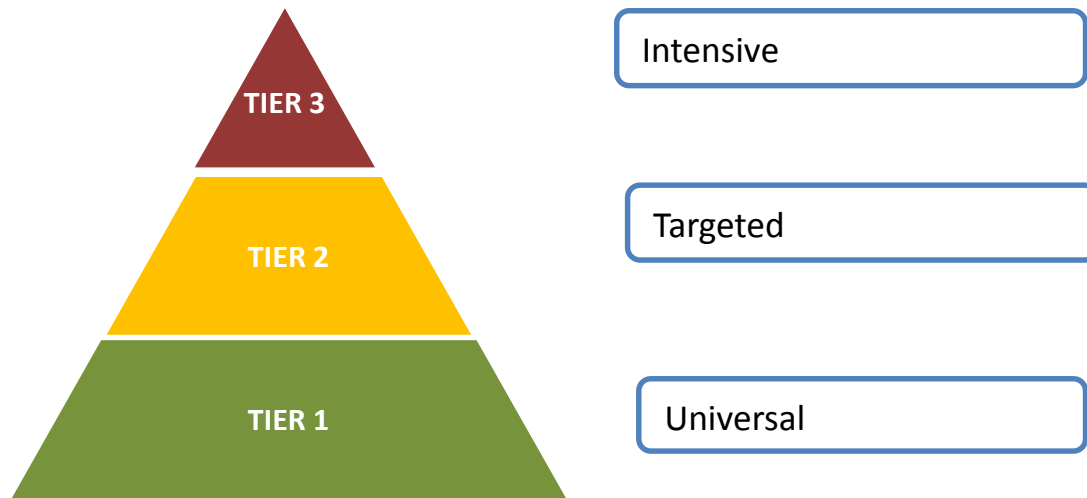


Name of School École Seaforth Elementary School
Date of Visit 26 January 2015
Team Members Siva Ramesh, Rhylin Bailie, Jen Mezei, Jun Liu, Wendell Hiltz

Year of Plan	
1	___
2	___
3	X
Other	___

Response to Intervention



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

Inclusiveness - The students accept and respect each other regardless of how individuals look or talk.

Engagement - The teachers go above and beyond to organize a wide array of extracurricular activities during the year, and they make each event exceptional for the kids. There are so many optional activities – Streetheart Classic, Santa’s Cup, Sports Day, Spirit Day, Carnival, Pumpkin Walk, Jingle Bell Walk, Hallowe’en and Christmas Concerts, Santa’s Breakfast – and the teachers are always actively involved and clearly enjoying themselves. It makes for a real sense of community, and also teaches the kids that regardless of the event, it’s always important to give 100%.

Collaboration – Many of the above mentioned events and activities are possible because of the wonderful partnership we have with our parent community. Lots of what happens here would not be possible without the support of our parent community working in partnership with the staff. We greatly appreciate this partnership in helping make Seaforth a wonderful place for our students to learn.

2014 - 2015

School Team Visit Form**GOAL / GOALS: Why was this goal(s) chosen?**

The staff believe that our students achieve well in the area of reading and continue to do so. Teachers were finding that there was a need to focus on writing skills, which is obviously connected and related to reading. Staff spent two years in focused professional development around writing and the knowledge gained allowed us to better concentrate on writing with our students.

