

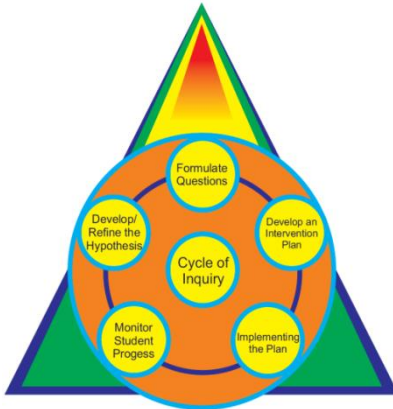
School Review Story 2016-2017

Year of Plan	*			
	1	2	3	other

School Name: Chase River Elementary

Principal: Tricia McKay

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?)

Our team consisted of the SST, Rod Huneault I and I teacher, Maureen Arabsky, Counselor, Russ Middleton, SLP, Madeleine Ware, CYFSW, Emily Mason, Teacher, Sue Schlitz and the Principal, Tricia McKay. Throughout the year, this team supported the learning of students and professional development of staff. Parents participated through PAC meeting conversations intended to share the work of PLC groups and the school plans and inquiry work. Teachers and CUPE staff contributed through PLC meetings and ongoing conversations throughout the year.

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

This year the goals and plans as set out at the beginning of the year did not fully develop. While the focus on improving literacy and supporting our most vulnerable students continued, the plan to develop and implement a PBIS matrix was not fully achieved. This was due to a number of factors that emerged over the year.

At the start of the 2016 17 school year, the ministry of Education released information and direction on changes to the way we report on and communicate student learning. While the announced changes and subsequent new district procedures and protocols align well with the re-designed curriculum, the impact on teacher practice was significant through out the year. Staff fully engaged in the changes and

dedicated much of the scheduled PLC time to learning and discussing new reporting and communication procedures. Staff are fully engaged in all ministry mandated changes currently underway.

In addition it was necessary to restructure some of the school's Student Support services in order to accommodate Teir 3 level interventions. The staff worked as a team to ensure all learners were supported throughout the year.

The district Assessment for Learning tools (NLPS Screeners) were fully implemented and in some cases repeated through the year. PM Benchmarks continues to be a major part of the Primary program in Reading.

It is important to mention that teaching staff were highly satisfied with the impact of using ongoing Communication of Learning throughout the year. A wide range of communication tools were implemented and much good discussion occurred during PLC meetings around sharing information and successes. It is hoped the district will recommend and support an online platform for this communication with parents in the future.

Efforts to develop the PBIS matrix and begin teaching the desired behaviours was initiated but not completed. The decision was made to introduce a new school slogan that aligns with the existing logo of a Cheetah. PAWS stands for Pride, Always be kind, Wise choices and Safety. Spirit Awards will be replaced with PAWS awards and thing Sheets are called PAWS and Think sheets. A lot of good discussion occurred on the topic of Conduct and school expectations and the staff is ready to complete and design a process to implement a full PBIS system. The principal will work with PAC and Parents and students will participate through classroom and assembly discussions on how this will occur.

This year students who required additional supports to develop skills in literacy were largely supported in the classroom and in the Learning Center. Technology was well utilized using RA-Kids and Mathletics. The introduction of Chrome books and Ipads has greatly assisted with this work to the benefit of all learners.

Staff continued to focus on Aboriginal understanding and continued to look for ways to effectively bring this in into all aspect of the curriculum. This year grades 2 – 7 had the opportunity to work with Gina to learn the local language. This program was well received by most and it is hoped the school can benefit from this cultural enrichment next year. Next year the school will also enjoy an significant increase in Abed EA time, changing from one day a week to three.

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

Playground: general discussion

Change to playground areas: some success as time went on. It evened out how the areas were used. But intermediates did not have the same access due to little people and their safety.

Suggest discussion on how to tweak areas of playground use for more fair access. Teach this to all with expectations (PBIS)

Kids sneaking into the hallways at lunch. Establish a system with clear expectations on where to be when. (PBIS)

By mixing the areas there was a change in how aggressively, kids played in general for the big kids. But the younger ones got more aggressive. Consider how to not mix the levels for things like soccer. Big buddies and little buddies tended to visit and play nicely more.

Little kids tended to take their case to a higher court depending on whether they got the answer or result they wanted. Kids would travel a long distance to talk to the duty they thought would give them the right answer to their complaint. This happened less when there were only two duties in an area.

Kindergartens need to have the front playground on their own to start the year.

Line up area and noise level. **The patio areas** are very loud and echoing when students are lining up. This is a significant impact on all but especially those least able to self-regulate and manage their sensory intake. Must be address for self regulation and good start to the day

Also the need to address **hallway** behaviour and use of school for short cut to get to parents or door close to the for the bus.

Comments from the Oldest grades

Chromebooks and especially the second cart. Both got used a ton.

Second parent conference was helpful. Parent kept up to date and focused the assessment for the spring. Added to the ongoing communication for learning... Share the Learning. Good timing. No surprises.

Parent communication with technology was very effective. Especially Fresh Grade. 6 used Fresh Grades: 9 teachers are now using email addresses to communicate with parents. 4 teachers used facebook messenger. 2 tried used google classroom 1 used it all years. Suggest getting all signatures for use of technology at Open house. Some teachers used texting from phones. This practice is actively discouraged. Communication that must be by text messaging should be limited to the admin cell phone. - blurring lines between personal and professional. – ill advised to contact parents in heat of the moment. Best to put in a delay to ensure emotion is out of any communication. – Decisions to send children home through the day need to be vetted through the office

Most parents signed up to receive electronic communication at intermediate level. Used for both communication in general and OCOL

Self reg. tools in classroom continue to be needed....

Comments from the Middle grades

Teamwork supportive nature of school, excellent. Every child is supported by every adult

Assessment: math nlps :literacy pm benchmark consistent

Elephant rescue as an inquiry project. Cross grade. Higher order thinking. Community minded.

Choir / music....delightful. added to the culture of our school. Guitar and music aspects. Nice balance in opportunities for a small school.

Embrace change. Staff are taking it on. Not resisted. Got it done

Recycling program..... great stuff. Can we expand the program. Composting program (Rod will check)

Communication is good between colleagues

Sharing the learning was a success

Comments from the youngest grades:

100s day activity dome together in the gym

Rod, Emma and support team were great! All worked together to do what was best for the school.

PAC contribution is huge and positive

Staff are empathetic to parents. Able to accommodate those working.

Buddies are excellent. Need to address the new division in September and ensure there is distance between the pairings of groups.

Dance program (Let's Dance) with Russ. Excellent

Star program in Lance's room. Positive reinforcement recognized to good behaviour

Cross grade activities

Literacy day was awesome

Girls groups with Emily and need boys group for little ones.

Aboriginal day we want one next year. ABED EA will be three days a week next year

Aboriginal language program was awesome....even our grade two groups. Want Gena back again. Grow the program Michelle S.; carry on with FN literacy learning. Elders. Great resource and school should bring her in!!! Suggest Moe be the driver in September for all primary to work with Michelle S

Raz kids Monitor more closely and grow program.

Mathletics 45 licences

Wifi was a problem mid hall