

Year of Plan
1. ____
2. X
3. ____

Name of School: École Inman School

Date: June 30, 2015

## Response to Intervention

School

Ecole Inman Elementary School is a dual track school with 215 students in our K-7 English program and 165 students in our K-3 French Immersion program. Inman is located in a culturally diverse section of western Burnaby. In our English program 90 students (32%) receive English As a Second Language instruction in addition to their classroom program. Five of our students are Aboriginal and we host a monthly Aboriginal Circle program at Inman.

Our students receive 60 – 100 minutes of music instruction per week and our grade seven students have the opportunity to join the school band. A school-wide musical production at Christmas time, along with our monthly Celebration of Learning assemblies and participation in Burnaby School District Festivals and special performances provide numerous opportunities for our students to share their talents.

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Extracurricular activities include Handbell Choir, Choir, Cross Country, Volleyball, Basketball, Track and a variety of intramural activities which are offered during the lunch hour. Many of our students in grade 6 and 7 participate in our Student Leadership program. These students plan and run various school spirit days and other events which this year have focused on supporting those less fortunate (eg. food drive and clothing drive) and which encourage our students to develop global awareness and to become more socially responsible. This will continue this year with a focus on self awareness and compassion.

Our students have numerous opportunities to contribute to the school community through various service positions both within their classrooms and in the larger school environment.

A major focus this year has been the completion of our new School Garden. Our school Garden Committee comprised of a large group of staff and parents/grandparents began a journey last year with the hopes of starting a school garden. This project came to fruition this Spring with the placement of 4 metal garden troughs beside our primary playground. We planted a variety of edible plants in the Spring and were able to harvest and enjoy a fabulous school wide Salad Lunch in the last week of school!

Our Opening Week activities, monthly Celebration of Learning assemblies, Buddy activities, Read-a-thon, Family Literacy Day, Earth Day and Healthy Living Week celebrations are examples of activities designed to promote a sense of belonging to the Inman community.

Parents play a vital role in supporting our school. The Parent Advisory Council helps to build community, and, provide educational opportunities for parents as well as to raise funds to support school initiatives.

### **School Goals:**

1. Improve Literacy Achievement and develop comprehension in reading.
2. To support and strengthen social/emotional learning to develop a strong sense of community, leading to enhanced academic success.



**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.

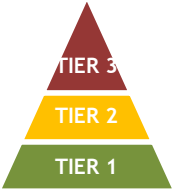
**Data Based Decision Making**

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 steps/goals?

1. Improve Literacy Achievement and develop comprehension  
 According to our Performance Standards Data for (see table below and appendix 2) student achievement in this area is lower than expected, therefore we will continue to focus on reading and maintain this goal with a focus on groups of students at various grade levels.
2. To support and strengthen social/emotional learning to develop a strong sense of Community, leading to enhanced academic success. According to the MDI Survey results from 2014-2015 and from the School Climate Survey results from 2014-2015 (see table below and appendices 4 and 5) there is a need to support the social/emotional learning of our students.

**GOALS:** What data supports these goals?  
*Please include supporting data in the appendices.*

Goal 1	Goal 2
<ul style="list-style-type: none"> <li>• Performance Standard Primary - 62% Fully Meeting or Exceeding Expectations in Reading Intermediate-32% Fully Meeting or Exceeding Expectations in Reading (2014/15 Data ) See Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>• MDI Survey results 2014-2015 (see appendix 5)</li> <li>• School Climate Study (May 2015) (see appendix 4)</li> <li>• EDI Survey results 2014-2015 tba</li> </ul>

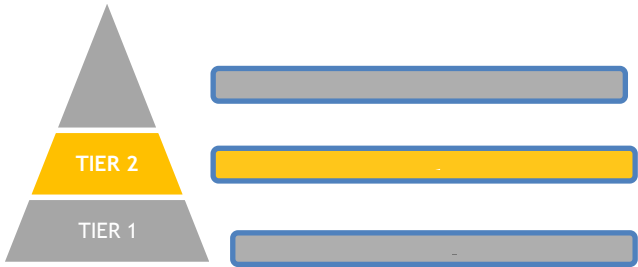
<ul style="list-style-type: none"><li>• Year End Language Arts Data Kindergarten Assessment Summary - 38% may require extra support Primary - Gr. - 75%, Gr. 2- 78% ,Gr. 3 - 71% meeting or exceeding expectations Intermediate - Gr. 4- 81% , Gr. 5 - 83%, Gr. 6 96%, Gr. 7 - 90% “C” or above in Reading. (2015 Data) See Appendix 3</li></ul>	<ul style="list-style-type: none"><li>• Vulnerability Data - (5 students identified on Vulnerable student measures 2014 - 2015)</li></ul>
<ul style="list-style-type: none"><li>• 2015 FSA Results (see appendix 1)</li></ul>	



