

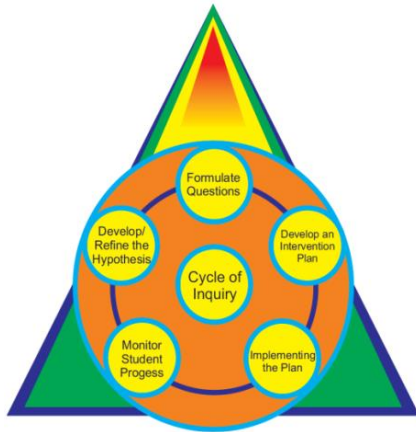
# School Planning Document 2017-2018

Year of Plan		X		
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School Name: Gabriola Elementary School

Principal: D Travers

Date: Sept 5<sup>th</sup> 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

Gabriola Elementary is a rural school, located on one of the Southern Gulf Islands. There are currently 170 students in 8 divisions. Approximately 10% of our student population has aboriginal ancestry. Students, staff and parents work together to create and support a culture of learning. Community volunteers are very active in our school, supporting students daily. The school works closely with PHC (People for Healthy Communities), the local mental health worker, recycling centre (GIRO), Island Trust, various recreation centres and the Hope Center to support our families.

## What's our goal?

We will support all students in a place based learning environment to develop literacy, numeracy, and social skills.

- to use personal and social awareness to reflect on progress
- to use oral and written communication to give evidence of learning
- to use critical and creative thinking to connect with the principles, practices and history of local indigenous people and culture

## What's our inquiry question?

How do we work together reflectively in a place based learning environment to support literacy, numeracy and social skills development?

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

GES wants to use our community and our local environment to be the vehicle for teaching the curriculum. For the last year we have introduced lessons as a school on planned days that have this focus. We now want to move from having this focus on special days to integrating it into our daily practice. Staff are collaborating around creating inquiry questions that present authentic examples that involve reading, writing, mathematics and social awareness. We are strengthening our practice through professional days and PLC time. Our goal is that by teaching from these perspectives students will become more engaged in their own learning.

We plan to use NLPS assessments for literacy and numeracy but also engage students in being reflective by doing self-assessments to demonstrate and guide their own learning. We are planning days to showcase student learning to parents and other community members.

We plan to continue with projects from previous years such and LiD inquiry projects but weave in environmental ideology and expand others projects such as I & I.

As a school we are integrating more indigenous practices such as storytelling, physical activities, and learning about nature into our daily routines. To learn and understand about Aboriginal people we have connected with Qwam Qwum First Nations school and have already shared professional days and have had combined school activities. This is giving us an opportunity to learn directly about Indigenous culture.

Cannot wait to get started