

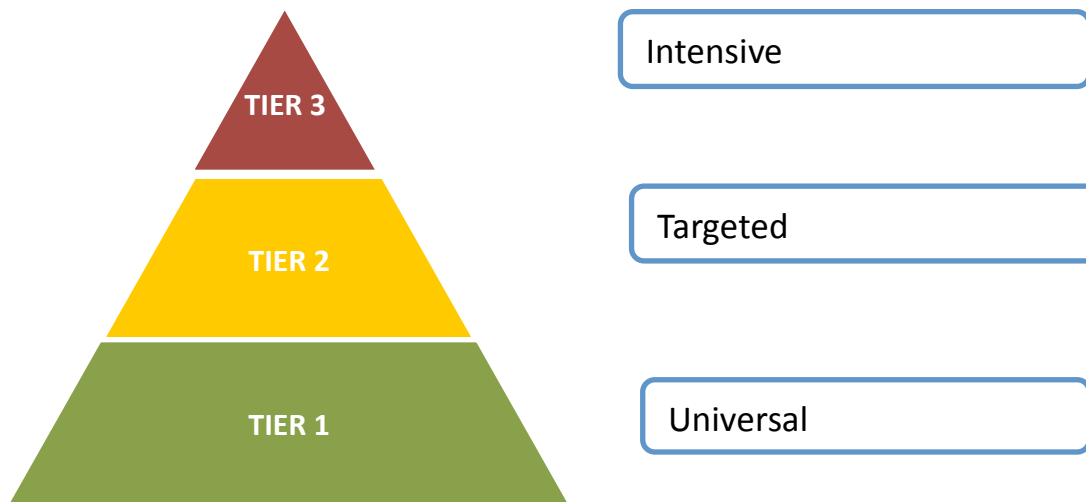
Name of School Lochdale Community School

Date of Visit March 29, 2017

Visiting Team Members Brandon Curr

School Team Members Dino Klarich, Nadia Volpe, Shaz Juma, Toni McNeilly, Tanya Azarie, Nurhan Uludag

Response to Intervention



HIGHLIGHTS: What distinguishes your school? What are you proud of?

Lochdale Community School consists of 302 students. We have 35 designated students of which many receive direct E.A. support every day. We are a well-connected community with a diverse student population with many student needs. Lately, we have received 14 Refugee students who have arrived late last year. Staff, students and parents have welcomed them with open arms. We also have numerous new families arriving from Mainland China, the Middle East, and some parts of Africa. In particular, we have Arabic, Tagalog, Farsi, Cantonese, Hebrew, Hindi, Korean, Persian, Russian, and Mandarin. Our staff truly care about student learning and making sure students have a well-balanced educational experience. Academic, athletic, and social-emotional activities are emphasized considering our student population. Currently, we run many of our programs outside of school hours and alongside our school community office. We are also proud of the many students who are now arriving on time and for school on a daily basis. Recent attendance records indicate this. Our community school is adequately funded for after school programs and there is an active involvement with our LCSA members. Highlights of our school are our students who exemplify what it is to have a connected school community. Numerous students are provided with additional activities beyond the classroom to enhance their day to day learning. Our staff have tried to become involved in their school community. New initiatives at Lochdale this year are

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Dream box, Inquiry-based learning and student portfolios and student blogs. We are proud of everyone's efforts thus far.

SCHOOL GOAL(S):

Goal #1 Reading Comprehension of all of our students

Goal #2 Social Responsibility of our students. Self-Regulation.

Why was this goal(s) chosen?

We are presently working on two main goals: Student improvement around reading and Social Responsibility. Our recent reading results indicate that 80 % of students are meeting expectations. In particular, grade four students are represented by 80 % meeting expectations in reading. Grade sevens are at 85%. We wish to increase this over the school year as we move towards term three. Our reading initiatives have included increase awareness around daily literacy and lifelong approaches to reading. Our school library is an active learning place with lunches open for students to immerse themselves in their favorite reading material. Special events around reading include: school community-wide events, parent education sessions and student-run events. For social responsibility, we have been a PBIS school. This year, it was decided amongst staff and our parent community that this would continue to be the focus. It is an on-going goal with some data being collected. However, we have done work around the school in terms of school-wide expectations. 95% of students know and follow the expectations. Recent data around Student-Incidences tell us that the majority of incidents are centered on playground behavior. This year, we have included our daycare in events related to school-wide expectations and have discussed these ideas with our LCSA. Our Strong start is an integral part of our school and is included in all school-wide expectations events. Lochdale is a thriving and welcoming school community.

