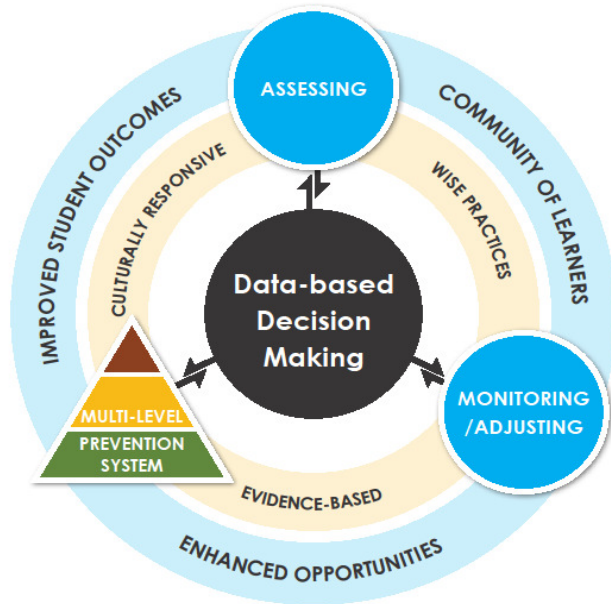


Name of School: _____ Douglas Road Elementary _____

Date: _____ June 22nd, 2015 _____

Year of Plan	
1	__
2	X
3	__
Other	__

Response to Intervention Framework



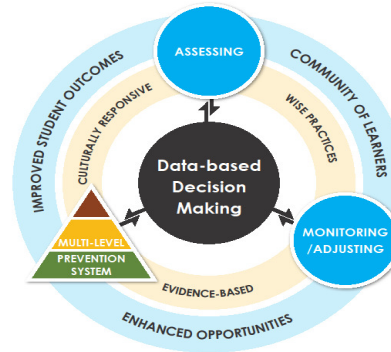
School Community Context:

Douglas Road Elementary School enrolls 250 students from Kindergarten to Grade Seven. It is located in Central West Burnaby. The school community is diverse, has a rich multicultural flavour, and is both welcoming and inclusive. Forty percent of the students are identified as learning English Language Learners (ELL). There are 19 languages represented in our student population. We have approximately 13 Aboriginal Learners.

There are a number of extra-curricular opportunities within this school in the areas of athletics, fine arts and student leadership. The Fine Arts is enhanced by our Dance program and a Variety Show. Extra-curricular music and sports programs continue to be well supported by staff and parents and attract a large number of student participants.

Douglas Road is an Action BC school that promotes healthy living and is part of the BC Fruit and Vegetable program. We connect with the greater community by supporting events such as the Terry Fox Run and Jump Rope for Heart programs each year. Douglas Road School also features a daycare run by the Burnaby Neighbourhood House for before and afterschool care as well as a Friendship Club (Gr. 4-7, est. Sept. 2011) that runs 2 or 3/5 days per week after school.

The Douglas Road Parent Advisory Council raises funds in a variety of ways to help support the school. Annual events include our Pancake Breakfast and a monthly Hot Lunch program. We continue to host events that bring families into the school such as student-led conferences, family movie nights, multicultural dinner and Welcome to Kindergarten. Our new school motto is **“Together.....we can soar!”**



Assessment

Ongoing assessment for, as, and of learning is conducted with all students and additional assessment or short term progress monitoring is used to identify students who require more intensive interventions.

Monitoring & Adjusting

Based on ongoing assessment data, student progress is monitored and instructional practise is adjusted to meet the needs of each learner.

