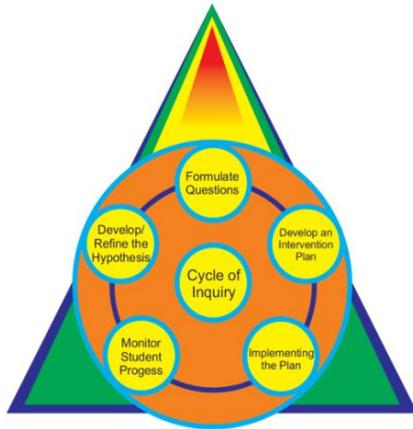


School Planning Document 2017-2018

Year of Plan	✓			
	1	2	3	other

School Name: Island ConnectEd K-12
Principal: Patrick Young
Date: (In Progress – November 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

Island ConnectEd K-12 is a distributed learning school. Our school provides a flexible, blended learning environment which allows students / families to learn at a distance or to work at our school in one of our classrooms. Students may choose to receive face-to-face learning support as well as using online interactive communication and support options. We are a diverse learning community with students of all ages – from Kindergarten to adult. Our students come from various catchment areas of Nanaimo with some students enrolling from outside of our district. Island ConnectEd is also home to our district's Tier 3 Family Learning Outreach and Wellness (FLOW) program. Our school supports a family-centred learning environment.

What are our goals?

- Goal 1:** To foster an inclusive, welcoming, and positive school environment focused on creating a sense of belonging, where all members of our school community feel valued.
- Goal 2:** To improve the success of all of our students, in all areas of study, by maximizing student engagement through the use of technological tools in our DL courses and face-to-face interactions.
- Goal 3:** To provide diverse learning opportunities that allow our students to demonstrate their learning in a variety of ways.

What's our inquiry question?

Will increasing frequency and types of teacher/staff-to-student contact increase (a) student success rates in our full-time grade K-12 student cohort as evidenced by number of courses completed on average by full-time students, and (b) student sense of connectedness in our grades K-12 students as evidence by responses to our school's Satisfaction Survey?

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

The goal is to increase the number of adults in contact with each student. This will be achieved by:

- Grouping Staff into House Teams (completed during an October Professional Development day)
- Distinguishing our diverse learning groups to target interventions:
 - K-7 (all Full-time)
 - Grade 8-9 Full-Time Students
 - Grade 10-12 Full-Time Students
 - Grade 10-12 Cross-Enrolled Students
 - Adult Non-Graduates
 - Adult Graduates
- Organize our Full-time school-aged students into House Teams
- Assign House Leaders to groups of students.
- House Leaders are to connect with students on a regular basis to:
 - Inquire and support progress
 - Answer any questions the student may have
 - Keep students up-to-date on "What's happening around the school"