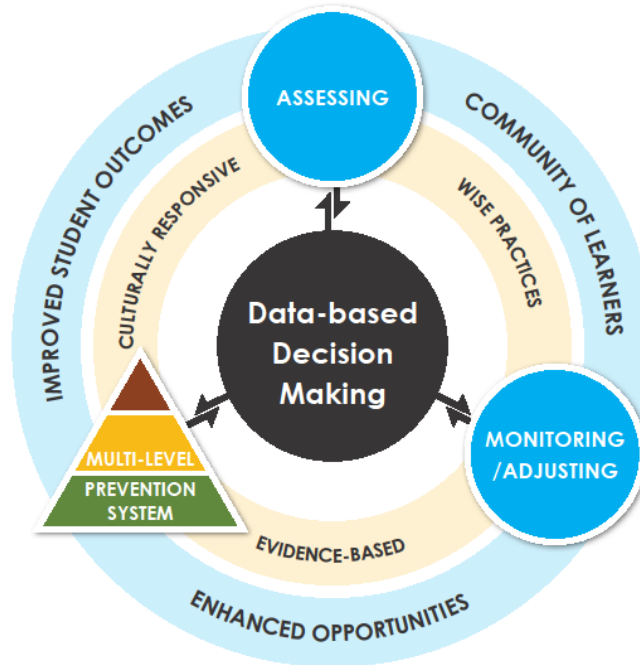


Year of Plan	
1	___
2	___
3	__X

Name of School: Glenwood

Date: April 2017

Response to Intervention FRAMEWORK



School Community Context:

The community surrounding Glenwood is characterized by its diversity. Just south of the Skytrain and denser housing, the Glenwood neighbourhood contains productive farmland and market gardens, light industry and small acreages. Most of the immediate neighbourhood consists of single-family housing. The current population of Glenwood is 97 students. The Glenwood community believes in inclusion; this year there are 23 E.L.L. students and 6 low incidence students integrated into regular classrooms with age appropriate peers.

Glenwood is an annexed school with one Principal for Clinton/Glenwood, one Vice Principal for the Glenwood. Presently, there are some staff who work at both schools (Counselor, Nurse and morning and evening custodians).

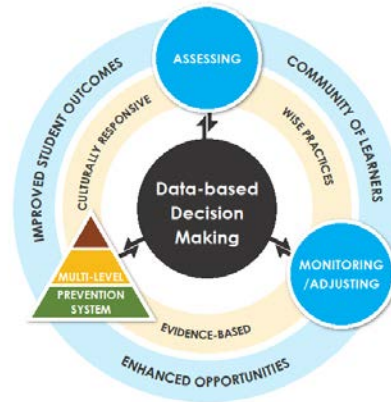
Staff members are highly skilled professionals; committed to providing outstanding educational opportunities for all students. Academic achievement, athletics, and social responsibility are

valued by the community. Glenwood is a small school, but provides numerous opportunities for all students such as: hosting regular assemblies and performances, the monthly run, skipping club, reading club, intermediate band, primary and intermediate choir, student leadership, a talent show, Battle of the Books, intramurals, and Sports Day. Programs offered outside school hours include: extramural sports teams: cross country, volleyball and track. The school includes a very involved and committed Parent Advisory Council (PAC). The parent community, through volunteering and encouragement support academic and extra-curricular activities throughout the year.

The staff at Glenwood Elementary are actively involved in creating, monitoring and revising the School Plan. In October 2016 staff met to discuss the learning needs of our diverse population and reviewed the results of the Foundational Skills Assessment (FSA), report card data and school based assessment (Benchmarks). Staff determined that the data supported a continued focus on Numeracy as our school goal. Assessment data and anecdotal evidence supported this conclusion. Throughout the course of our three year plan staff will meet regularly during Professional Development Days, staff meetings and scheduled consultation times to review our progress and student achievement.

School Community Involvement

PAC meetings, school newsletters and Parent evenings continue to be a venue to share information and engage parents in meaningful conversation about student learning and achievement. We will continue communication of our school goals through the activities mentioned above.



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



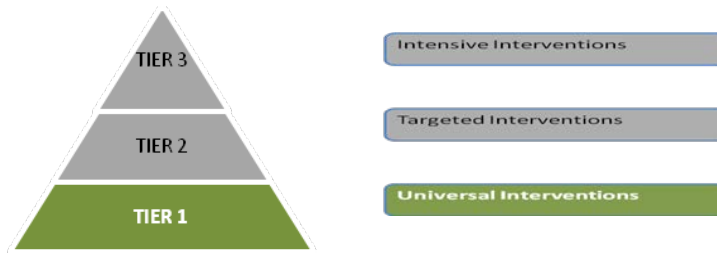
As you reflect on student achievement data, how will this influence your next step/goal?

