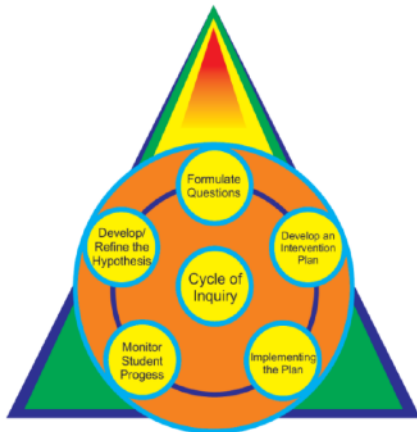


Year of Plan	✓			
2017-18	1	2	3	other

School Planning Document 2017-2018



School Name: Ladysmith Primary School
Principal: Bob Brooks
Date: October 2017 (In Progress)



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

Ladysmith Primary School is located on the traditional territory of the Stz' minus First Nation. For the opportunity to learn and play here on this land, we are deeply grateful.

Our school is unique in that we are the only Nanaimo Ladysmith Public School primary school. We celebrate our uniqueness as the E-3 school with over 90 Strong Start and 260 K-3 students attending each day.

Our students transition to Ladysmith Intermediate in Grade 4 and to Ladysmith Secondary in Grade 8. These transitions make for times of further celebration and we could proudly do so within an amazing community. The Town of Ladysmith, with a population of over 8,000 is a vibrant and close community that loves to support it's school.

We are thankful to our amazing staff, parents and PAC volunteers that help make Ladysmith Primary School extra special.

What are our goals?

Our LPS Goals: Academic Learning:
"To increase the numbers of students meeting or exceeding grade level expectations in literacy using NLPS data to guide instruction."

Our LPS Goal: Social Emotional Learning:
"To develop and model the behaviours, skills and attitudes necessary to make responsible, ethical and empathetic choices."

What is our inquiry question?

“Will a focus on both the Academic and Social Emotional Learning help build a more inclusive community that provides a greater sense of belonging, self-regulated learning and dignity, purpose and options for all?”

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

At Ladysmith Primary School we recognize that our school vision should be born from the goals of our District and the NLPS Learning Framework. Our vision should also be more than a statement on a piece of paper. Our vision should be alive in the work that we do each year to set goals for our school and in the inquiry, collaboration and creativity that it takes to achieve our goals. So, if we truly believe that...“We will be an encouraging and safe environment that empowers all children to develop socially, emotionally and academically through rich, relevant learning.”, then how we want to get there needs to include:

Curriculum & Instruction; Assessment & Reporting; Collaborative Culture; and Safe, Caring & Inclusive Schools

Our staff will continue to creatively explore new curriculum and instructional practices to achieve our goals. Our staff will also continue to build on their understanding of formative assessment to drive the instruction and use NLPS Reading Assessment tools to target instruction. Student self-assessment and tools such as FreshGrade will also help us with ongoing communication of student learning.

Our staff will also continue to grow through District-Wide professional learning opportunities such as Meet & Eat and by continuing to grow our LPS collaborative team. Our PLC's will continue to allow staff to find the answers we are seeking through Spirals of Inquiry. Our Innovation and Inquiry team inquiry will involve the use of Zones of Regulation, First People's Principles of Learning and the 7 Principles of Learning. Our staff will continue to seek answers to how we can make our school a safer, more caring and inclusive school through professional learning training and practice in Self Regulation, Collaborative and Proactive Solutions and Restorative Practices and Circles.

Our School Plan is an organic document that will be revisited throughout the year. We have identified our plan as in progress as this, like our learning, is ongoing. Please check back with us from time to time.

How we will know that we have had an impact will come from the data that comes from our assessments, but it will also come from the culture that we create that looks like, sounds like and feels like a place where everyone belongs.