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

Language Arts Data

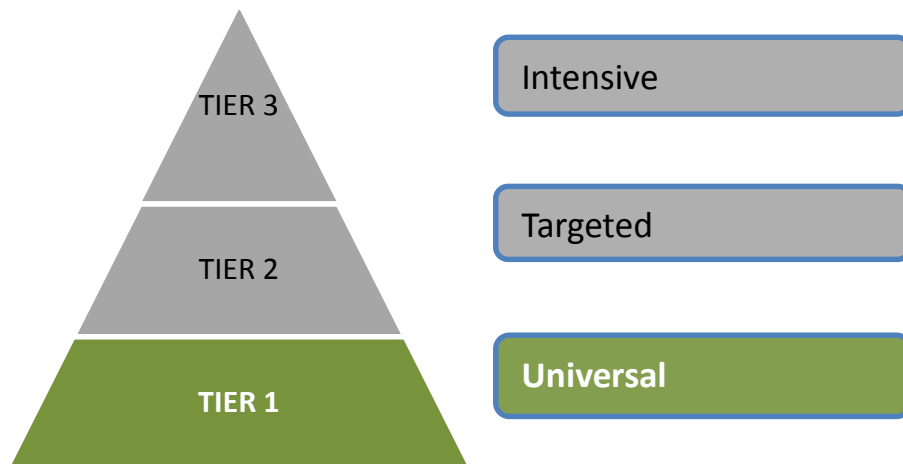
FSA Data

Report Card Data

Informal Classroom Teacher Observation/Data Collection

Observations:

-
-
-



What is in place to support all students?

- ✓ Adrienne Gear and Faye Brownlie work
- ✓ Shared writing opportunities, weekly journals, daily message/calendar, sight word, poem of the week, webs, triple scoop words, buddy writing, scrapbook writing, Writer's Workshop
- ✓ Teacher modeling of writing
- ✓ Theme writing – poetry frames
- ✓ Word banks – individual and group
- ✓ GB+ Package (French Immersion)
- ✓ Running records
- ✓ Webbing, rubrics, performance standards
- ✓ Collection/sharing of student work samples
- ✓ Individual student conferences
- ✓ Self and peer assessment of writing

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

- ✓ Journals on a weekly basis (theme writing)
- ✓ School wide writes – 1st and 3rd terms
- ✓ Write observations and score writing with performance standards
- ✓ Mark and record each piece of writing
- ✓ Report Cards
- ✓ Big Buddies for writing support
- ✓ Use of draft work and editing prior to final copy

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

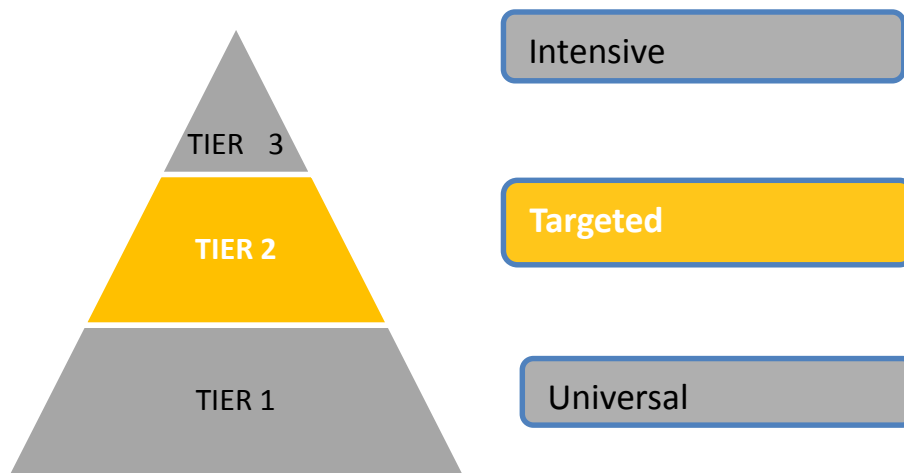
- ✓ Student conferencing, monitoring, additional support, review and instruction
- ✓ Use results to focus on whole class needs
- ✓ Adrienne Gear's Writing Steps
- ✓ Adding details to build on each student's writing
- ✓ Interactive journal writing with teacher
- ✓ Scribing for students who need it and adapting and modifying work as necessary
- ✓ Visuals to support instruction
- ✓ Peer Coaching/Writing Buddies – peer editing
- ✓ Graphic organizers to organize ideas prior to writing
- ✓ Targeted teaching areas to help students in areas of weakness related to writing
- ✓ Use of technology for students who require it (ELL and LSS students)

How is class-wide data informing your next steps?

