

Student Success Plan 2015-2016

Georgia Park Elementary

Goal / School Inquiry Question # 1: *How will using an RTI framework help us improve student literacy rates?*

1)Rationale

- **Should be evidence based**
- *Why did you choose this goal or inquiry?*
- *On what evidence is the decision based?*
- *The rationale is also the summary of your results from last year , can be based on some current research, and/or from any new observations educators are making while 'scanning'*

During the past two years Georgia Park has focused on improving reading for all of our students with an emphasis being placed on early reading diagnosis and intervention. We have an end goal of having 95% of our students fully meeting expectations with 97% accuracy. * (Our fall 2014 data was determined using a 95% accuracy and we have now moved to collecting data using 97% accuracy).

Below is our evidence to indicate that our reading goal remains a priority for us at Georgia Park.

	Fall 2014 Data				Spring 2015 Data				Mtg fall	Mtg spring	Increases
	1	2	3	4	1	2	3	4			
K					2	7	23	12	-	35/44 80%	
1	23	4	5	4	7	10	7	12	9/36 25%	19/36 53%	28%
2	16	9	3	17	12	7	9	17	20/45 44%	26/45 58%	14%
3	14	5	7	9	8	3	11	13	16/35 46%	24/35 69%	23%
4	15	8	10	7	12	5	10	13	17/40 43%	23/40 58%	15%
5	11a	10	13	8	6	11	11	14	21/42 50%	25/42 60%	10%

- At Georgia Park to determine this data we did the following:
 - Grade 1 we used
 - PM benchmark level 14 at 97% for meeting expectations
 - We also used teacher observations and conversations with students
 - Grade 2 we used
 - PM benchmark level 23 at 97% for meeting expectations
 - We also used teacher observations and conversations with students
 - Grade 3 we used
 - PM benchmark level 27 at 97% for meeting expectations
 - We also used teacher observations and conversations with students
 - Grade 4 and 5 we
 - No longer used benchmarks for majority of students unless they were significantly below grade level

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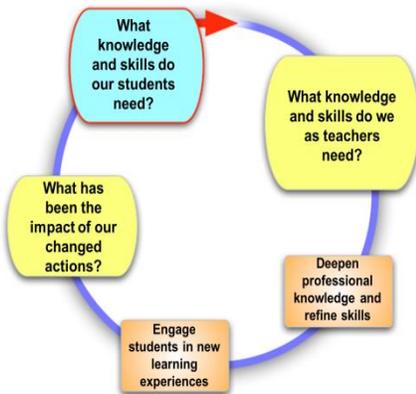
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	<ul style="list-style-type: none"> ▪ Used Fountas and Pinnell, Alberta diagnostic information and DRA ▪ We also used teacher observations and conversations with students ○ Kindergarten <ul style="list-style-type: none"> ▪ We devised a set of criteria using <ul style="list-style-type: none"> • Letter sounds • Letter identification • Rhyme • Syllables / segmentation • We also used teacher observations and conversations with students • We assessed K students in February based on this criteria and gave the 12 students who were not yet meeting expectations Tier 2 intervention. There was considerable growth in these students. • We know that the K students are just emerging and reinforced summer reading will be critical for their reading progression. • We now assessed at a 97% independent level • Many of our students who are considered “not meeting grade level expectations” made significant gains throughout the year. • We are proud of their achievement and want to ensure that we can continue to focus on their development. Our data has also shown us students who have not yet made enough growth and may require more intensive Tier 3 interventions. (We have identified students that need additional Tier 2 or 3 supports.) • We have found that students are making better choices as to their own independent reading • Our intervention plan has allowed us to give targeted instruction to all students (enrichment by our librarian)
<p>2) Action Plan</p> <p><i>-What do you plan to do to support adult learning that will contribute to this inquiry or area of learning?</i></p> <p><i>-What do you plan to do with your students?</i></p> <p><i>-How will the staff work together?</i></p> <p><i>- Be sure to include the teacher-inquiry cycle in your plan.</i></p> <p><i>Adult Learning Cycle:</i></p>	<p>Tier 1 Interventions and Actions</p> <ul style="list-style-type: none"> • Common set of reading strategies explicitly taught to all students who are in the primary grades and reinforced with students in intermediate grades • Jolly Phonics is used with all Kindergarten and Grade 1 students to introduce letter sounds and recognition. • Independent reading time is allocated in all classes. • Students are listening to an adult read on a daily basis. • Students are regularly assessed on reading – see above for description • Using data from the previous year we did a check in with all students who we were concerned with and reassessed their reading. • Speech and language teacher performed a screen – October 2015