Goal 1	Goal 2
<b>How will class/grade-wide assessment data inform your next steps?</b>	
<ul style="list-style-type: none"> <li>As teachers complete class assessments they will implement strategies to support areas of weakness</li> </ul>	<ul style="list-style-type: none"> <li>As teachers complete class assessments they will implement strategies to support areas of weakness</li> </ul>
<b>What will be in place to support <u>all</u> students?</b>	
<ul style="list-style-type: none"> <li>Daily 5 Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Mind Up</li> </ul>
<ul style="list-style-type: none"> <li>Reading Power Strategies (Adrienne Gear)</li> </ul>	<ul style="list-style-type: none"> <li>Care Kit (Primary)</li> </ul>
<ul style="list-style-type: none"> <li>Reading 44 Strategies (North Vancouver)</li> </ul>	<ul style="list-style-type: none"> <li>Second Step</li> </ul>
<ul style="list-style-type: none"> <li>Faye Brownlie Strategies</li> </ul>	<ul style="list-style-type: none"> <li>ERASE Strategies</li> </ul>

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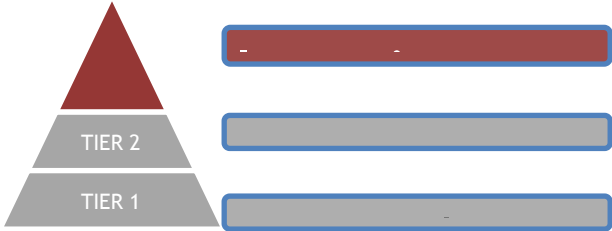
<ul style="list-style-type: none"> <li>• Jolly Phonics (Primary)</li> </ul>	<ul style="list-style-type: none"> <li>• D.A.R.E.</li> </ul>
<ul style="list-style-type: none"> <li>• Literature Circles</li> </ul>	<ul style="list-style-type: none"> <li>• RULER Training</li> </ul>
<p><b>How will you monitor progress for all students? How frequently?</b></p>	
<ul style="list-style-type: none"> <li>• DART/EPRA &amp; FIEPRA (twice a year)</li> </ul>	<ul style="list-style-type: none"> <li>• UBC Climate Study (May 2015)</li> </ul>
<ul style="list-style-type: none"> <li>• Classroom based assessments (ongoing)</li> </ul>	



Goal 1	Goal 2
<p><b>Based on class/grade-wide assessment data, which students require more targeted interventions?</b></p>	
<ul style="list-style-type: none"> <li>• Small groups of students in each grade level</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups of students in each grade level</li> </ul>
<p><b>How will the data inform next steps?</b></p>	
<ul style="list-style-type: none"> <li>• Classroom teacher with support from LSS/ELL will provide specific strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher with support from LSS will provide specific strategies</li> </ul>
<p><b>What interventions will you implement to support these students?</b></p>	

<ul style="list-style-type: none"> <li>• Targeted classroom strategies with support from LSS/ELL teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted classroom strategies with support from SBT and check in from (E.A, LSS Teacher, Head Teacher and Principal).</li> </ul>
<ul style="list-style-type: none"> <li>• Links to Literacy (primary)</li> </ul>	
<ul style="list-style-type: none"> <li>• LSS/ELL support (direct service)</li> </ul>	
<p><b>How will you monitor progress for these students? How frequently?</b></p>	
<ul style="list-style-type: none"> <li>• Ongoing classroom/LSS/ELL teacher assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing classroom teacher observation and assessment</li> </ul>