Over the course of the third year of our plan staff has met during Professional Development days and staff meetings to analyze data and discuss teaching and learning strategies as well as resources to support Numeracy. Staff have attended numerous workshops and professional development in numeracy and have shared strategies with their colleagues. Teachers collected baseline data in the fall through a school wide standardized numeracy assessment and will administer the assessment again in the spring to track student achievement, adjust programing and identify students who are struggling. Student performance in Numeracy is referenced to the Performance standards.

GOAL: What data supports this goal?

Please include supporting data in the appendices.

Goal: To improve the Numeracy skills of all students from Kindergarten to Grade 7
<input type="radio"/> Performance standards evidence
<input type="radio"/> Report card evidence
<input type="radio"/> FSA evidence
<input type="radio"/> Standardized numeracy assessments in the fall and spring.
<input type="radio"/> Curriculum based numeracy assessments referenced to the performance standards each term.
<input type="radio"/> Observation and Anecdotal evidence



<p>Goal: To improve the Numeracy skills of all students from Kindergarten to Grade 7.</p>
<p>How will class/grade-wide assessment data inform your next steps?</p> <ul style="list-style-type: none"> ○ A School-wide standardized numeracy assessment as well as curriculum based assessment referenced to the performance standards in the fall provided base line data. Subsequent school – wide assessments in the fall and spring provide information on student achievement and identifies struggling students. Error analysis provides insight into areas requiring targeted intervention. ○ Classroom teachers developed and administered a Numeracy Survey to determine students’ beliefs or “mind set” about their learning and attitude toward numeracy in the fall. ○ Analysis of Curriculum based assessment referenced to the performance standards by term to track the acquisition of concepts and skills and adjust programming. ○ Curriculum based assessment in February and May identifies “at risk” kindergarten students who would benefit from additional support. ○ Fluid primary and intermediate groupings and small group intervention based on the result of curriculum based assessment by term and standardized numeracy screening tools administered to struggling students to determine area of challenge and target intervention. ○ Standardized assessment to identify gaps in knowledge of struggling students. This provides information for programming.
<p>What will be in place to support <u>all</u> students?</p> <ul style="list-style-type: none"> ○ Math Makes Sense ○ Numeracy problem solving activities with multiple entry points allowing students to enter at their level of learning. ○ Direct teaching of and consistent use of Math terminology in the classroom. ○ The development of anchor charts and rubrics as visual supports. ○ Development of a bank of “growth mindset” comments. ○ Differentiated instruction, learning tasks and products. ○ Formative assessment and descriptive feedback ○ Online math games and activities to apply and reinforce math concepts.
<p> </p>
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How will you monitor progress for all students? How frequently?
○ Curriculum based assessment referenced to the performance standards by term.
○ Vancouver Standardized Numeracy Assessment administered in the Fall and Spring.
○ Vancouver Island Diagnostic Math Assessment to identify gaps in learning of struggling students.
○ Kindergarten third term assessment in January and May to identify “at risk” students.
○ Regularly scheduled TEAM meetings.



Goal: To improve the Numeracy skills of all students from kindergarten to grade 7.

Based on class/grade-wide assessment data, which students require more targeted interventions?

- Students who are on a learning Plan or IEP with Numeracy goals.
- Primary students working one or more years below grade level in numeracy.
- Intermediate students working two or more years below grade level in numeracy.
- Kindergarten readiness screen identifies students requiring more intensive support

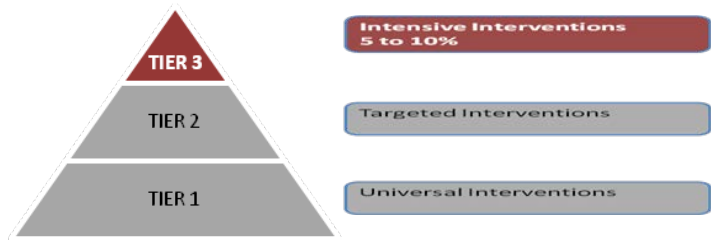
How will the data inform next steps?

- Curriculum based assessment referenced to the performance standards is employed to identify and track the acquisition of skills of students who require significant adaptations or interventions in Numeracy.
- Standardized assessment such as the Vancouver Island Diagnostic Math assessment, KTEA, or Brigance identifies gaps in learning, tracks student achievement and informs programming.
- Assessment data indicates whether or not a referral for district assessment is appropriate.

What interventions will you implement to support these students?

- Numeracy activities with multiple entrance points allowing students to enter at their level of learning.
- Fluid grouping and small group instruction based on the results of the curriculum based assessment by term and standardized numeracy screening tools administered to struggling students to target area of challenge or gaps in learning.
- Small group instruction with simplified text, exemplars, graphic organizers, manipulatives and scaffolded instruction two to three times per week.