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Teacher inquiry and knowledge-building cycle to promote valued student outcomes



Timperly, Helen

Tier 2 Interventions

- Based on our data, conversations with students and products applied for LIF funds to support a .4 teaching position. With this additional teacher we are able to structure reading groups for all primary classes to target their specific areas of need. These groups are designed to be fluid and students will move between groups as their specific needs are met.
- We will assess these students at regular intervals (approx. every 6 weeks) to determine if our intervention has been successful.
- LST teacher also working with teachers within the primary groupings to address students needing more intensive interventions.

Tier 3 Interventions

- LST working one on one with some students who require more intensive supports

Systems in place to support adult learning in the building

- Discussions with staff regarding the response to intervention model
- A common language for reading instruction
- A common framework to use for guided reading instruction
- As a staff we have looked at the diagnostic tools we will use throughout the year so that the data we collect will help guide the instruction of our students as so we will also know that as a school our data across the grades is consistent.
- We have our new teacher attending Changing Results for Young Readers (CR4YR). She is focusing on an inquiry question to improve reading/reading readiness for one specific child. Although only one specific child is targeted, we know from previous years that the intervention used for the one child will benefit several children within the class.
- Literacy support teacher working as a mentor for our new teachers

3) Evidence of progress

-What were some key learnings that occurred for educators?

-What was the impact of the actions/inquiry on student learning? How do you know?

Triangulation of Evidence to increase reliability and validity:

Key learnings

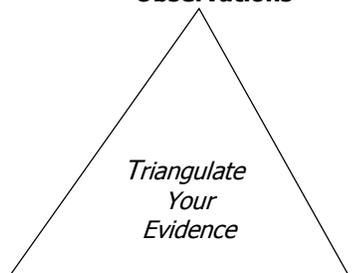
- Shared language
- Common set of reading strategies
- Shared understanding of RTI model

Evidence collected/reviewed

- June 2015 CSL data
- October 2015 reading data – students of concern were all reassessed
- October / November 2015 – all K students were given an initial screen that targeted letter / sound recognition.
- October / November 2015 – all grade 1 students were assessed on
 - Letter sounds
 - Letter identification
 - Rhyme

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<p>Observations</p>  <p style="text-align: center;"><i>Triangulate Your Evidence</i></p> <p>Products Conversations</p>	<ul style="list-style-type: none"> • Syllables / segmentation – phonemic awareness, letter and sound recognition. • Reassess all primary students before winter break to determine the success of our interventions.
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Goal / School Inquiry Question #2: *How will using an RTI framework help us improve student learning behaviours and connection to the school community?*

1)Rationale

- **Should be evidence based**
- *Why did you choose this goal or inquiry?*
- *On what evidence is the decision based?*

The rationale is also the summary of your results from last year , can be based on some current research, and/or from any new observations educators are making while 'scanning'

During the past two years the staff at Georgia Park has been working closely to create a community of learners who are self-regulated and can demonstrate the qualities that are needed to be successful learners. Research has informed us and we know that regulated children are better able to reach their learning targets.

We also wanted to take a closer look at specific behaviours that may help us target the root causes for inappropriate student behaviours. As such our staff completed the scale for all students and we were able to get a closer look at the behaviours that we needed to address as an entire school.

As a result of this data collection our staff decided that we needed to take the time at the beginning of the school year to explicitly teach the school wide expectations to all students and to celebrate our student successes with various positive rewards.

We worked with our student services team to look at a model where they could help our school with both Tier 1 and Tier 2 services and after we taught our behavioral expectations our SBT also assisted teachers in the school wide delivery of the ZONES of regulation.

This year with the restructuring of student services we have also been fortunate to be able to access the services of a elementary counsellor who spends 1 ½ days a week servicing students at the Tier 2 and Tier 3 levels while also supporting classroom (Tier 1) interventions.