Goal 1	Goal 2
<b>Based on targeted assessment data, which students in Tier 2 require more intensive interventions?</b>	
<ul style="list-style-type: none"> <li>8 grade 1 students (English) and 4 primary (French) require further interventions (Reading Recovery)</li> </ul>	<ul style="list-style-type: none"> <li>10 - 12 students will require further support</li> </ul>
<ul style="list-style-type: none"> <li>5 -7 Intermediate students will require further interventions</li> </ul>	
<b>How will the data inform next steps?</b>	
<ul style="list-style-type: none"> <li>Primary Students will receive Reading Recovery Support</li> </ul>	<ul style="list-style-type: none"> <li>Students will be referred to counseling and/or be part of Integrated Play groups</li> </ul>
<ul style="list-style-type: none"> <li>Intermediate students will receive in class one on one support from E.A.'s and LSS Teachers</li> </ul>	
<b>What individualized interventions will you implement to support these students?</b>	

<ul style="list-style-type: none"> <li>• Reading Recovery</li> <li>• Levelled Literacy Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Play Groups</li> <li>• Daily check in with Principal, or LSS Teacher</li> </ul>
<ul style="list-style-type: none"> <li>• Intermediate students will receive inclass one on one support from E.A.'s and LSS Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Daily check in with Principal or LSS Teacher</li> </ul>
<p><b>How will you monitor progress for these students? How frequently?</b></p>	
<ul style="list-style-type: none"> <li>• Assessment built into Reading Recovery Program (end of year)</li> <li>• Levelled Literacy Intervention (PM Benchmark assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of office referrals</li> </ul>

## APPENDICES

### Appendix 1. Inman Reading FSA Results (February 2015)

#### Grade 4 Reading

	Performance Level unknown	Not Yet Meeting	Meeting	Exceeding
All students	24% (8)	0%	70% (23)	6% (2)
Female	25% (4)	0%	63% (10)	13% (2)
Male	24% (4)	0%	76% (13)	0%
Aboriginal	100% (1)	0%	0%	0%
ELL	20% (4)	0%	75% (15)	5% (1)
Special Needs	67% (2)	0%	33% (1)	0%

**Note: numbers is brackets shows the number of students**

#### Grade 7 Reading

	Performance Level unknown	Not Yet Meeting	Meeting	Exceeding
All students	11% (5)	18% (8)	56% (25)	16% (7)
Female	8% (2)	21% (5)	54% (13)	17% (4)

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Male	14% (3)	14% (3)	57% (12)	14% (3)
Aboriginal	0%	0%	0%	0%
ELL	0%	0%	100% (1)	0%
Special Needs	20% (1)	20% (1)	40% (2)	20% (1)

Note: numbers in brackets shows the number of students

### Appendix 2. Inman Reading Performance Standard Data (2014-2015 data)

Percentage of students fully meeting or exceeding expectations

	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7
Inman	63%	63%	59%	12%	40%	41%	45%
Burnaby	59%	61%	63%	53%	58%	58%	65%

Summary: Inman students perform above the District average in grades 1, 2, slightly below in grade 3 and significantly below in grades 4,5,6 and 7.

### Appendix 3. Inman Language Arts Data (2014/2015 data)

Kindergarten - Number of students not yet meeting expectations in literacy development who may require additional support in grade 1.

	Number	Percent
Inman	24	38%
Burnaby		26%

Primary - Percentage of students fully meeting or exceeding expectations

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	Gr. 1	Gr. 2	Gr. 3
Inman	75%	78%	71%
Burnaby	69%	70%	76%

**Summary:** Inman students perform above the district average in grade 1 and 2 but below in grade 3.

### Intermediate-Percentage of students achieving “C” or above in Reading

	Gr. 4	Gr. 5	Gr. 6	Gr. 7
Inman	81%	83%	96%	90%
Burnaby	83%	86%	88%	90%

**Summary:** Inman students achieve “C” or above close to the district average or above in all intermediate grades.

### Appendix 4. School Climate Study

**Safety Problems:** Sample item - “Have you ever been afraid that someone will

hurt or bother you at school?”

- 88% of Inman students responded that they experienced a low level of safety concerns at school (93% of students in all schools participating in survey reported low levels).

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- 12% of Inman students responded that they experienced a moderate level of safety concerns at school (7% of students in all schools participating in survey reported moderate levels).

