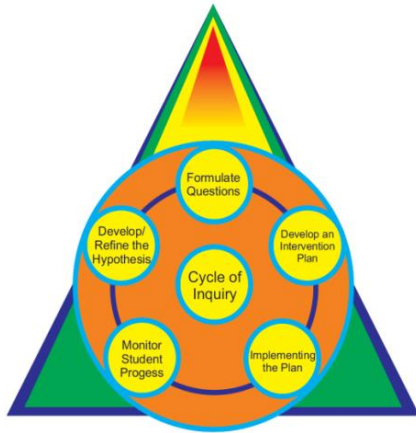


School Review Story 2018-2019

Year of Plan	✓	✓		
2018-19	1	2	3	other

School Name:	<i>Rock City Elementary</i>
Principal:	<i>Eileen Jubinville</i>
Date:	<i>October 2018</i>



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

Rock City is located in north Nanaimo. The school has 395 students in 17 divisions. Of the 395 students, 29 have ministry designations, 15 have ELL designations, 1 International Student and 67 students have Aboriginal ancestry. The school's socio-economic profile ranges from middle class to low income. While the school does not have a breakfast/lunch program, we provide breakfasts and lunches to an average of 20+ students per day.

What's our goal(s)?

Goal 1: Differentiating our instruction to target specific skills in literacy to engage and motivate our learners at the highest levels.

Goal 2: Differentiating our instruction to target specific skills in numeracy to engage and motivate our learners at the highest levels.

What's our inquiry question?

How can we use assessment and our knowledge of the progression of literacy skills to determine appropriate interventions and activities to guide our Joyful Literacy and Daily 4/5 structures?

How can I plan, teach, assess and enrich for number sense in early primary?

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

Based on our assessment data, we have chosen 3 focus areas for PLC and inquiry questions have been developed to guide us. The 3 focus areas are 1. Reading: Explicit teaching of reading strategies for comprehension and targeted teaching for phonological awareness. 2. Math: Designing instruction for hands on, deep learning of concepts. 3. Writing: Determining the most effective writing strategies to engage our learners.

We will be using NLPS Data to inform our teaching and intervention support model. We have established our student support schedules with a focus on targeted instruction at Tier 2 and Tier 3, in 8-12 week blocks. We will start a Literacy Blitz for the second round of intervention.

We will continue with our focus on Growth Mind Set. What we learned last year with a focus on student self-assessment ("*I can*" statements and core competencies) was that we need a common language across the school.

We also have chosen to focus on number sense in early primary. We will target specific skills in numeracy to engage our learners.

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

What Worked Well?	What would you do differently next year?	Where are you going next in your learning?
<ul style="list-style-type: none"> • Looking at formative assessments collaboratively • PLC Inquiry Groups • Planning and use of formative and summative assessments • Using data to inform our student support schedules • Moving teachers towards side by side conferring with students • Target specific skills for students to work on • Having the Literacy Coordinator work with Primary Teachers 	<ul style="list-style-type: none"> • Continue with accountability of student support documentation of ongoing assessments and attendance to show the progress of students • Collaboration between classroom teachers and Student Support Teachers for continuity of individualized student support • Teachers taking collective responsibility and liaising with the support staff (SST, Counsellor, CYFSW, EAs) • Continue to encourage the "push in" model as the classrooms participating in this were successful (increased collaboration, collective responsibility) 	<ul style="list-style-type: none"> • Continue with PLC Inquiry Groups • Continue to go deeper with the targeted instruction support model • Increase knowledge on reading instruction and assessment • Continue with use of alternative assessments at the intermediate level • Clearer vision on what data to collect and how to look at it for instructional purposes and student success • Continue with tracking of our vulnerable students and tracking their data (weekly meetings, checking in with CTS, with support of the Literacy Coordinator) • Supporting CTS in development of Student Support Plans/Progress Reports with specific targeted skills

Focus School Report 2018-19 (Next Steps):

- We know our students are coming in to school at a vulnerable level and instruction at the school is making a difference. The % of vulnerable students is getting smaller as they move through the grade levels.
- Although significant growth within the Emerging & Developing categories took place, when we look at grade level growth from September to June, we continue to have a significant amount of students who are vulnerable and not reading at grade level proficiency.
- We need to continue to build capacity around Tier 1 practices to ensure that all students receive high quality, differentiated reading instruction. We also need to continue to organize student support to respond to those students who have the most need. Multiple rounds of TIER 2 & 3 intervention groups that target specific skills with continuous progress monitoring of vulnerable students has shown "significant" impact "beyond" the expected growth.
- We need to continue to support our vulnerable students in Grade 4-7 with focused Tier 2&3 intervention and ensure high impact practices are occurring at the Tier 1 level to support differentiation and each of the five components of reading.