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	Student Risk Screening Scale (SRRS) Externalizing Behaviours	Student Internalizing Behaviour Screening Scale (SIBSS) Internalizing Behaviours			
	Steal	Nervous or Fearful	Home Dynamics	Total for SRRS	Total for SIBSS
	Lie, Cheat, Sneak (deceptive)	Bullied by Peers			
	Behaviour Problem	Spends Time Alone			
	Peer Rejection	Low Academic Achievement			
	Low Academic Achievement	Withdrawn			
	Negative Attitude	Sad or Unhappy			
	Aggressive Behaviour	Complains about Being Sick or Hurt			

2) Action Plan

-What do you plan to do to support adult learning that will contribute to this inquiry or area of learning?

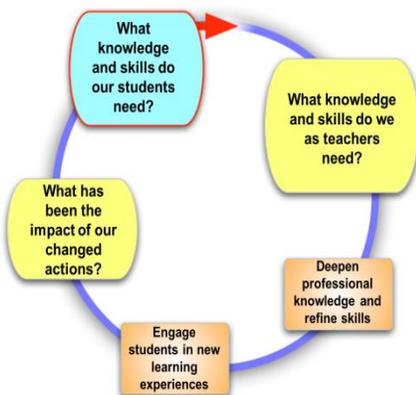
-What do you plan to do with your students?

-How will the staff work together?

- Be sure to include the teacher-inquiry cycle in your plan.

Adult Learning Cycle:

Teacher inquiry and knowledge-building cycle to promote valued student outcomes



Timperly, Helen

Tier I Interventions and Actions

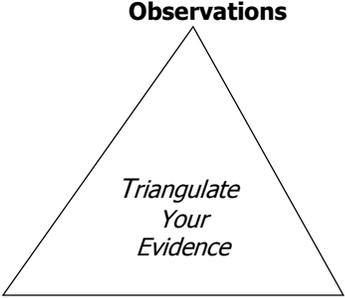
- Explicitly teach all students the school wide behaviour matrix in September
- Consistently reinforce the desired school behaviours throughout the first two months of school
- Use PBS and TRIBES strategies to develop a sense of community within classrooms and the School District 72
- Teaching ZONES of regulation to all students.
- Reinforce the WITS strategies with students. (Walk away, Ignore, Talk in out, Seek help)
- Form a school leadership group that will help reinforce our school expectations and help students on the playground use their WITS.
- SBT referrals to students who need behavioral support. This team based approach allows us to come up with a system of supports to best fit each student.
- Continue to publically reinforce the behaviour matrix with students and reinforce the expectations through monthly themes
- Monitor student behaviours on the playground in a data book. We can then use this book to determine if specific children need extra support and skills.
- To support community building all primary classes have a buddy class where they work together.

Tier 2 Interventions

- Students unable to receive the information in large groups were given the same instruction in a smaller group setting.
- SBT referrals to students who need behavioral support. This team based approach allows us to come up with a system of supports to best fit each student.
- School Counsellor to work with small groups of students on specific skills.
- School Counsellor and Youth Care worker to work together on various social groups.
- Youth care worker to work with individual students to support their behaviour plan.
- Aboriginal Support worker and ELL teacher working with students in a social group to work on friendship skills.
- Compete Functional Behaviour Assessments for students.

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	<p>Tier 3 Interventions</p> <ul style="list-style-type: none"> Individual work with our Behavioral Resource Teacher to determine if a safety plan is needed and then to follow up on implementation of the desired plans.
<p>3)Evidence of progress</p> <p>-What were some key learnings that occurred for educators?</p> <p>-What was the impact of the actions/inquiry on student learning? How do you know?</p> <p>Triangulation of Evidence to increase reliability and validity:</p> <div style="text-align: center;">  </div>	<p>Key learnings</p> <ul style="list-style-type: none"> Shared language Common set of expectations that are reinforced Shared understanding of RTI model <p>Evidence collected/reviewed</p> <ul style="list-style-type: none"> We began with data regarding students internalizing and externalizing behaviours and will continue to check in with this data collection tool to see if there are trends that need to be addressed or if we need to target specific groups to meet the needs of a set of students. Our second collection date is set for the end of November 2015. We continue to collect data from recess and lunchtime activities to see the behaviours that we need to address with students. Continue to reinforce positive behaviours with specific students and monitor individual progress.
<p>Other initiatives the school wishes to highlight</p>	<p>Aboriginal Cultural Awareness / Collaborative Planning on an Inquiry Project</p> <p>We are continuing to address the Aboriginal Enhancement Agreement in a variety of ways within Georgia Park. We have worked as a staff to have an Inquiry project that will run throughout the year that will serve as a vehicle to imbed Aboriginal culture and language within our studies throughout the year.</p> <ul style="list-style-type: none"> To begin the year the staff spent a Professional Development day looking at the Indigenous plants in our area and were able to find out more about their medicinal uses. We were able to plan a set of activities that link into our Inquiry project of "What is Balance?". We started the year by taking a closer look at the medicine wheel and how the four quadrants are in balance and how they connect to the greater world (ie. the seasons, the stages of life, directions, etc.). We then were able to take our students to the beach where they learned how to make paint from items on the beach.

