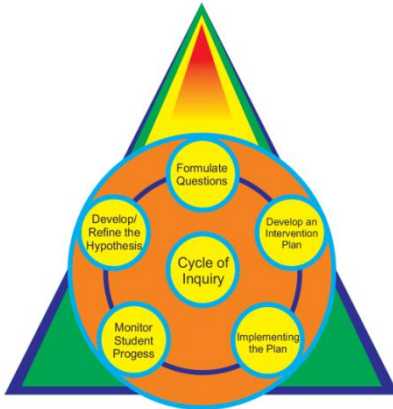


School Review Story 2016-2017

Year of Plan			√	
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School Name:	Rock City Elementary
Principal:	E. Jubinville
Date:	June 2017



Response to Intervention (RTI) is a district-wide approach to teaching and learning that combines high quality instruction with a tiered system of interventions for students who need additional help in their learning. The prime motive for Nanaimo Ladysmith Public Schools focussing its attention on RTI at this time is its promise to provide an extraordinary education for all students regardless of which school they attend in the district

Tell us about your school improvement team (i.e. Who was on it? How many students? Teachers? Parents? Other partners?)

Rock City Improvement Team:

- Principal, Student Support Teacher, Speech and Language Pathologist, Counsellor, CYFSW
- Classroom Teachers, Teacher Librarian, Music Teacher, EAs, I&I
- Community Volunteers
- PAC; SPCA
- RCMP Liaison Officer
- Breakfast and Lunch Volunteers
- Departure Bay Baptist Church (pastor and congregation members)
- Kim Howland – Resource Navigator (The Good, The Bad and The Ugly Parent Nights)

Share your school improvement story. Tell us what happened and how it went.

Our school goals were:

Goal 1: To foster an inclusive and positive school environment focused on creating a “Sense of Belonging” where all students feel valued and talented. We will continue to integrate PBIS initiatives focused on reinforcing & celebrating “expected” behaviours while decreasing the number of “unexpected” or unhealthy behaviours (name calling, breaking of school rules etc).

Goal 2: To improve the writing fluency, reading comprehension levels, and oral language skills of all Rock City students.

Goal 3: To improve students' numeracy skills and their ability to understand patterns and to resolve mathematical problems by using a variety of strategies involving numbers, objects, words, symbols and pictures.

Our inquiry question were:

How will the continued implementation of RTI, the formation of teacher collaboration teams (PLC), and the increased use of formative assessment strategies in our school improve the literacy and numeracy skills of all students?

How will the continued implementation of RTI and the active implementation of PBIS reduce the frequency of "unexpected" behaviours amongst our student population? How does self-assessment impact a student's performance at school?

We used the NLPS assessments and the DMA in the Fall to gather data. BCPS, PM Benchmarks were used for assessment during the year when required. Assessment – for, as, of learning (BCPS, NLPS, PM Benchmarks, Self-Assessment). During PLC time the staff met, reviewed the data, collaborated with grade group teachers, the counsellors and the SSTs to identify vulnerable students and identify strategies to use to meet their needs.

During PLCs, there was a focus on instructional strategies and we explored the Growth Mindset theory as a way to draw student's attention to their learning and their ability to learn with a focus on effort as opposed to output. Teachers were given examples and lessons to use with their students focusing on how effort is key to learning.

The needs of the students' at Rock City have changed dramatically in the last few years; programs used in the past were no longer meeting those needs. Our counsellor was seeing a large increase in her student load with more and more requests from both teachers and students for counselling interventions. Students were not displaying evidence of being self-aware of their actions, feelings, responsibilities and learning. Existing programs, culture and mindset of Rock City no longer seemed to be effective. We were seeing an increase in negative behaviours in many areas of the school, which is evident by the number of referrals to the office and to school-based teams. The new reporting standards require students to self-assess their learning to a greater degree than in the past, to do this they must be self-aware and understand how to assess their learning and wellbeing at school.

Reflections (What worked well? What would you do differently next year? Where are you going next in your learning?)

The combination of the fall assessment data and having the time to collaboratively discuss and plan as a staff group worked very well to identify vulnerable students and possible strategies to support those students. Our SSTs and CTs tried a variety of support strategies – including individual, small group, peer group and multi-age groups. There was a focus on accessing technology – Ipads, Ipods, chrome books, computers, and Elmos were used as a tool for modelling There was in class support and pullout support. This year the support changed as needs changed though out the year: the schedule changed, the number of students changed, the groups changed, the numbers in the groups changed and the focus of the support changed, resulting in more satisfaction with the process. Part way through the year, staff decided to use the new resource money to increase the FTE of our

counsellor, one CT and 2 of our SSTs to provided targeted instruction to students identified by CTs and the most recent assessments. This proved to be very successful with students “graduating” from the targeted support and new groups being established in both Reading and Numeracy. We gathered and created a self-assessment resource of information, examples, templates, rubrics, and lists by exploring what other districts are using with a focus on the Core Competencies. We used the model of “Successful Learner Traits” from S.D. #71, Resources from S.D #62 and S.D. #36 as well as Provincial Curriculum updates and our own district initiatives, to develop “I Can” statements, a common language for our school around the Core Competencies and individual student learning goals.

Our school counsellor introduced, taught classes and held information sessions on using “Zones of Regulation”. Zones of Regulation language was consistently used daily within the classroom for students to do periodic check-ins throughout the day on their emotional level, and were encouraged to use self-regulation strategies to either increase or decrease energy levels accordingly. This encouraged self-reflection and awareness, as well as independent use of self-regulating methods. It built a common language base for expression among students and teachers.

Next year we plan to continue with our focus on Reading - Explicit teaching of reading strategies for comprehension and targeted teaching for phonological awareness; Math – designing instruction for hands on, deep learning of concepts; Social Emotional – developing a community of learners at Rock City through teaching Growth Mind Set. We will be, using NLPS Data to inform our teaching and intervention support model. We wish to continue providing support in a variety of ways for our vulnerable learners. As a staff, we also wish to continue with our focus on Computational Thinking and Growth Mind Set. What we learned for our first year with a focus on Student Self-assessment was that we need a common language across the school. Our team determined that we had a successful first year with this focus and plan to explore and implement a school-wide Growth Mindset program to shift the focus from student output to student input to support students in assessing their learning and well-being in the school. We will be looking for more creative ways for student self-assessment at all grade levels, especially in the K/1 grades where it is difficult to achieve authenticity. We are continuing to establish a common language with exemplar examples so students become familiar with the process and expectations.