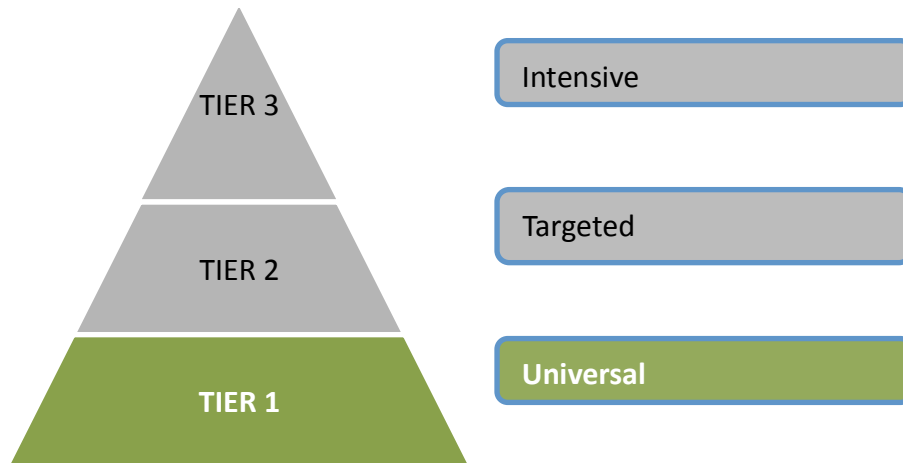
What data/evidence supports your selection of this goal(s)?

85 % of Primary students are meeting/approaching expectations in reading. 85 % of Intermediate students are meeting expectations in reading. In our goal around social responsibility, in particular, self-regulation, 90 % of students are consistently following School-Wide Expectations as set out at the beginning of the school year. Currently, we have had less student incidents this fall. Our recent work with the Lochdale Rocks program continues to be very successful. Parent communication is ongoing with our programs and students feel supported. Our Rock stars program recognizes students each term and we are proud of the many new faces on our display board. Our recent work around particular areas of the school including washroom use and safety rules are well established. Staff and students feel supported and are actively involved in ensuring school-wide safety procedures. On the playground, our students are regularly monitored throughout recess and lunch times. Weekly reports indicate that most students are playing safely. Our IBIS worker and our alternate education staff assist and monitor the playground behavior. Our soccer playing fields are alive with students playing each day. Although there

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are some incidents physical and verbal challenges are met with restorative work before and after these events. Our entire staff supports our work and are consistent with their approach. Our vulnerability list has been updated. We monitor these students closely and regularly converse with our SBRT. We are currently working with our SBRT to ensure that all students are met with success and are supported adequately throughout the school day. Our monitor phase changes regularly and we adapt to the needs of the students.



What is in place to support all students?

Primary grades use levelled reading with daily instruction around teaching strategies. Benchmarks are used as this is year two supported by our LST leader and primary teachers. Our Intermediates use various strategies which include Adrienne Gear’s work as well as some new work being done by our head teacher and grade 4/5 teacher. DART is being explored as an assessment.

How are you monitoring progress for all students? How frequently?

We use report card data each term and revisit classes by assessing reading through grade level conversations and reading assessments. Also, our LST team communicates with classroom teachers throughout the school year to adequately support tier 2 students. With recent additional teaching staff, we have focused on target groups both at primary and intermediate levels. Presently, our model is to service students who are being monitored and assessed on an ongoing basis through SBRT, class reviews, and term reports. We revisit this each term looking at our students who need weekly supports.

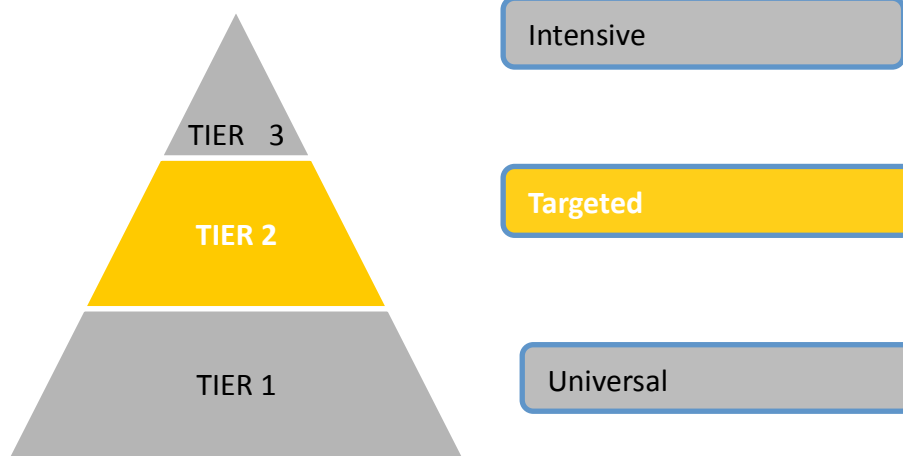
How are you adjusting instruction/programming in response to student needs?

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The LSS and ELL team are monitoring student progress by bringing to SBRT meetings students who are not yet meeting expectations. Our volunteers and extra support are used to provide more regular reading instruction for these students. We also have used our extra LSS support given through EF for in class support around reading and writing.