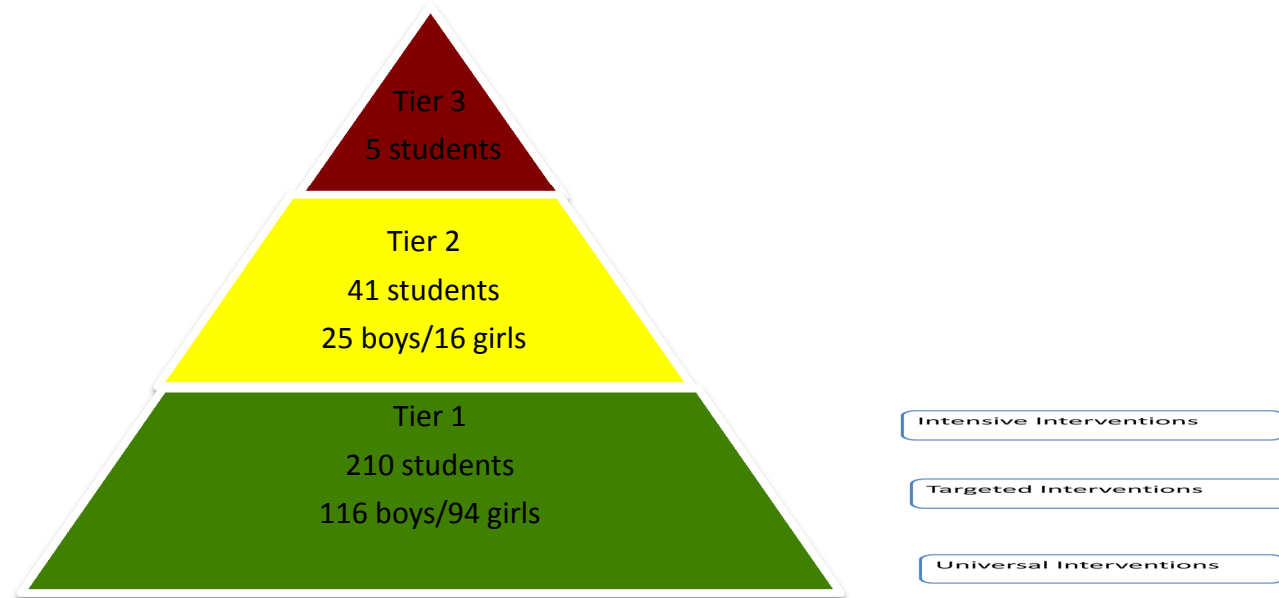
Data Based Decision Making

Data analysis and decision making occur at all levels of RTI implementation and all levels of instruction. Teams use ongoing assessment data to make decisions about instruction and movement within the multi-level prevention system.

Multi-Level Prevention System

RTI is a *multi-tiered service delivery model* in which instruction is differentiated to meet learner needs at each of the various levels. The first level focuses on high quality core instruction, the second level includes interventions of moderate intensity and the third level includes intensive interventions that are individualized for each learner.

Response to Intervention



As you reflect on student achievement data, how will this influence your next step/goal?

- We continue to monitor each student’s progress and adapt and modify as needed to meet the needs.
- General reflection on all students continues to show a continued need for support in the areas of reading and math
- Social-emotional Learning seems to be at the forefront of all that we want to accomplish in all curricular areas
- Trend data is only part of the picture, due to student transiency. We believe to fully understand student achievement and decide where to focus our attention, we need to look at more specific information:
 - Who are those children who are not yet meeting expectations?
 - Who are those children who are approaching expectations?
 - What do we know about them as learners?
 - What do we need to know about them?
 - What do we have in place to support their learning?
 - Is it working? Does it need to be adjusted?

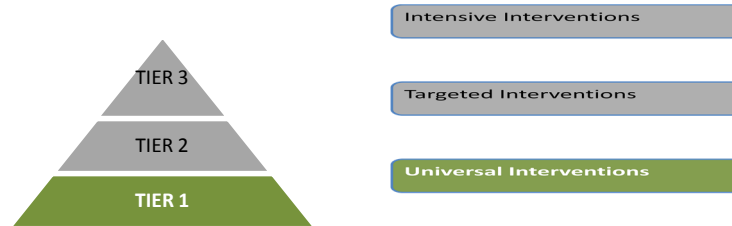
	Girls	Boys	Total
all learners	113	143	256
learners with low-incidence designation	4	8	12
learners with high-incidence designation	4	6	10
learners with student learning plans		2	2
learners with pending IEP		1	1
English language learners			87
Aboriginal learners	7	6	13
Social Emotional Concerns			60
Tier 2 Students	16	25	41
Vulnerable Learners	23	43	68

