

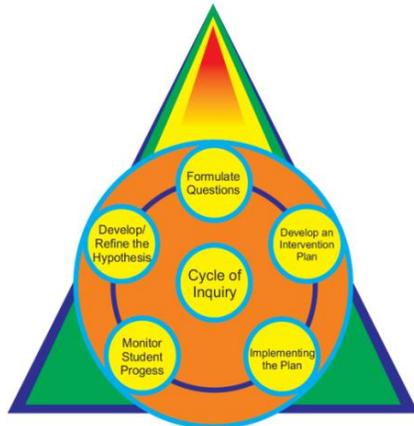
# School Planning Document 2016-2017

Year of Plan	✓			
	1	2	3	other

School Name: Ladysmith Intermediate School

Principal: Colette Young

Date: October 3, 2016



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 Intermediate School enrolls 295 students in grades 4-7.

- 69 students are of aboriginal ancestry
- 15 students are ESD/ESL
- 21 students have received designations in the areas of chronic health, behaviour, or learning disabilities
- Staffing supports include 4 full time EAs, 1- 0.4 Ad. Ed. EA, SLP, School Psychologist, CYFSW, Hul'qumi'num Language Teacher, and counselling resources

Our school improvement team consisted of the following:

- all of the classroom teachers
- Student Services Coordinator
- Counsellors
- Youth Care Worker
- Mental Health
- Specific students (only included when we were meeting about them)
- Parents (invited when the topic pertains to their child)
- PAC (updated monthly on progress and programs)

Our school improvement team will meet on a regular basis to review and discuss our data pertaining to student assessments or data of specific programs.

## What's our goal?

1. Improve writing, reading, and math levels with the use of rubrics
2. Establish teams within our PLCs to develop effective rubrics, checklists, and student self-assessments across grade levels
3. Share strategies, checklists, rubrics at PLC meetings amongst all staff
4. Track improvement through observations, portfolios, and conversations
5. Develop and implement P&E (Prevention & Extension, R.T.I.) periods of targeted, intensive instruction and determine how/if the use of rubrics/self-assessment will improve student understanding

## What's our inquiry question?

Will the use of rubrics, including student self-assessment, in Tiers 1-3 in language arts and mathematics, increase the level of student engagement and improve metacognition?

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

### *Steps to Achieve Goals:*

- Review & discuss current research-based practices pertaining to the use of rubrics
- Examine apparent trends and choose areas of needs to develop small focus groups
- Create effective student & teacher rubrics, checklists, and student self-assessments across grade levels
- Model the use of rubrics & self-assessment through direct instruction using exemplars
- Create & review rubrics for self-assessing
- Share new reporting & assessing model with parents
- Survey parents for input on new reporting and use of rubrics
- Share data (successes and challenges) weekly during PLC periods
- Examine and develop strategies, including technology such as IXL, Lexia and Kurzweil, to address the learning needs of the students in language arts and mathematics
- Re-assess mid-year
- Decide as a PLC what new areas need to be addressed or if more time is needed to implement current strategies.

### *Results in Achievement:*

- PLC Inquiry Project Data
- Discuss the impact of rubrics during Tier 2/3 interventions/ P&E
- Report Card Data & Celebrating Student Learning evenings
- Focussed discussions
- Formative & summative assessment data (portfolios/Fresh Grade...)
- Student self-assessment data