How is class-wide data informing your next steps? Class-wide report card percentages not yet meeting expectations in reading are discussed on a regular basis with our SBRT. Additional support is put towards those students who need further reading instruction. Social responsibility is paramount to teachers work at our school through class meetings. Some staff are trained with Mindfulness while a few and our IBIS worker have been trained around Zones of Regulation. Our school-wide approach around self-regulation relies on what works best for students. Friendship groups, small group instruction, volunteer and buddy opportunities are emphasized with all of our students. We recognize these students during assemblies, school-wide events and include our parent and community to highlights our Lochdale Rock star program.



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

In reading, there are 15 % of primary students that need more targeting interventions. There are 10% of intermediate students that need more targeting interventions.

What interventions are you implementing to support these students?

We have Fast For Word which is now across the primary and intermediate grades. We are also using a new program, RAZ kids reading program. Our alternate program along with a grade 6/7 teacher are using a new intervention using technology as a way of increasing reading results for our more targeted population. Our early primaries are all involved in A to Z reading. Dream program is used for our grade 4/5 students. It has been a worthwhile intervention. Our technology continues to be supported by our parent community and district. We are proud of the many accomplishments that students are making around project-based learning.

How are you monitoring progress for these students? How frequently?

We are monitoring their progress through our SBRT meetings and regular meetings with teachers/LSS team each week. Two of four of our aboriginal students are doing well.

How are you adjusting instruction/programming in response to student needs?

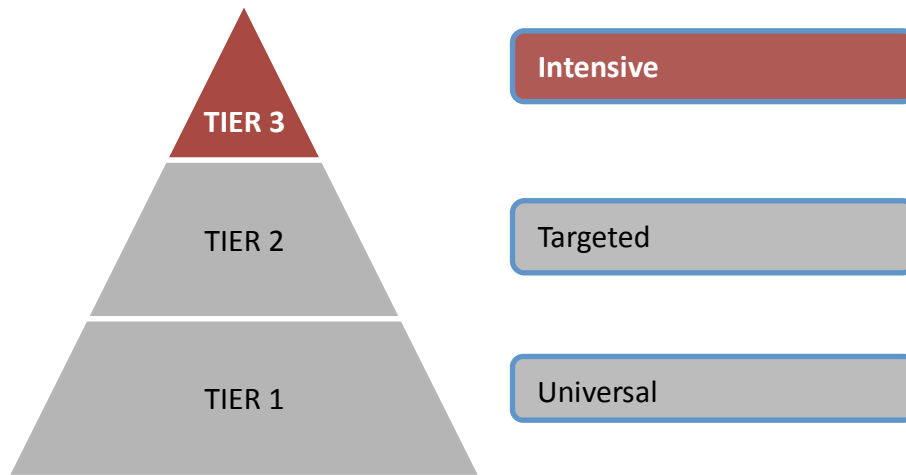
We are looking at different instructional groups including the use of our support staff to further work with our targeted group of learners in both primary and intermediate grades. Our EF staffing has been allocated to help with these groups of students.

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How is the data informing next steps?

Our data for our targeted group will enable us to further develop consistent targeted reading groups at Lochdale. Our small groups will be flexible so that we can add or move students. We are monitoring our students' success by adapting and being flexible with our small group work. We are fortunate to have many areas of the school open. We have a wonderful Art/Science learning centre as well as sensory-awareness room for some of our special needs students. An open classroom environment is emerging and will allow students to become more engaged in their learning and become more self-regulated in their school day.



Based on your Tier 2 assessment data, which students require more targeted interventions?

In Primary grades, we have 20 % of students who are in Tier 2 for reading. In intermediate grades, we have 15% of students who are in Tier 2 for reading.

What individualized interventions are you implementing to support these students?

We are using small group instruction using RAZ kids for primary students and various programs using Ipads for intermediate students. We also use Social Thinking Skills with our child care worker and alternate education programs. Most teachers are using technology on a daily basis to enhance student learning.

How are you monitoring progress for these students? How frequently?

We are monitoring progress each term and through our SBRT weekly meetings.

How are you adjusting instruction/programming in response to student needs?

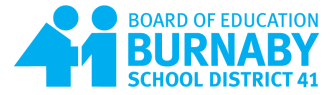
We are re-assessing students each month to see who has progressed and may re-enter their classroom during these activities.

What are the results telling you about what worked or what didn't work for these students?

Our initial results indicate we need to re-focus on how long these interventions need to take place. We are pleased with some of the results with our students. We will continue with this process in terms two and three before re-examining the work with our staff and students.

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SCHOOL TEAM VISIT SUMMARY REPORT

(to be completed by the Visiting Team)

SCHOOL: _____ DATE: _____

Promising Practices

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Recommendations

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Names of the Visiting Team Members:

_____	_____
_____	_____
_____	_____
_____	_____