TRANSIENCY		
YEAR	# IN	# OUT
2010/11	36	27
2011/12	22	60
2012/13	21	39
2013/14	31	34
2014/15	30	32

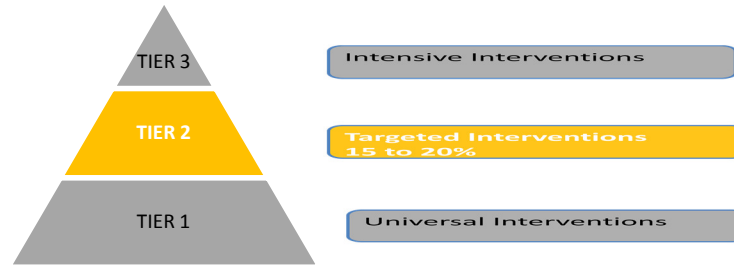
GOAL: -- What data supports this goal? *Please include supporting data in the appendices.*

To focus on Social Emotional Learning, thereby enhancing all academic areas, especially reading in the primary years.

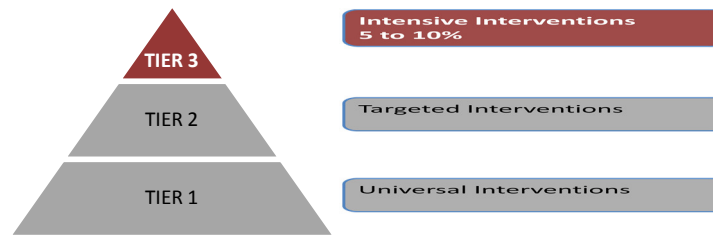
- Many students have high anxiety levels and other social-emotional needs that need to be addressed before deep learning can occur. The tier 2 students are the Social –emotional learners, the vulnerable learners and the students not meeting expectations.
- A large percentage of students need reading support and early intervention to meet expectations.
- Reading skills are essential to success.
- Kindergarten assessment data indicates some children entering grade 1 will need support in literacy development
- Intermediate students are struggling with some of the basic math concepts, which inhibit their progress in the intermediate grades.



Goal
How will class/grade-wide assessment data inform your next steps?
<ul style="list-style-type: none"> Assessment data is gathered and analyzed throughout each term to assist with specific programming for each learner. School based resource team meets weekly to discuss students referred by the classroom teachers and to design support.
What will be in place to support <u>all</u> students?
<ul style="list-style-type: none"> Quality teaching in the classroom Leveled books for differentiating instruction Benchmark bi-annual testing continues to help us adapt our programs to meet the needs of each student Gr. 1-3 Extra reading support – Gr. 1- 2 Differentiated instruction for reading and math through small group approaches are used as appropriate Gr. 1 – 7 Integration of technology into the curriculum to support reading and math strategies
How will you monitor progress for all students? How frequently?
<ul style="list-style-type: none"> Teachers review student progress regularly throughout each term. Staff as a whole review after each reporting period and at most staff meetings Class reviews each September, on-going throughout the school year as needed and in June



Goal
Based on class/grade-wide assessment data, which students require more targeted interventions?
<p>Reading: (March 2015 data)</p> <ul style="list-style-type: none"> • 5/29 students in grade K – approaching expectations • 13/26 students in grade 1 – not yet meeting or approaching • 12/34 students in grade 2 – not yet meeting or approaching • 12/24 students in grade 3 – not yet meeting or approaching
<ul style="list-style-type: none"> • Benchmark assessment data below grade level – 7 students in June 2015
<ul style="list-style-type: none"> • Kg assessment summary – 7 students may require extra support
<ul style="list-style-type: none"> • Math: 14/138 students C- or less gr. 4 – 7; 19 at the C level that we want to see improve out of 138 students
How will the data inform next steps?
<ul style="list-style-type: none"> • We use the data to determine guided reading groups and those needing more 1:1 instruction
<ul style="list-style-type: none"> • Fast ForWord intervention will continue for students in the school gr. 2 – 7.
<ul style="list-style-type: none"> • Math data will be used as a guide for adapting, modifying and determining SLP needs and LSS support
What interventions will you implement to support these students?
<ul style="list-style-type: none"> • Guided reading groups, additional LSS support, home reading programs, Words Their Way
<ul style="list-style-type: none"> • Weekly data for Fast ForWord (20 licenses gr. 2 – 7) informs interventions that are needed for each student
<ul style="list-style-type: none"> • Math games taught at the start of the year and reinforced throughout to teach math through play
<ul style="list-style-type: none"> • Sharing of information with all staff as to strategies to support learners with SEL needs (60/250 students identified)
<ul style="list-style-type: none"> • Use SIOP or collaborative teaching model in intermediate classes to provide additional support for ELL learners
How will you monitor progress for these students? How frequently?
<ul style="list-style-type: none"> • Guided reading groups are reviewed as needed and adjusted each term or sooner
<ul style="list-style-type: none"> • Precision reading data is on-going, Fast ForWord data is available daily and reviewed with students at the start of each session.
<ul style="list-style-type: none"> • On-going classroom assessments; working with children on a daily basis



