

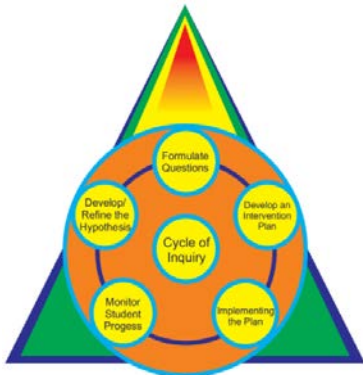
School Planning Document 2019-2020

Year of Plan	X			
2017-2018	1	2	3	other

School Name: Coal Tye Elementary

Principal: Doug English

Date: Sept 3, 2019



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

Coal Tye Elementary school is located in north/central Nanaimo. The current population is approximately 320 students. Coal Tye's diverse student population ranges from a strong middle class group mixed with many vulnerable families. Approximately 15% of the population are from aboriginal decent, many residing in the First Nations housing complex located within our catchment area. We struggle with aboriginal absenteeism and a number of our students rely on the school for additional social, emotional and academic attention. We have a small but active PAC that regularly supports school initiatives.

What are our goals?

1. To improve students ability to read and increase reading stamina and comprehension.
2. To respond to the Truth and Reconciliation Commission's Call to Action #63 by working to build student and adult capacity for intercultural understanding, empathy, and mutual respect.
3. To become district Leaders in Environmental Stewardship and Sustainability.

What are our inquiry questions?

Will the implementation of Guided Reading, Jolly Phonics and Joyful Literacy intervention strategies, improve student-reading levels?

Will providing 30 minutes of uninterrupted daily silent reading time followed by a response log improve student stamina and comprehension?

What does Call to Action #63 mean to us? What does it look like? What does it sound like?
How does our focus on reconciliation influence our work with students?

Will developing a student leadership team that will focus on creating environmentally friendly programs improve student awareness of their impact on the environment?

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

Primary Goal:

- Using library collaboration time for Primary for grade 1-3 for Guided Reading
- Use Ab. Ed. time to support Guided Reading
- Student Support time to support Guided Reading
- Joyful Literacy mini and full blitzes for Kindergartens and beginning year grade 1
- Use PLC time to look at resources and successful strategies (**Need at least 4 back to back at beginning of year**)
- Good, solid schedule
- Reading Eggs on iPads
- Guided Reading refreshers
- Terri Mack to present on how to teach Guided Reading
- Incorporate Guided Reading into Daily 5
- Incorporate Words Their Way into Joyful Literacy activities

Intermediate Goal:

- Provide uninterrupted daily time which is made a priority
- Teach Specific reading strategies and use common language found throughout Reading Power
- Check in with students to make sure they are reading just right books
- Monitor engagement time
- Use Alberta Diagnostics and response journals to monitor progress
- Self Assessment – Student questionnaire
- Books accessible for students to choose just right books

Reconciliation Goal:

- involve everyone in the school
- connect lessons with First Peoples Principles of Learning
- continue to build our collection of Aboriginal books for student and adult use
- continue to engage primary students in Primary Aboriginal Day activities
- teach kindness and respect
- involve students in regular virtues assemblies
- create a sense of safety and belonging for everyone in the school
- teach students how to identify feelings
- encourage students to talk about their feelings
- work with students on their communication skills
- develop students' social-emotional skills
- value diversity and different cultural backgrounds

- model and impart respect
- help students develop positive relationships
- develop empathy skills by encouraging students to think from the perspective of others
- use literature to build empathy
- use partner and group activities to encourage and develop students' ability to work together
- use teamwork to build community
- celebrate diversity and acceptance of others

Environmental Stewardship and Sustainability Goal:

- Continue to fund Garden Educator Program through Nanaimo Food Share
- Outdoor Classroom use.
- Implement recycle program similar to Grade 7
- Create a nude food culture
- Create programs similar to Waste Free Wednesday
- Yogurt container collection
- Lights out afternoons
- Weekly/Monthly parent education
- Marsh Stewardship program – (Judith/Paul)