School Planning Document 2017-2018

Year of Plan	X			
	1	2	3	other

School Name: Frank J Ney Elementary

Principal: Jacquie Poulin

Date: December 2017

NANAIMO LADYSMITH PUBLIC SCHOOLS
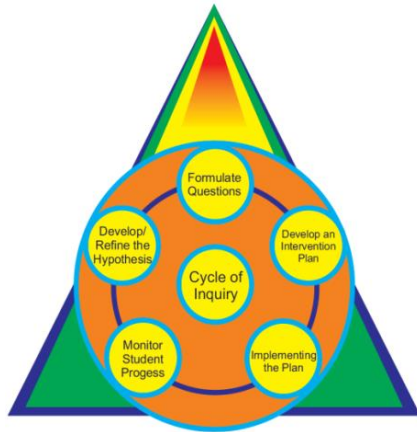
Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

School Community Context

Frank J Ney Elementary is a Kindergarten to Grade 7 school with a current population of 293 students. Our school saw a growth of 45 students this summer and increased from nine divisions to 13 divisions. We are in the midst of construction and will be consolidating with another school in the next academic year which will see our student numbers increase to over 400.

Our families come from a range of socioeconomic backgrounds and over the last few years we are seeing a gradual increase in families who are dealing with poverty. We also have a range of ethnic backgrounds which we are able to celebrate and honour throughout the year.

We work towards a strong sense of community and belonging with our students, families, and staff. As a team of staff, we work hard to educate the whole child knowing that children need to not only learn basic academics but also 'how to learn' and how to regulate their learning and meet their own needs.

What's our goal?

To develop student voice through reflection in order to engage in deeper learning.

(Meet each student's unique needs & The continuous improvement of instruction and assessment)

What's our inquiry question?

By providing structure and direct teaching of self-reflection and student voice, will student's motivation for learning and skills of self-assessment increase?

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

- Develop/use templates and structures to guide students in giving their reflections on their learning

- Explore tools that will best facilitate this for students – video, audio, templates, peer interaction, etc.

- Explore e-portfolio platforms, ie. FreshGrade; inservice with SET-BC on FreshGrade

- Direct teaching of 'self-assessment' with criteria – helping students be able to reflect on the expectations of a task, how they did against the criteria, and being able to articulate their 'next steps'; after direct teaching, lots of role model practicing

- Begin to 'tweak' portfolios so that students are selecting what they want to share/celebrate out of their portfolio that demonstrates their growth and learning, rather than everyone having the same 'evidence' in every portfolio

- Begin to discuss/explore the language in the core competencies; look at the student friendly versions that have been done; print posters for in our classrooms to reference

- Have students begin to do some selection, then reflection, on a learning activity that helped them develop/enhance an area in the core competency

- Offer a 'showcase of learning' afternoon and evening where students will share a 'mini project' or 'work samples' and their reflections on their learning

- Remember self-assessment and reflection are skills we have to 'explicitly teach' to students

- During PLC time, work as a whole staff to further discuss different ways to incorporate student voice and the need to teach some concepts directly verses assuming the students understand the concept