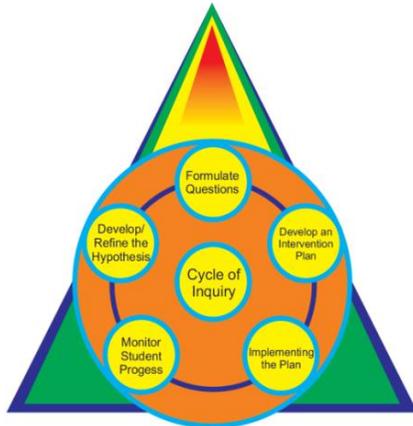


School Planning Document 2017-2018

Year of Plan	✓			
2017-18	1	2	3	other

School Name:	<i>Rock City Elementary</i>
Principal:	<i>Eileen Jubinville</i>
Date:	<i>October 2017</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 375 students in 17 divisions. Of the 375 students, 14 have ministry designations, 15 have ELL designations, 1 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 20+ students per day.

What's our goal(s)?

Goal 1: Differentiating our instruction to target specific skills in literacy and math to engage and motivate our learners to work towards their greatest potential.

Goal 2: Building a community of learners across our school context where students have a strong sense of personal awareness and social responsibility.

What's our inquiry question?

How can we improve student outcomes by developing mathematical mindsets in teaching and learning?

How to we explicitly teach reading strategies to improve reading comprehension?

How do we explicitly teach students to self-regulate in a variety of environments (library, music class, playground, gym, and classroom)?

Does teaching growth mindset have an affect on students having a strong sense of personal awareness and social responsibility?

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

Based on our assessment data, we have chosen 3 focus areas for PLC and inquiry questions have been developed to guide us. The 3 focus areas are 1. Reading: Explicit teaching of reading strategies for comprehension and targeted teaching for phonological awareness. 2. Math: Designing instruction for hands on, deep learning of concepts. 3. Social Emotional: Developing a community of learners at Rock City through teaching Growth Mind Set.

We will be using NLPS Data to inform our teaching and intervention support model. We have established our student support schedules with a focus on targeted instruction at Tier 2 and Tier 3, in 8-12 week blocks.

We will continue with our focus on Growth Mind Set. What we learned last year with a focus on student self-assessment ("*I can*" statements and core competencies) was that we need a common language across the school. Our team determined that we had a successful first year with this focus and plan to explore and implement a school-wide Growth Mindset program to shift the focus from student output to student input to support students in assessing their learning and well-being in the school. We are continuing to establish a common language with exemplar examples so students become familiar with the process and expectations.

We also have chosen to focus on growth mindset as it relates to mathematics. We will center our focus on the work of Jo Boaler from Stanford University. We chose this avenue because we felt like the change in mindset would profoundly affect both the students and the teachers and would provide enough of a mental shift to change the nature of mathematics instruction in our school. The members of the group are taking the online course *How to Learn Math for Teachers through Stanford Lagunita* (youcubed.org). We are also reading the book *Mathematical Mindsets* by Jo Boaler and discussing both the course and the book and exploring ways to utilize these concepts within our classrooms. We are investigating how this growth mindset approach can be applied to learners of mathematics at all ages at the elementary level.