- ✓ School-wide write data and performance standards help show 'trends' and possible weak areas and need, as well as areas for whole class instruction
- ✓ Data allow for review and re-teaching where necessary
- ✓ Students who are meeting expectations can be further challenged
- ✓ Shows which students require further practice at which skills
- ✓ Reveals areas of focus for follow-up instruction
- ✓ "It steers the direction of my teaching"
- ✓ Helps reveal 'small group' instruction that may be necessary
- ✓ In working with early writers, pre-writing is the key – modelling how to use brainstormed ideas

Observations:

-
-
-



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

- ✓ Those students with lower self-confidence/lower ability or output/difficulty focusing
- ✓ ELL learners, some of our LSS students and some students requiring EA support
- ✓ Students who are non-writers or who struggle with the writing process (have difficulty generating ideas)
- ✓ Non-writers – those writing initial sounds (strings of letters)
- ✓ Students NYM or AP expectations (maybe even with extra support)
- ✓ Students who have difficulty with written output

What interventions are you implementing to support these students?

- ✓ One-on-one support (maybe scribing) where possible
- ✓ ELL and LSS support (pull-out or in-class support)
- ✓ Use of EA support
- ✓ Simplified writing activities to build confidence
- ✓ Front end loading of vocabulary
- ✓ Do class-wide sample first – more review
- ✓ Small group instruction for those who need it
- ✓ Buddy work with stronger students
- ✓ Volunteer intervention (classroom helpers)
- ✓ Differentiated instruction to better meet needs
- ✓ More time/less required – adapted work load
- ✓ Quiet/removed work space in order to focus better

2014 - 2015

School Team Visit Form**How are you monitoring progress for these students? How frequently?**

- ✓ Regular journal writing – daily and/or weekly
- ✓ Notes on progress on individual students 2–3 times per week (What is improving? What are new goals?)
- ✓ Running records – on-going
- ✓ Weekly assignments/term assignments
- ✓ School Wide Write Data – 2 times per year
- ✓ Use of performance standards to assess writing – ongoing
- ✓ Visual prompts/cue cards
- ✓ Use of technology
- ✓ ELL testing at year end

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

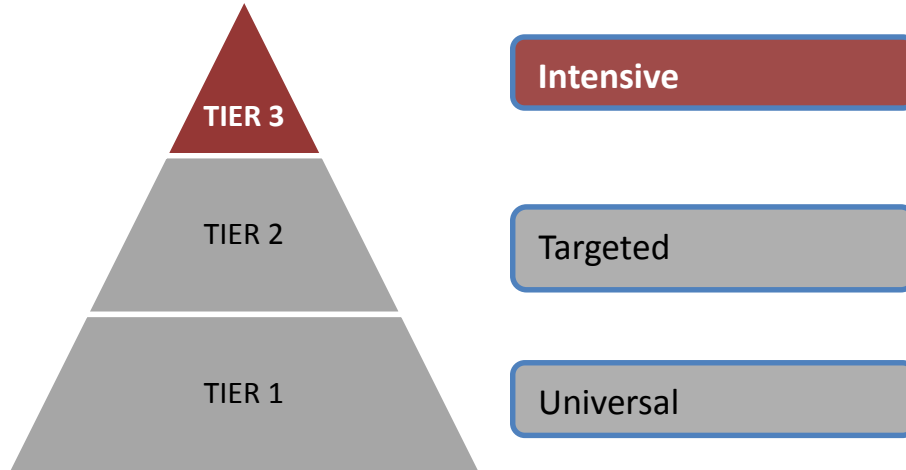
- ✓ Seating placement for some students
- ✓ Small group instruction
- ✓ Adjusting workload
- ✓ Teach to specific, targeted areas to model writing skills/areas of need

How is the data informing next steps?

