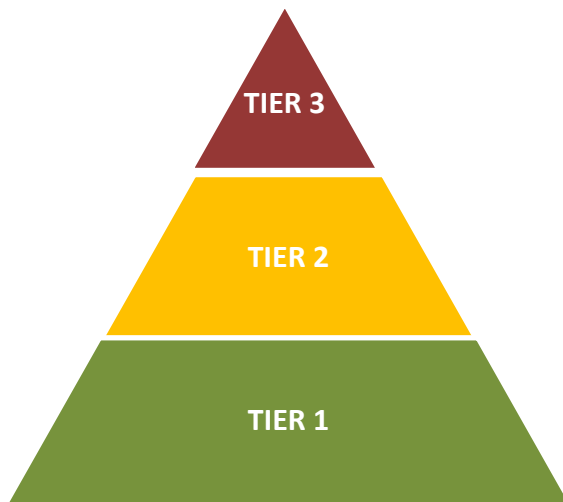


Response to Intervention

Intensive

Targeted

Universal

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

École Marlborough Elementary is the largest elementary school in British Columbia with nine hundred thirty-four students attending. We have thirty-nine (39) divisions. The student population is comprised of five hundred forty-two (542) students in the English Programme, three hundred thirty-nine students (339) in the Early French Immersion programme, and forty-six (46) students in the Late Immersion programme. Two hundred seventy-five (275) students speak English as their second language including five (5) International students. There are fifty-one (51) different languages spoken at our school. We have a total of ninety-three (93) adults working at our school to ensure our students are safe and learning. This includes administrative staff, teachers, and support staff (education assistants, custodians, crossing guards, lunch time supervisors). We are fortunate to have a District Speech Pathologist (East building) and a District Settlement Worker (West building) with home offices at our school. The Burnaby Welcome Centre and the District Learning Resource Centre are located on our property as well as an independent day care and a French Immersion Pre-school. Our school is comprised of two buildings. The East building houses our Primary students and the West building houses our Intermediate students. Our school is located at the geographical centre of Burnaby so we have walking access to many community amenities such as theatres, a lake, swimming pools, community centres, parks, fire halls, and city transit.

At our school we are proud of the commitment of our staff, parents, and community as we work hard to ensure that our students are receiving the best programming possible to ensure success at school. We are a Wild BC school, have a huge garden (10 garden troughs), and a Salmonid enhancement programme. Here are a few examples of opportunities we provide to support and challenge our students to extend skills and interests with programmes such as: Cariboo Math contest, Chess club, Art show, Science or Historical Fairs, Carnaval, School sports teams for cross country running, volleyball, basketball, track, Library Home Reading programme, Peer Mediators and Gr. 7 leadership opportunities (announcements, technical support for assemblies), lunch time monitors in primary classrooms and office monitors for students in Grades 6/7, spring or Christmas concerts, Choir, band, and opportunities for global citizenship. We have a dedicated Parent Advisory Council that is very involved at our school. Some of the events/activities they sponsor are: monthly hot lunches (up to twenty parent helpers) and our pancake breakfast. The PAC also generously gave a \$3500 donation to our Spring concert and a \$700.00 donation to our library this year. Each year they donate \$20.00 for each student to reduce field trip costs and they also outfit each classroom with outdoor equipment. The PAC started a Meet and Greet on the first Friday of each month for all parents at the East Staffroom from 9:00 a.m. - 9:30 a.m. It is a time when all parents are welcome to come, share a treat and a cup of coffee, and meet the PAC executive and the school administration.

GOAL / GOALS: Why was this goal(s) chosen?

We believe that reading well is the key to success in all subject areas. We have been focusing on improving the Reading levels of all students at Marlborough for the past three years. We offer many opportunities for students to get excited about and engaged in learning. When this happens they naturally want to read more about their area of interest. The librarian is a key player because the librarian orders the resources and supports the reader with strategies to find the “just right” book. We support all of our readers with programmes to ensure each of them are challenged and learning to read better.