**School Bonding:** Sample item - “Most mornings I look forward to going to school”

- 31% of Inman students responded that they experienced a high level of bonding to their school (34% of students in all schools participating in survey reported high levels).
- 64% of Inman students responded that they experienced moderate levels of bonding to their school (64% of students in all schools participating in survey reported moderate levels).
- 5% of Inman students responded that they experienced a low level of bonding to their school (3% of students in all schools participating in survey reported low levels).

**Poor Emotional Awareness:** Sample item - “I have feelings I can’t figure out”

- 17% of Inman students responded that they are having few difficulties identifying how they feel and why (25% of students in all schools participating in survey reported low levels).
- 76% of Inman students responded that they are having a moderate amount of difficulties identifying how they feel and why (70% of students in all schools participating in survey reported low levels).
- 8% of Inman students responded that they are having high levels of difficulties identifying how they feel and why (5% of students in all schools participating in survey reported high levels).

### Appendix 4. School Climate Study continued

**Bullying** - is a distinct form of aggressive behavior in which one child or a group of children acts repeatedly to cause harm or embarrassment to other children who cannot easily defend themselves. Bullying is an abuse of power; in some way, the child who bullies has an advantage over the child who is victimized.

### **Social Bullying**

**Victimization**

14% of Inman students reported being victimized every week or several times a week (7% of students in all schools participating in survey reported being victimized every week or several times a week).

**Witnessing**

20% of Inman students reported witnessing every week or several times a week (10% of students in all schools participating in survey reported witnessing every week or several times a week).

**Verbal Bullying****Victimization**

20% of Inman students reported being victimized every week or several times a week (10% of students in all schools participating in survey reported being victimized every week or several times a week).

**Witnessing**

20% of Inman students reported witnessing every week or several times a week (12% of students in all schools participating in survey reported witnessing every week or several times a week).

**Physical Bullying****Victimization**

5% of Inman students reported being victimized every week or several times a week (2% of students in all schools participating in survey reported being victimized every week or several times a week).

**Appendix 4. School Climate Study continued****Witnessing**

10% of Inman students reported witnessing every week or several times a week (5% of students in all schools participating in survey reported witnessing every week or several times a week).

**Cyber Bullying****Victimization**

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5% of Inman students reported being victimized every week or several times a week (2% of students in all schools participating in survey reported being victimized every week or several times a week).

### **Witnessing**

2% of Inman students reported witnessing every week or several times a week (2% of students in all schools participating in survey reported witnessing every week or several times a week).

## **Appendix 5. Middle Years Development Instrument (Inman Elem. Data 2014- 2015)**

### **Number of Important Adults at school**

2 or more adults - 81% of gr. 4 students

1 adult - 4% of gr. 4 students

None - 15% of gr. 4 students

(students reporting number of important adults at school)

### **Connectedness with Adults at School**

Thriving -70% of gr. 4 students

Medium to High Well-being - 19% of gr. 4 students

Low Well-being - 11% of gr. 4 students

(assesses quality of relationship children have with the adults they interact with at school)

### **MDI Well-Being Index**

Thriving - 33% of gr. 4 students

Medium to High Well-being - 38% of gr. 4 students

Low Well-being - 29% of gr. 4 students

## **How will your School Grant support your school plan?**

1. Objective: To support the implementation of our SEL Goal
2. School Climate Study and MDI/EDI Survey Data from 2014/2015
3. All students will benefit from this being an objective, especially those at risk identified in the School Climate Study, MDI and EDI Surveys and Vulnerability Data.



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4. This project will further support staff in delivering programs and strategies to support our emerging SEL goal.
  
5. We have an SEL committee to plan, monitor and adjust our initiative and to develop a student rubric to measure our students' understanding of social emotional literacy.
  
6. The funds will be used on TOC time for teacher training in various workshops (e.g. RULER Training etc.) and also purchase resources to support the programs used (eg. purchase materials for classroom resources used with RULER training).
  
7. We will measure the impact on student achievement of this project with a student survey (Mind Up survey and another survey in conjunction with a UBC Research Project).

### Signatures of SPC Members;

Wally Kanno (Principal)

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Jill Howey (Parent Representative)

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Adriana Constantinescu (Parent Representative)

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Heidi Cogan (Parent Representative)

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