- ✓ Helps us teach to the needs of the student, focus individual attention and re-teach concepts as necessary
- ✓ If students progress adequately, they may no longer require any (or as much) additional support
- ✓ Helps identify areas of focus for follow-up instruction
- ✓ Helps to set new goals and monitor progress of those students
- ✓ Data can show if more teaching and/or practice is required
- ✓ “If it is not working try something else”
- ✓ Helps to recognize individual needs and build in appropriate support in these specific areas
- ✓ Helps to target the teaching required
- ✓ **Lots of comments regarding the next steps being similar to the next steps at the Universal Level

Observations:

-
-
-



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

- ✓ Those students who draw a picture as they are unable to use words or sentences (at the Primary level)
- ✓ Students who are identified and/or have EA, LSS, ELL and/or District support
- ✓ Those who may have focusing/attending issues
- ✓ Those students who struggle in other tasks as well, besides writing
- ✓ Those students who have special needs
- ✓ Those students Not Yet meeting expectations
- ✓ 'Q' designated students

What individualized interventions are you implementing to support these students?

- ✓ Individual support to help generate a topic
- ✓ Adult support for students to help them produce a simple picture as a 'starter'
- ✓ Using 'post-its' to write required words for students in order for them to label their picture (scribing)
- ✓ IEPs and Student Learning Plans
- ✓ Small group instruction and/or one-on-one
- ✓ Other work (besides writing) may be adapted as well
- ✓ Written output expectations are minimal
- ✓ ELL and LSS support
- ✓ More visual and verbal instruction required
- ✓ May need support with fine motor – printing, coloring, cutting, etc.
- ✓ In class support for journal writing
- ✓ 'Quiet' zones/strategies to allow students to focus better (work areas, headphones)

- ✓ RAZ Kids and Precision Reading (improvements in reading help improve students' writing as well)

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

- ✓ Writing observations and individual writing goals for students – as required based on assessment
- ✓ Through additional support services – EA, LSS, ELL, SLP and District Learning Support Services – as required
- ✓ SBT Meeting (ELL, LSS, Counselling, and SLP Services) – as required
- ✓ Classroom observations and notes in day plan – daily
- ✓ LIF time with EAs for consultation with teachers – ongoing
- ✓ Tests and assignments – ongoing
- ✓ Report Cards – 3 times per year
- ✓ School Wide Writes – 2 times per year
- ✓ Journal writing – 3 times per week

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

- ✓ Spending increased time with non-writers
- ✓ Scribing for non-writers
- ✓ Input and implementation of strategies and ideas from Support Services (as listed above)
- ✓ Step-by-step visual instructions
- ✓ Ruler, Zones of Regulation, etc. help students to calm and control behavior (leads to better focusing and better written output)
- ✓ Individualized instruction and Buddy work to support writing
- ✓ Differentiated instruction to meet student need
- ✓ Reduced work load for some students

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

- ✓ Struggling writers often require ELL and/or LSS support as well
- ✓ These students require individual support
- ✓ May require limited achievable goals
- ✓ Fewer outbursts and more focused behavior can lead to better quality writing
- ✓ Students enjoy real-life connection writing activities
- ✓ Continued and expanded in-class support for students from support services staff is helping

Observations:

-
-
-

SCHOOL TEAM VISIT SUMMARY REPORT**SCHOOL:** École Seaforth Elementary School**DATE:** 26 January 2015**Recommendations:**

- Have cross-grade teachers identify/create writing samples that match the performance standards. Employ teacher partners to evaluate student's writing samples for school-wide writes.
- Consider using CBM (Curriculum Based Assessment) to identify the specific skill deficit for students who require tier 3 instructional support. (Which foundational skills in the writing process are these students missing?)
- Discuss ways to meet the school's technology needs so teachers and students can make use of appropriate technology to support student's learning goals. Provide technology resources

Planning Implications:

- Consult with school psychologist for FRM program regarding students who may be struggling.
- Consider using "master teachers" to partner with other classroom teachers to model differentiated instruction/assessment practices.
- Have cross-grade teachers collaborate with LST to identify specific learning objectives for students identified for tier 2 and tier 3 instructions.