Goal
Based on targeted assessment data, which students in Tier 2 require more intensive interventions?
<ul style="list-style-type: none"> 4 students in tier 3 – 4 designated <ul style="list-style-type: none"> Benchmark assessment data below grade level: x grade 1s, x gr. 2s, x gr. 3s;
How will the data inform next steps?
<ul style="list-style-type: none"> We continue to adjust our teaching strategies based on the needs of each student in this level. IEP goals continue to be monitored and adjusted throughout the year
What individualized interventions will you implement to support these students?
<ul style="list-style-type: none"> 1: 1 working with an Educational Assistant LSS support
<ul style="list-style-type: none"> Follow the goals of the IEP
How will you monitor progress for these students? How frequently?
<ul style="list-style-type: none"> IEP reviews brought to team as needed, reviewed by classroom teachers and LSS support on an on-going basis. Working with students individually on a daily basis to shape instruction

APPENDICES - Please include data analysis.

Provide the evidence/data analysis that supports your school goal.

Examples: Foundation Skills Assessment, Report Card marks, Performance Standards, Fast ForWord, Reading Recovery, Links to Literacy, Social Emotional surveys, Grade to Grade Transition rates and other pertinent data sources.

DATA ANALYSIS:

Objectives	Performance Indicators	Results
-------------------	-------------------------------	----------------

Ensure that students, who are currently successful, continue to improve and extend their reading, writing and math skills

Spring Report Card Data (K-7)

Student Transiency makes our numbers difficult to compare each year.

Eg. Gr. 1 students 2009 = 34

Gr. 5 students 2014 - 21/34 are the same students

**7 students were not yet meeting in 2009

**3 ELL level 2; other 4 have C or above

Number of students fully meeting or exceeding expectations in reading (R) and writing (W) and Math (M) (Using Spring report card data) (Int. C or better)

		K	1	2	3	4	5	6	7
R	'13	26/3 4	12/23	29/4 0	19/29	25/3 2	20/2 4	20/2 5	33/4 0
W	'13	30/3 4	11/23	29/4 0	20/2 9	22/3 2	19/24	20/2 5	34/4 0
M	'13	29/3 4	15/23	30/4 0	23/2 9	29/3 2	20/2 4	21/25	30/4 0
		K	1	2	3	4	5	6	7
R	'14	17/26	26/3 6	13/21	34/4 2	23/3 2	29/3 6	25/2 8	25/2 6
W	'14	16/26	30/3 6	12/21	30/4 2	22/3 2	27/3 6	25/2 8	24/2 6
M	'14	21/26	29/3 6	16/21	35/4 2	26/3 2	31/36	26/2 8	24/2 6
		K	1	2	3	4	5	6	7
R	'15	24/2 9	12/26	19/34	11/24	36/41	23/3 3	31/33	23/31
W	'15	25/2 9	11/26	18/34	9/24	33/41	20/3 3	31/33	23/31
M	'15	24/2 9	19/26	20/3 4	13/24	38/41	23/3 3	33/3 3	22/31

