

School Report

24 October 2018

EA (Educational Assistant) Professional Development

- Friday, Oct. 26: our division's learning coach, Mr. Chris Kish, will be presenting to our EAs on the subject of anxiety; he will discuss with them the reason for student behaviour, competing pathways, what students are trying to actually get with their behaviour and some strategies and tools that the EAs can use to support our students in the classroom
- Previously, Mr. Kish has provided PD to our EAs on the following topics:
 - Executive functioning
 - Self-regulation
 - Supporting Child Compliance
 - Gathering and recording data

Stability Balls & Spooners

- Each stability ball features feet that keeps it in place when not in use. When users sit on the ball, the feet retract to the ball based on the user's weight, allowing freedom to move, balance, and develop core strength.



- simulation of board-sport moves (skateboarding, surfing); teachers love the ability to keep kids moving and improving balance while working. Used at a standing or sitting desk or independently for a quick activity break!
- These active classroom supports were purchased two years ago and have been well used in upper elementary and even junior high classrooms, as well as in our sensory room and Mrs. L's office.
- Students enjoy having the option to 'wiggle' while working

- The stability balls (24 total) have held up well--we've lost about 3 due to punctures
- The spooners have been extremely durable

Assessments for student academic success

- **EYE (Early Years Evaluation):** administered by the teacher in ECS; provides a leading indicator of children's development. It provides accurate data that helps teachers organize their instruction, increase learning time, and monitor each child's progress. The evaluation also informs parents about their child's progress.
- **DIBELS (Dynamic Indicators of Basic Early Literacy Skills):** administered by the teachers in grades 1-4; DIBELS are measures that help teachers and schools determine how students are performing on important reading skills. The critical skills necessary for successful beginning reading include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures give the teacher information about whether or not a student is on track for grade-level reading success. A teacher can quickly identify students who do not meet the goals on each DIBELS measure and provide extra help. For example, if your child is reading words accurately, but slowly, the teacher can provide extra practice re-reading stories and passages to improve his or her reading rate or fluency. The teacher can use the progress monitoring scores to make sure your student receives extra help to improve other reading skills during the school year.
- **Fountas & Pinnell Benchmark Assessment System:** administered by the teachers in gr. 1-9; using the *Fountas & Pinnell Benchmark Assessment Systems* to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.
- **RRST (Reading Readiness Screening Tool):** administered by teachers in grades ECS-2; universal screen of phonological awareness and other reading readiness skills. Includes information about programming options and a variety of specific instructional strategies to address identified weaknesses
- **DRT (Diagnostic Reading Tool):** supports struggling readers in grades 2-6; administered by the teacher; assesses the five pillars of reading for struggling readers (phonemic awareness, phonics, fluency, vocabulary, reading comprehension); explore ways to provide the necessary interventions to respond to these needs.
- **Leaps and Bounds (Math Intervention):** grades 3-8; A research-based approach founded on how students learn math developmentally; diagnostic assessments for every topic clearly pinpoint significant gaps in student understanding; strategic intervention tools enable teachers to build on what students understand and close critical gaps in understanding