<input type="radio"/> Formative assessment strategies with descriptive feedback.
<input type="radio"/> Adapted learning resources such as Jump Math.
How will you monitor progress for these students? How frequently?
<input type="radio"/> Standardized assessment data used to identify gaps in learning and target specific skills.
<input type="radio"/> End of unit assessments.
<input type="radio"/> Jump Math has built in assessment.
<input type="radio"/> Weekly observation and data collection.



Goal: To improve the numeracy skills of all students from Kindergarten to grade 7.
Based on targeted assessment data, which students in Tier 2 require more intensive interventions?
<input type="radio"/> Students with an I.E.P. and Numeracy goals
<input type="radio"/> Primary students who are working significantly below grade level expectations.
<input type="radio"/> Intermediate students who are working significantly below grade level expectations.
How will the data inform next steps?
<input type="radio"/> Administration of KTEA to identify areas of strength.
<input type="radio"/> Referral for a psycho-educational assessment to identify areas of strength and provide information for effective intervention and programming.
<input type="radio"/> Consultation with district staff to adjust programming and strategies.
What individualized interventions will you implement to support these students?
<input type="radio"/> Provide intense, targeted small group or one to one instruction and programming.
<input type="radio"/> Adjustments to individual programs such as increasing the frequency of support, pacing, adjusting the learning materials and strategies.
<input type="radio"/> Jump Math program and modified material, tasks or products.
How will you monitor progress for these students? How frequently?
<input type="radio"/> Jump Math program has built in assessment.
<input type="radio"/> Daily analysis of student performance referenced to concepts and skills taught.

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.

Achievement results reported in percentage must be considered in relation to the small population at Glenwood. Results reported in percentages may not be truly reflective overall achievement at each grade level.

Chart: February 2017 Foundational Skills Assessment: number of students meeting or exceeding by grade and subject. (Three Gr. 4 students excused from FSA's)

	Writing	Reading	Numeracy
Grade 4	18/18	18/18	18/18
Grade 7	11/13	12/13	12/13

Chart: February 2015 Foundational Skills Assessment: number of students meeting or exceeding by grade in numeracy.

	Feb. 2015	Feb. 2016	Feb. 2017
Grade 4	10/11 91%	10/15	18/18
Grade 7	4/6 67%	8/11	12/13
Excused (Modified program, absent or parent request)	Grade 4: 4 Grade 7: 4	Grade 7: 1 Grade 4: 1 (abs.)	Grade 4: 3 (Modified)

Chart: **February 2017** FSA Results by grade and subject

Grade 4

	Not yet Meeting	Meeting	Exceeding	Excused
Reading	0	14	4	3
Writing	0	17	1	3
Numeracy	0	10	8	3

Grade 7

	Not yet Meeting	Meeting	Exceeding	Excused
Reading	2	7	4	0
Writing	1	10	2	0
Numeracy	1	6	6	0

March 2017 Report Card: Gr. 4 – 7 Students with C+ and above.

Primary: Meeting or Exceeding

Grade	READING	WRITING	NUMERACY	
Kinder.	6/8	7/8	7/8	2 ELL 1
Gr. 1	2/10	6/10	7/10	1 ELL 1 1 ELL 3
Gr. 2	7/10	5/10	8/10	1 ELL1, 1 ELL 2, 1 ELL 3, 1 ELL 4
Gr. 3	5/6	4/6	6/6	1 modified program 1 ELL1
Gr.4	18/19	15/19	16/19	2 modified program 2 ELL1, 4 ELL2, 3ELL 3
Gr. 5	15/15	14/15	14/15	1 ELL 3
Gr. 6	12/13	11/13	13/13	1 modified program 1 ELL 2
Gr. 7	12/13	12/13	12/13	1 ELL 2

Chart: Report Cards: Number of Students not on a modified program Meeting or Exceeding in Numeracy by Grade.

Grade	December 2014	March 2015	June 2015	December 2015	March 2016	June 2016	December 2016	March 2017
Kinder.	9/9 100%	9/9 100%	8/8 100%	12/12 100%	12/12 100%	12/12 100%	7/7 100%	7/8 88%
Gr. 1	10/11 91%	6/11 54%	8/10 80%	8/8 100%	7/7 100%	7/7 100%	10/10 100%	7/10 70%
Gr. 2	15/18 83%	16/19 84%	17/19 89%	5/8 62%	6/8 75%	6/7 86%	7/7 100%	8/10 80%
Gr. 3	12/12 100%	11/13 85%	10/13 77%	17/20 85%	18/20 90%	18/18 100%	6/6 100%	6/6 100%
Gr.4	15/16 94%	12/15 80%	14/15 93%	15/15 100%	17/17 100%	16/17 94%	18/18 100%	19/19 100%
Gr. 5	15/17 88%	18/19 95%	16/17 94%	13/15 87%	12/14 86%	12/15 80%	13/15 87%	14/15 93%
Gr. 6	9/11 82%	9/11 82%	11/11 100%	12/14 86%	12/14 86%	10/14 71%	12/13 92%	13/13 100%
Gr. 7	9/9 100%	9/9 100%	9/9 100%	10/12 83%	11/12 92%	12/12 100%	12/13 92%	12/13 92%

- Grade 4 to 7: C and above

Chart: School Wide Numeracy Assessment: Number of students meeting or exceeding in Numeracy by Grade.