**14 * - ELL learners, 6 Modified Program - not included in data

Reading Performance Standards

-fully meeting/exceeding

-no new data 2012

	YEAR	PRIMARY	INTERMEDIATE	BOYS/GIRLS
R	May 2010	41	64	
W	May 2010	40	61	
R	May 2011	44	64	
W	May 2011	36	68	
R	May 2013	53/90	64/127	31/22 27/37
W	May 2013	40/90	68/127	20/20 - P 27/41 - Int

	YEAR	Grade 4 (nyw, m, ex)	Grade 7
R	2012	6, 17, 0 - (23)	14, 19, 3 - (36)
W	2012	7, 16, 0 - (23)	5, 25, 6 - (36)
N	2012	4, 18, 2 - (24)	5, 26, 4 - (35)
R	2013	3, 23, 1; 4exc (31)	1, 28, 6; 5exc (40)
W	2013	4, 23, 0; 4exc (31)	0, 31, 4; 5exc (40)
N	2013	8, 18, 4; 1exc (31)	3, 23, 9; 5exc (40)
R	2014	3, 18, 5 (32 -6 dnw)	4, 17, 5 (26)
W	2014	3, 23, 0 (32 -6 dnw)	0, 23, 3 (26)
N	2014	1, 20, 5 (32 -6 dnw)	5, 18, 3 (26)
R	2015	6, 28, 3 (41 - 4 dnw)	6, 17, 2 (30, 5 dnw)
W	2015	3, 33, 1 (41 - 4 dnw)	2, 20, 2 (30, 6 dnw)
N	2015	13, 22, 2 (41 - 4 dnw)	3, 17, 5 30, 5 dnw

FSA results (Grade 4, Grade 7)

** 16 students in grade 7 2015 remain from the 2012 grade 4s.

R - 15/16 - same; 1 nymto meeting

W - 10/16 same; 6 improved - 1 m to Ex, 5 nym to meeting

N - 13/16 same - 2 improved - m to ex; nym - m; 1 decreased m to nym

**16 students in grade 7 remain from the 2012 group of grade 4s

To help students who are not yet meeting or minimally meeting expectations move positively towards fully meeting in the areas of reading, writing and math

Report Card Data (K -7)

Number of students who are not yet meeting or approaching in Spring of each year. (C- intermediate grades, ELL and Mod. Prg.)

		K	1	2	3	4	5	6	7
R	'12	4/22	12/40	7/30	4/28	4/23	0/25	4/39	4/39
W	'12	4/22	12/40	7/30	4/28	5/23	2/25	5/39	5/39
M	'12	4/22	10/40	9/30	7/28	5/23	2/25	10/39	5/39
		K	1	2	3	4	5	6	7
R	'13	7/34	9/23	8/40	10/29	1/32	1/24	1/25	0/40
W	'13	3/34	9/23	8/40	9/29	4/32	2/24	1/25	0/40
M	'13	4/34	5/23	8/40	6/29	2/32	4/24	2/25	4/40
		K	1	2	3	4	5	6	7
R	'14	9/26	10/36	8/21	8/42	9/32	7/36	3/28	1/26
W	'14	10/26	6/36	9/21	12/42	10/32	9/36	3/28	2/26
M	'14	5/26	7/29	5/21	7/42	6/32	5/36	2/28	2/26
		K	1	2	3	4	5	6	7
R	'15	5/29	13/26	12/34	12/24	3/41	10/33	2/33	5/31
W	'15	4/29	14/26	14/34	14/24	6/41	13/33	2/33	5/31
M	'15	5/29	6/26	12/34	9/24	1/41	9/33	0/33	4/31

**14 * - ELL learners, 6 Modified Program - included in data

To help students who are not yet meeting or minimally meeting expectations move positively towards fully meeting in the areas of reading, writing and math	Reading Performance Standards Gr. 1 - 7 -nyw, minimally meeting -No data May 2014					
			YEAR	PRIMARY	INTERMEDIATE	Boys/Girls
		R	May 2013	20/90 (Nyw - 6)	42/127 (Nyw - 5)	9/11 - Pri 28/14 Int
		W	May 2013	34/90 (Nyw - 5)	37/127 (nyw - 6)	19/15- Pri 28/9- Int
		R	May 2015	50/85 Nyw - 30	57/79 Nyw -	24/26 - Pri 40/18 - Int
W	May 2015	54/85 Nyw - 21	70/79 Nyw - 18	28/26 - Pri 47/23 - Int		

SCHOOL GOAL: To focus on Social Emotional Learning, thereby enhancing all academic areas, especially reading in the primary years.