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	<ul style="list-style-type: none"> • We are learning about legends and stories as they relate to the Coast Salish. • Students are all receiving language classes that tie into our Ethnobotany theme. • We have presentations from a local carver (Darren Blaney) and have the opportunity to hear singing and drumming from the Homalco Nation. • Students will plant a community garden and learn more about the traditional plants and their uses. • Students will learn of the importance of cedar and will all participate in an activity using cedar. • The students will be able to see Darren Blaney talk about how he uses traditional stories to create a piece of art and will then see him as he creates a piece of art for Georgia Park. • As teachers are working on the Ethnobotany Inquiry they will also have collaborative time to plan with our school librarian. <p>Apart from our Ethnobotany Inquiry our grade 4/5 students will also learn of the importance of the Big House and will tour the Big House later in the spring.</p>
<p>How Do You Plan To Include Parental and Community Involvement To Do This Work?</p> <p>-Strategies we will you use to seek input from the school community? -How we will partner with our parent group to support the goals for improving student learning</p> <p>Communication Strategies -How will you ensure communication about student achievement is consistent, timely, and delivered in multiple ways to staff, students, parents and the community?</p>	<p>We will use a variety of strategies to engage our parents including:</p> <ul style="list-style-type: none"> • Sharing of information at all of our PAC meetings and giving parents the opportunity to ask questions about student learning. • We send regular communication to parents through emails and newsletters. • Parents have the option to have a print copy of our newsletter. • PAC has a Facebook page where they share information about school events. • We offer information to parents about community events and activities that will help them learn more about reading strategies • We have shared our reading goal with PAC and they have generously supported us by purchasing more books that are high interest and low vocabulary as well as more books with an Aboriginal focus. • During the year we have many opportunities for parents to come to open houses, assemblies, field trips and class presentations. • We invite members of the local Aboriginal bands to come to our school and present their dances, legends and stories.
<p>3) Budget Sources:</p> <p>Student Success Funds \$ School Based Pro-d \$ Supplementary Prep \$ Collaboration for Growth \$ Mentorship \$</p>	<p>PAC \$ Community Links \$ Other \$ Total Budget for Student Success Plan \$</p>

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School Planning Council Approval

This school's student success plan has been written, reviewed and supported by:

_____ Parent Member's Name	_____ Signature	_____ Date
_____ Parent Member's Name	_____ Signature	_____ Date
_____ Parent Member's Name	_____ Signature	_____ Date
_____ Teacher Member's Name	_____ Signature	_____ Date
_____ Principal's Name	_____ Signature	_____ Date

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District Connections

Strategic Plan Focuses:

- Safe, caring and engaging learning environments.
- Personalized learning environments.
- Enhanced facilities for learning.
- Strengthen and expand community relations.

Achievement Contract Goals:

- All students will feel safe and sense of belonging at school.
- All students will experience success and demonstrate continuous improvement in their educational program.
- All learners will be actively engaged.

Aboriginal Enhancement Agreement Goals:

- To increase all Aboriginal students' sense of pride and ensure they have opportunities to participate in and learn about their heritage and culture.
- Continued improvement in the transition readiness of all Aboriginal students at all levels.
- Year by year improvement in literacy and numeracy achievement by all Aboriginal students at the elementary, middle, and secondary school levels.
- Continued improvement in engaging parents, families, caregivers, and community in supporting all aspects of student success.
- To increase the number of Aboriginal students who graduate with a Dogwood diploma. Aboriginal students will develop a strong self-identity and the skills and knowledge needed to achieve career and life goals.

District Priorities:

- Safe Schools and Tribes
- Building Instructional Intelligence
- Curriculum and Instruction
- Supporting Innovation
- Assessment *for* Learning
- Integrating Technology