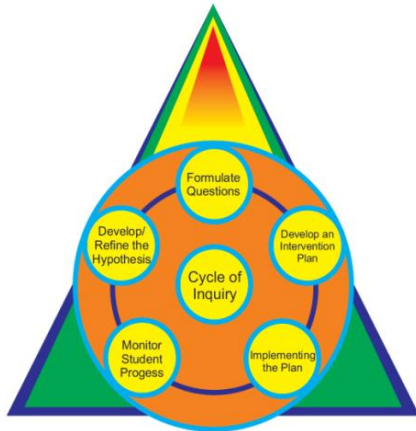


# School Planning Document 2017-2018

Year of Plan			✓	
	1	2	3	other

School Name: Bayview Elementary School
Principal: Kevin Brand
Date: December 2017



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

Bayview is privileged to be situated on the traditional, unceded territory of the Snuneymuxw First Nation. On this territory, we listen to understand local Coast Salish culture, traditions, values and language. We are committed to working alongside the Snuneymuxw Nation as we serve learning.

Bayview Elementary serves a diverse and complex population, and we have experienced significant growth in both new staff and new students during this school year. With a tight-knit student population of 182 students in 11 classroom divisions<sup>1</sup> (Nov. 2017), Bayview staff believes that “Every Child Matters.”

Compared with other schools in Nanaimo, we have the highest proportion of Aboriginal students; we take seriously our role of reconciliation for Canada’s dark history and treatment of Aboriginal People.

In response to our unique context, Bayview staff, students and community all “Paddle Together”<sup>2</sup> towards a shared vision of learning and belonging through individual and collective growth. Aspects of this vision include continuous attention to the creation of learning environments which support the

<sup>1</sup> November, 2017

<sup>2</sup> We “Paddle Together” in the Snuwulh (Canoe) – Connected to our SW-PBIS (School-wide Positive Behaviour Interventions and Supports) R.O.C.K.S.

Spiritual, Emotional, Physical and Mental<sup>3</sup> development of individuals and groups. Staff are committed to providing effective instruction that increases student achievement.

We are currently in the fourth year of the Focus Schools project. Through this project we have worked with a Literacy Coordinator to continue to develop our school-wide approach to literacy instruction and achievement.

### **Goal 1**

Steady improvement of reading fluency, comprehension and stamina for all students.

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

Will using the medicine wheel as a lens for literacy development lead to improved reading fluency, comprehension, and stamina?

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

### **Spiritual (Confidence, Connectedness, Belonging)**

Students will use the "Just Right Books" method to select reading material from the class and school libraries.

Teachers will provide a variety of books that connect to the students, their community, and their culture, and supports the development of interconnectedness.

Technology may be used to enable students to enter the world of books.

### **Emotional (Self-Regulation, Mental Health)**

Students will utilize the various tools, activities, and spaces to learn strategies to connect to their higher learning processes and prepare to engage with literacy.

Teachers will provide a variety of books that connect to the students, their community, and their culture, and supports the development of interconnectedness.

### **Physical (Energy Levels, Stamina, Comfort in the Space)**

Students will utilize the various tools, activities, and spaces to learn strategies to prepare their physical self to engage with literacy.

Teachers will provide time for independent and shared reading.

Teachers will provide a variety of books that connect to the students, their community, and their culture, and supports the development of interconnectedness.

---

<sup>3</sup> With understanding of Aboriginal teachings on wellness

### **Mental (Academic Knowledge and Skills)**

Students will utilize the various strategies to connect to their cognitive processes to engage with literacy.

Teachers will provide a variety of books that connect to the students, their community, and their culture, and supports the development of interconnectedness.

#### **How do we know that what we're doing has had an impact?**

Increased stamina as measured by grade level benchmarks.

A reading culture will be established throughout the school, as evidenced by increased curiosity by students, school-wide initiatives, and classroom based activities that engage students through a variety of text and experiences.

Students will be curious, thoughtful, engaged learners.