	Sept. 2014	June 2015	Sept. 2015	June 2016	Sept. 2016	June 2017
Grade 1	9/11 81%	7/10 70 %	8/8 100%	7/7 100%	10/10 100%	9/10 90%
Grade 2	13/17 76%	12/17 70%	9/9 100%	7/8 88%	7/7 100%	9/10 90%
Grade 3	11/12 92%	13/13 100%	18/20 90%	16/21 76%	7/7 100%	7/7 100%
Grade 4	6/15 40%	4/13 30%	13/15 87%	11/17 65%	14/16 88%	17/19 90%
Grade 5	8/17 47%	14/17 82%	6/16 37%	6/15 40%	7/15 47%	9/15 56%
Grade 6	8/11 73%	11/11 100%	11/14 78%		7/14 50%	10/14 71%
Grade 7	0/9 0%	9/9 100%	6/10 60%		6/13 46%	9/13 69%

*Vancouver Diagnostic Math Survey (total of 50% and above)

* Students on a modified program not included

Chart: Affective Math Survey: June 2015
Number of students who strongly agree and agree with the statements by grade.

	Gr. 7	Gr. 6	Gr.5	Gr. 4	Gr. 3
I like math.	8	6	16	14	12
I am good at math.	9	7	11	13	12
I am getting better at math.	10	9	14	14	12
If I work hard, I can get better at math.	10	10	17	14	13
I use the math I learn at school outside of school.	8	9	16	14	11
Total # of students per grade	10	11	17	14	13

Chart: Affective Math Survey: June 2016: Number of students who strongly agree and agree with the statements by grade.

	Gr. 7	Gr. 6	Gr.5	Gr. 4	Gr. 3
I like math.	8	11	12	7	
I am good at math.	8	10	13	7	
I am getting better at math.	13	11	15	7	
If I work hard, I can get better at math.	13	13	15	7	
I use the math I learn at school outside of school.	11	12	14	7	
Total # of students per grade	13	13	15	7/17	

Chart: Affective Math Survey: June 2017: Number of students who strongly agree and agree with the statements by grade.

	Gr. 7	Gr. 6	Gr.5	Gr. 4	Gr. 3
I like math.	10	10	11	12	3
I am good at math.	8	4	12	15	3
I am getting better at math.	12	10	13	14	3
If I work hard, I can get better at math.	13	13	11	16	4
I use the math I learn at school outside of school.	10	12	12	14	2
Total # of students per grade	13	13	15	21	7

How will your School Grant support your school plan?

1. What is the objective?

To develop the Numeracy skills of all students from Kindergarten to grade 7.

To develop the Numeracy skills of students who are not yet meeting or approaching to fully meeting.

To develop the Numeracy skills of students on adapted and modified programs.

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

Analysis of both qualitative and quantitative data led to the decision to focus on Numeracy . Teacher observation as well as evidence from the FSA, Report Card data, school wide Numeracy assessment and curriculum based assessment referenced to the performance standards.

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

All students will benefit from the objectives.

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

Staff met on the Sept. Pro. D Day to formalize an action plan. Teachers will focus on integrating the principles of formative assessment to enable students to restructure their understanding and skills and to build their awareness and capabilities. Teachers will integrate principles such as providing feedback, exemplars, and clear criteria into their practice. Staff wish to continue to collaborate in implementing technology as both a teaching and learning tool as well as extending their repertoire of Numeracy related instructional and learning strategies.

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

Staff conducted a school wide Numeracy assessment in October 2014 to acquire baseline data. Teachers will collect and analyze student learning through school wide Numeracy assessments at the end of each unit of study and at the end of each term to monitor and track student learning and to guide programming.

Monitor:

Staff will monitor student learning through:

- Class wide numeracy assessments by term will be referenced to the targeted learning outcomes.
- Report card data by term.

- School wide numeracy assessment in the fall and spring
- Numeracy group data

6. How will funds be spent?

Funds will be spent to acquire resources and provide TTOC time to release teachers for collaboration with colleagues at both the school and district level, to visit model classrooms to observe exemplary practice and to engage in professional development related to the school goal.

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

Evidence from the FSA, Report Card data by term and classroom wide Numeracy Assessments by term referenced to targeted performance standards will provide evidence of student achievement.