

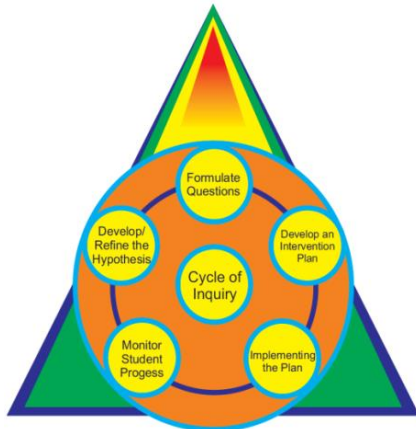
School Planning Document 2017-2018

Year of Plan	✓	✓		
	1	2	3	other

School Name: Ladysmith Intermediate School

Principal: Colette Young

Date: October 2, 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

Ladysmith Intermediate School enrolls 287 students in grades 4-7.

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

Our school improvement team consists of the following:

- all of the classroom teachers,
- Student Services Coordinator,
- Counsellor,
- Youth Care Worker,
- Mental Health,
- Specific students (only included when we were meeting about them),
- Parents (invited when the topic pertained 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. Determine reading comprehension/fluency etc. levels in all grades using the NLPS reading assessment and determine math skills using the initial DMA.
2. Establish teams within our newly formed PLC (due to a large number of new staff members) to develop effective strategies across grade levels for each area of reading and mathematics.
3. Share strategies at PLC meetings amongst all staff.
4. Review students data using the 4 Big Questions of PLC: What do I want my students to know and learn? How do I know if they have learned it? What will I do if they haven't learned it? What will I do if they already learned it?
5. Track improvement in question response to NLPS, not necessarily an overall score (example move one level on 3 out of 5 questions). Track math levels using assessments.
6. Develop and implement P&E (Prevention & Extension, R.T.I.) periods of targeted, intensive instruction.

What's our inquiry question?

Will the use of rubrics, including student self-assessment, 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?

- Formatively assess all students in the Fall using the NLPS and DMA.
- 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.
- As a whole school PLC, examine apparent trends and choose areas of needs to develop small focus groups.
- Examine and develop strategies, including technology such as Raz Kids, Google Read and Write, Kurzweil for reading and IXL/ Mathletics for math, to address the learning needs of the students.
- Implement in classes Tier 1 and in small instructional skills groups Tier 2 interventions/ P&E.
- 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.