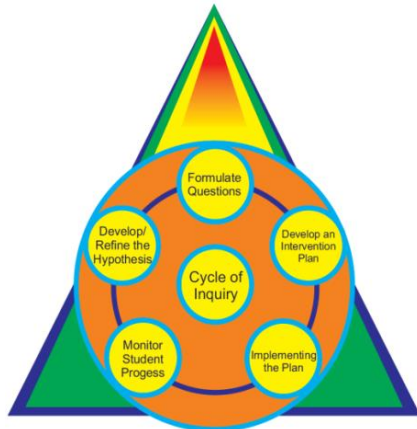


School Planning Document 2020-2021

Year of Plan	✓	✓		
	1	2	3	other

School Name: Ladysmith Intermediate School
Principal: Dionte Jelks
Date: November 1, 2020



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 (LIS) is part of Nanaimo-Ladysmith School Public Schools. Ladysmith Intermediate School is located in the heart of Ladysmith, BC, which over looks the stunning Ladysmith Harbor on the traditional and unceded territory of the Stz'uminus people.

Our mission statement is "Working together with our school community, our mission at Ladysmith Intermediate Elementary is to ensure a safe, supportive and respectful environment which promotes the development of individual potential and enthusiasm for life-long learning."

Ladysmith Intermediate School is a transitioning focus school, with specific school goals and to support and improve literacy. LIS offers a safe, caring, and rewarding educational experience for 288 students in grades 4-7. 21 students have received designations in the areas of chronic health, behaviour, or learning exceptionalities. Staff supports included 4 full time EA's, 1 part-time EA, 1 full time Indigenous Educational Assistant, SLP, School Psychologist, CYFSW, Hul' qumi' num Teacher, and counselling resources.

Ladysmith Intermediate School improvement team consists of the following: Teachers, Student Service Teacher, Counsellor, Youth Care Worker, Students, Parents, PAC. Our Team will meet on a regular basis to review and discuss our data pertaining to student assessment or other programs.

What's our goal?

1. Students will demonstrate continuous improvement in literacy skills, meeting or exceeding provincial and district targets.
2. Students will demonstrate continuous improvement in numeracy skills, meeting or exceeding provincial and district targets.
3. Student and staff will learn and work in a safe, healthy and positive environment, supported by family, community agencies and school.
4. Finding a balanced approach to supporting academics and student mental health.

What's our inquiry question?

1. How can physical movement during math activity time will help reduce math anxiety, increase mathematical mindset, growth mindset, and numeracy skill retention?
2. Will direct and explicit instruction literacy programs increase student comprehension, fluency, phonemics awareness, which will result in higher student engagement and outcomes? (Transitioning Focus School Goal)

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

- Dedicate PLC time to planning, analyzing and interpreting student data.
- School wide screening of NLPS Literacy & Numeracy Assessment for all students
- Formatively assess all students in the Fall using the NLPS and Numeracy Assessment.
- Complete marking in grade groups; highlight aspects of quick scales that correspond to the question.
- Input data into excel spreadsheets to identify individual and group achievement levels.
- Create a small focus groups within LIS school-wide PLC to examine trends and select specific areas
- Examine and develop strategies, including technology such as Google Read and Write, and IXL/ Mathletics and Prodigy for math, to address the learning needs of the students.
- Implement in class Tier 1 and in small instructional skills groups Tier 2 interventions.
- Decide in PLC's what new areas need to be addressed
- The school will promote Stz'minus culture to improve the attitude towards learning the culture
- Weekly assemblies based on virtues
- Monitor and record office data to assess student interaction and communicating in a safe, respectful
- Improve the quality of the recognition given to academic success by revamping the recognition ceremony and looking to other ways to celebrate academic success
- Review and create a plan for parental engagement with LIS PAC
- Provide professional development for teachers