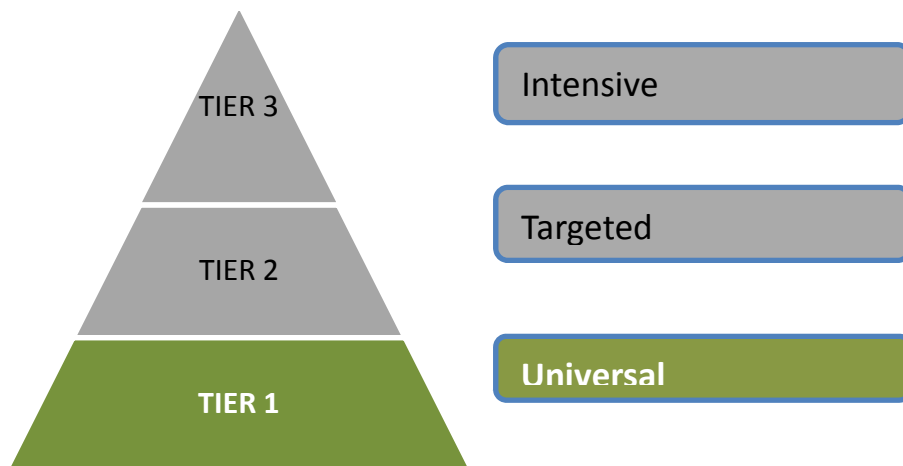
Our three year plan has had a special focus on a small cohort of “at risk” readers. Staff members have received training for three different programs (Fast ForWord, Reading Assistant and Reading Recovery) and we use these programs to support students that are not reading or reading well below grade level (Tier 3 support). We have two dedicated Reading Recovery teachers for the English programme and one for the Early French Immersion programme. We have committing much time and support to this group as we have found over the past three years that these intensive individualized interventions (with classroom teacher support) improve the reading levels and therefore life chances for these students. We have tracked the

progress of these students for the last three years to ensure the work we are doing is making a difference and so we can adapt \change our interventions along the way.

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

The majority of students at Marlborough were meeting or exceeding grade level in reading when we started this plan (according to the 2014 FSA data). These students that were selected through teacher referral, School Based Team Meetings, referrals by parents and assessments done by our LSS and ELL teams. We applied for and received funding to train teachers (one teacher began in September 2014 - English Programme, one teacher began in September 2015 - English Programme and one teacher began in September 2016 - Early French Immersion) for the Reading Recovery programme, three staff members receive ongoing training for FFW and Reading Assistant.





What is in place to support all students?

- In-class reading programs Adrienne Gear – Reading Power
- Literature Circles Words Their Way
- Daily Five
- Guided Reading
- Novel studies

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

- Daily assessment for learning Dolch List of Commonly Used Words
- Informal and formal reports
- Formal assessment - DART – French and English, collaborative assessment time for same grade groups – twice per year, some use DRA
 - Baby DART – English and French – three times per year, some us SRA
 - Kindergarten screen – spring
- When more testing is needed: French – EPRA (FEPPRA)
 - Alpha-Jeunes Benchmarks
 - GB+ Benchmarks
 - PM Benchmarks
 - Jolly Phonics
 - Class reviews
 - SBTM
 - Performance Standards

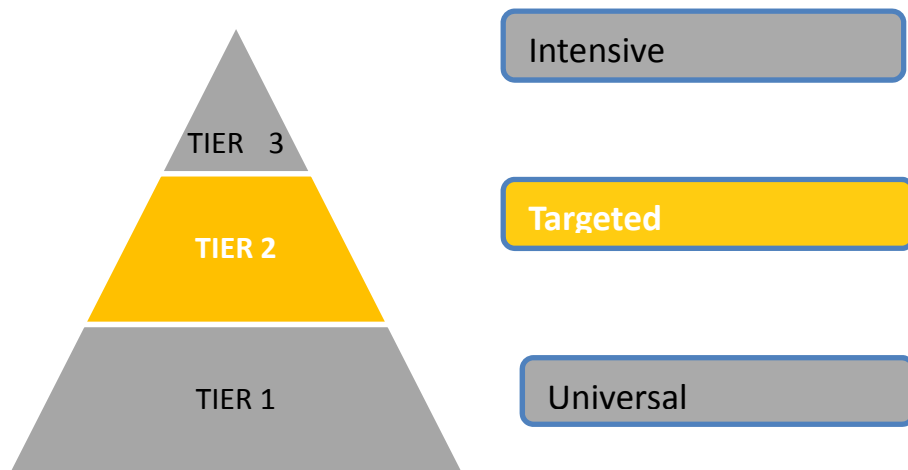
How are you adjusting instruction/programming in response to student needs?