TEACHERS:

- continue the first week of school focus on making connections and sharing
- continue to promote the teachings of 5 basic needs, restitution, tribes, mind-up, bucket-filling, morning circles, meditation in all classes throughout the school
- Sept. pro-d talk about students individually with SEL needs so all staff can support and know the strategies. -Soc. Resp. Quick-scale in the Spring
- Resources
 - "How Full is your Bucket for Kids
 - Ordinary Mary's Extraordinary Deed

TIER 3:

- 1:1 support through EA
- 1:1 support from counselor
- Small group support
- Care plans/Safety Plans
- SLP support
- Reading Support

TIER 2:

- Morning Circle – also useful as a check-in time with students
- Counsellor to continue to support classes through class meetings
- Small group work for friendship groups as needed
- School based team support
- Fast ForWord
- Benchmarks: Assessment tool for Gr. 1-3 – testing Oct and May
- Links to Literacy (K program) and Welcome to Kindergarten
- Establish peer tutoring for reading and math

PARENTS:

- Know where their child is at in terms of social emotional needs
- attend support sessions presented by the counselor at school
- Share information with parents at PAC meetings and in the newsletters about SEL

ASSESSMENT:

- On-going and will continue to be reviewed each term as well as annually.
- Are children more ready to self-regulate and focus on learning?

TIER 1:

- Morning Circle/Closing Circles - through this method and others students will continue to learn the concept of TRIBES, Restitution, bucket filling, Minds-up; teach feelings and emotions
- Breakfast program to get the day off to a good start and be on time
- -Purposeful Play school-wide – Monday morning 40 minutes
- -"hi" day – train students to say welcome to D.R. – practice/role play with buddies, manners
- Self-regulation – time to think and talk about how you are feeling; know the feelings
- Continue the use of "I" statements and "Talk/Walk/Squawk", goodwill leaves, bucket drops (revisit wording on leaves)
- Quality teaching and tracking progress of all students in school-wide data chart
- use the Peer Mediation Program as one tool for problem solving; train grade 6/7 students
- build in school-wide physical activity eg. Zumba

How will your School Grant support your school plan?**1. What is the objective?**

-to focus attention on our Tier 2 learners which are also our SEL and vulnerable learners not meeting expectations K – 7.

2. What is the data that led to this being an objective?

-we compared report card data, vulnerable, tier and SEL needs and realized the combination of students was generally the same in each group.

3. Who are the students/student group that will benefit from this objective?

-Primarily the students that are struggling in the lower range will have the biggest benefit from our goal

4. How will this project be reflected in meeting the goals in your school plan?

-We are currently using strategies such as reading groups, Links to Literacy, Fast ForWord, Benchmarks and LSS, collaborative teaching model support for meeting the goals as outlined in our plan. We also involve the school counselor to support the SEL needs in the classrooms.

5. How will you begin the project, monitor it and adjust it?

-We are in the second year of our plan. We will continue to monitor and adjust after each reporting period as a whole group, as well as on a regular basis we adjust reading groups, students requiring math support, counselling support, etc.

6. How will funds be spent? (TOC time; Fees; Resources; etc)

-We will use some funds for resources for the start of the year (\$200). We plan to use time to bring in TOCs for collaboration time (SIOP or collaborative teaching review time), benchmark assessment, visiting other classes, etc. (\$1800)

How will you measure the impact on student achievement from this project?

-We will continue to use our school data (report card data in particular) to help us measure improvement and set future directions. We will particularly monitor our tier 2 students to see if they are able to move to tier 1 over the three-year period of this plan.

Signatures of SPC Members;

_____ Mary-Ann Brown, principal _____

_____ Lesley McKechnie _____

_____ Michelle Kienzle _____

_____ Shairose Mawji _____