Names of the Visiting Team Members:

Katrina Chen	Trustee
Morray Genge	Vice-Principal Moscrop Secondary
Deborah Simak	Director of Instruction

SPC Members Signatures

Jen Mezei

Rhylin Bailie

Jun Liu

Siva Ramesh

Wendell Hiltz

		Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
		#	%	#	%	#	%	#	%
K Fall	Meaning	5	9	22	38	28	48	2	3
	Style	6	10	26	43	23	40	3	5
	Form	8	14	24	41	21	36	3	5
	Conventions	13	22	10	17	26	45	9	16
Spring	Meaning	6	11	13	24	24	44	11	20
	Style	5	9	11	20	31	57	7	13
	Form	6	11	14	26	24	44	10	19
	Conventions	7	13	13	24	22	41	12	22
1 Fall	Meaning	18	25	25	35	26	36	3	4
	Style	26	36	27	38	16	22	3	4
	Form	13	18	33	46	21	29	5	7
	Conventions	19	26	28	39	20	28	5	7
Spring	Meaning	4	6	9	23	43	61	14	20
	Style	7	10	18	26	30	43	15	21
	Form	4	6	17	24	38	54	11	16
	Conventions	6	9	16	23	37	53	11	16
2 Fall	Meaning	3	5	19	30	33	52	8	13
	Style	3	5	22	35	32	51	6	13
	Form	4	6	25	40	28	44	6	13
	Conventions	5	8	17	27	30	48	11	17
Spring	Meaning	2	3	16	25	32	49	15	23
	Style	2	3	20	31	30	46	13	20
	Form	3	5	13	20	35	54	14	22
	Conventions	4	6	20	30	29	45	12	18
3 Fall	Meaning	9	16	20	34	25	43	4	7
	Style	9	16	22	38	23	40	4	7
	Form	9	16	21	36	26	45	2	3
	Conventions	15	26	28	48	22	38	3	5
Spring	Meaning	3	5	20	33	28	47	9	15
	Style	3	5	19	32	30	50	8	13
	Form	3	5	17	28	27	45	13	22
	Conventions	9	15	16	27	26	43	9	15

		Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
		#	%	#	%	#	%	#	%
4 Fall	Meaning	8	14	21	38	21	38	6	11
	Style	6	11	36	68	12	21	2	4
	Form	8	14	20	36	25	45	3	5
	Conventions	10	18	27	48	17	30	2	4
Spring	Meaning	2	3	15	25	23	39	19	32
	Style	6	10	21	36	26	44	6	10
	Form	5	8	14	24	34	58	6	10
	Conventions	6	10	18	31	27	46	8	14
5 Fall	Meaning	6	11	17	32	25	47	5	9
	Style	7	13	21	40	21	40	4	8
	Form	5	9	18	34	29	55	1	2
	Conventions	5	9	19	36	24	45	5	9
Spring	Meaning	2	4	16	31	23	45	10	20
	Style	3	6	16	31	23	45	9	18
	Form	3	6	18	35	19	37	11	22
	Conventions	1	2	17	33	20	39	13	25
6 Fall	Meaning	2	4	19	36	29	55	3	6
	Style	4	8	19	36	29	55	1	2
	Form	3	6	18	34	27	51	5	9
	Conventions	2	4	23	43	25	47	3	6
Spring	Meaning	3	5	21	38	21	38	10	18
	Style	4	7	16	29	24	44	11	20
	Form	1	2	18	33	26	47	10	18
	Conventions	4	7	17	31	21	38	13	24
7 Fall	Meaning	5	7	26	39	28	42	9	13
	Style	6	9	30	45	22	33	10	15
	Form	7	11	19	28	33	49	9	13
	Conventions	7	11	24	38	25	37	12	18
Spring	Meaning	2	3	16	25	32	50	14	22
	Style	3	5	14	22	27	42	20	31
	Form	5	8	7	11	34	53	18	28
	Conventions	2	3	14	22	24	38	24	38