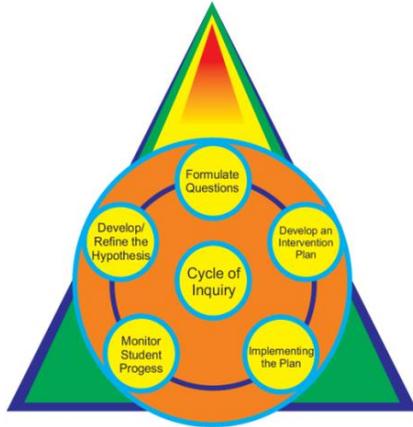


Year of Plan	✓			
	1	2	3	other

<b>School Name:</b> Island ConnectEd K-12
<b>Principal:</b> Patrick Young
<b>Date:</b> 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 that allows students / families to learn at a distance and/or to work at our school in one of our classrooms. With the majority of our courses offered online, students may choose to receive face-to-face learning support as well as make use of 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-centered learning environment.

## What are our goals?

**2017-2018 is the first of three school years where our school targets the following 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 the frequency and variety of contact with students increase,

- a. A sense of connectedness in our full-time grade K-12 students as evidenced by responses to our school's surveys (site-based surveys, Student Learning (Satisfaction) Survey etc.)
- b. Success rates in our full-time grade K-12 student cohort as evidenced by number of courses completed on average by full-time students

### 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 points of contact with each student. This will be achieved by:

- 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
- Make use of a variety of communicative tools to connect with families:
  - Online Gradebook progress updates
  - Facebook announcements
  - Twitter
  - Email: both through the online gradebook and staff email
  - Newsletters
- Create opportunities for students that need extra supports to receive extra supports. In addition to having access to blended learning opportunities to work with teacher face-to-face, we will create opportunities for students to work with our:
  - School Counsellor
  - Student Support Teacher and support staff
  - Child Youth Family Support Worker
- Host site-based activities that create a sense of community:
  - Kids Craft Market
  - Talent Showcase
  - Performances (ArtStart; Science World, etc.)
- A longer term is the possible integration of House Teams
  - Grouping Staff and students into House Teams
  - Teachers would be assigned to a small group of our full time students.
    - Focus on connecting with them to encourage progress and to identify any additional supports needed to help guide student success