

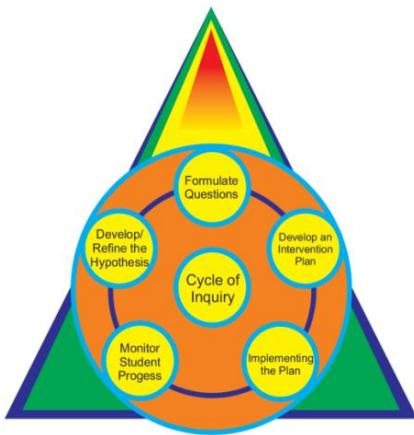
Dover Bay Secondary School

“Learning and Leading Together”

Year of Plan	1	2	3	
	x			other

School Planning Document 2017-2018

School Name:	Dover Bay Secondary School
Principal:	Don Balcombe
Date:	January 15th, 2018



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

Dover Bay Secondary School was founded in 1992. In 2002, Dover Bay's student population reached over 1800. Today the school has a student population of approximately 1420 students, including 100 international students and 130 Aboriginal students. There are over 100 staff members inclusive of teachers, Education Assistants, and other itinerant support staff.

Dover Bay is considered to be a high achieving academic school. It is also renowned for its performing arts academy, successful athletics, and active student body particularly in a number of extra-curricular areas. At the same time, a significant number of our students are vulnerable, in that they have social, emotional, and learning challenges.

Dover Bay is a Professional Learning Community, with a Learning Leaders team of educators leading the implementation of the revised curriculum and guiding our work in our four focus areas of: **Communication, Assessment, Differentiation, and Reconciliation**. Teams of educators meet in Professional Learning Communities each week to plan, review, and guide their practice.

What are our goals?

Through the work of our **Learning Leaders** team and our **Professional Learning Communities**, we are working on four areas of focus:

1. Improve our Ongoing Communication of Student Learning

(Increasing utilization of technology to communicate student learning and formative assessment through email, Google Classroom, Fresh Grade, or other means to inform students and parents about learning)

Action Plan:

- A. Commit to using effective means to communicate about learning
- B. Provide improved communication throughout the year to parents and students through formative assessment, student self-assessment.
- C. Continue to explore ways to improve communication on an ongoing basis with parents.

2. Increase use of 'Assessment for Learning' practices

(Improving the knowledge, understanding, and use of Assessment for Learning practices) eg. Building capacity for increased use of 'self and peer' assessment practices along with a focus on descriptive feedback for all learners

Action Plan:

- A. Collaborate with colleagues to develop and acquire a variety of assessment rubrics
- B. Increase professional knowledge of additional strategies to enhance our formative assessment practices. Eg. E portfolios, student learning journals, and hone our descriptive feedback
- C. Rethink and analyze our current assessment procedures

3. Increase use of differentiated instruction to better meet the individual needs of each learner

(Improving our understanding and knowledge of differentiated instruction, helping students understand their preferred learning styles, using RTI strategies to support students where needed)

Action Plan:

- A. Focus on Universal Design for Learning (UDL) strategies for instruction, with additional individualized instruction where needed
- B. Commit to using effective level one, two, and three RTI interventions
- C. Work with students to help them better understand their own learning successes and challenges and to take ownership of their learning

4. Reconciliation Increase knowledge of Aboriginal understandings through core classes and particularly related to BC Indigenous peoples

(Increase our knowledge of First Peoples Principles of Learning, Truth and Reconciliation Commission Report, and issues affecting our First Nations learners)

Action Plan:

- A. Build Aboriginal understanding throughout the curriculum
- B. Increase our knowledge and understanding of the impact of Residential Schools on our First Nations families and communities.
- C. Focus on building stronger relationships with our aboriginal learners and create a stronger sense of belonging for our aboriginal learners.

How will we know we are making progress with our goals?

What are some indicators of success?

- Student academic performance from report card data
- Increased graduation rates
- Community of Learner data from Dover Bay Learning 8/9
- Student testimonies grade 10/11/12
- Survey feedback from students and parents
- Increased aboriginal graduation rate
- Success stories from our RTI teams

***** This is a living document, open for review and updates throughout the year *****

