student population?

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

In an effort to better meet the needs of our students, this is the third year that the Rock City staff has been using the RTI model and the fifth year of the PBIS program. We are continuing to utilize members of our LSST (instructional coordinator, speech path, counselor, and psychologist) as well as our SSTs to work directly in the classroom setting to support the instruction of the classroom teacher. Continuing on from the previous two years, Rock City has implemented math groups to support the numeracy instruction of our intermediate students.

Rock City continues to utilize teacher collaboration. In previous years, PLC was divided into two groups – primary and intermediate. The look of PLC groupings this year will vary depending on focus topics. Our teachers will be focussing on the new reporting order and strategies on how to better meet the needs of all students.

With the data obtained from formative assessment tools, our staff will gain insights into the needs of our students and identify strategies or interventions aimed at improving student learning.

We will use the following data to help us monitor if what we have done has had an impact on student learning:

### Goal 1 Data

- Teacher observations in the various areas of the school (in relation to our PBIS behavior grid)
- Tracking of our PBIS Behaviour Referral forms.
- Student and parent Satisfaction Survey results.

### Goal 2 Data

- Using literacy NLPS assessment data to identify areas of need
- Focus writing initiatives and All School Writes
- Star Reader (aka Accelerated Reader) Diagnostic assessment
- FSA results
- Student and Parent Satisfaction Survey Results

### Goal 3 Data

- Diagnostic Math Assessments (DMA) in Fall and Spring for grades 3 - 7.
- Classroom formative and summative assessments.
- FSA
- Student and Parent Satisfaction Survey Results
- Student Self-Assessment