In-class support, adapting programme –more time, level of material matches reading level, read-a-loud, peer to peer support

Buddy reading, Daily Five, Jolly Phonics, encourage home reading programme, including Aboriginal text in reading programme, on-going conversations with parents re student progress, support from our library – research skills, purchasing resources that students are interested in, adding more aboriginal content to library

How is class-wide data informing your next steps?

Class wide data guides the teacher in what is taught next and informs us as to what kind of support is needed for each student – individual help, small group, buddy support, extra help from home, School Based Team referral, psycho ed,



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

ELL students – 51% of our students are English Language Learners in the English programme

Students reading just below grade level or struggling to keep up

Students having difficulties with comprehension or fluency

Students designated with a Learning Disability in Reading

What interventions are you implementing to support these students?

In-class support with LSS teacher, pull-out groups (short term) targeting specific area of difficulty

Education Assistant (EA) support – Read Well programme with LSS support

ELL support – in-class or pull-out depending on level, working with teacher to support student at home and at school by providing same content material as in class (social studies for science)

Reading assessments done by LSS to see exactly what level student is working

RAZZ kids, buddy readers, peer readers, parents, volunteers in classroom, Levelled Literacy Instruction

Levelled Literacy Intervention – we have level 1, Level 2 programmes at our school

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

Daily assessments, two times yearly – DART, three times yearly – Baby DART

GB+ Benchmarks (French) and PM Benchmarks (English)

Formal assessments at end of unit (science, socials, novel study or lit. circle)

Using different ways for student to show learning – eg. Oral presentation, power point, visual presentation (poster, pictures, photographs)

Performance standards

School based team meetings

Parent/teacher conferences

ELL testing

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

EA support if available, peer/buddy support

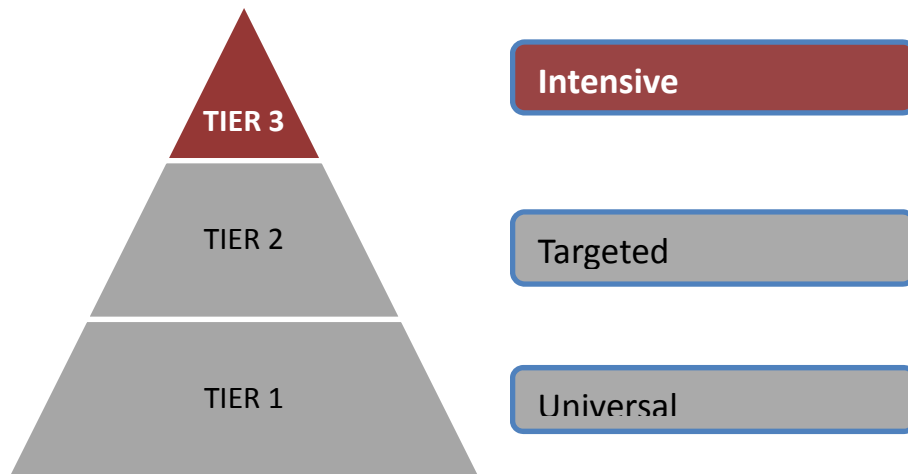
Adapting amount of work, reading aloud, scribing, and using a variety of different levelled books to ensure comprehension and content vocabulary is learned

ELL/LSS intervention and support

How is the data informing next steps?

We applied for and received extra LSS time in English and French, extra counselling time, extra ELL time over the past three years. This Feb. we were able to hire one full time teacher to team teach with our Intermediate teachers to support our Intermediate students struggling with reading.





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

Those students struggling in all areas of the curriculum. Those students that need modifications to their programme and are working alongside their peers, but on a separate programme with help from an EA.

Support from LSS or ELL has been on-going as well as adaptations for programming in the classroom.

Students on an SLP in Language Arts. Working two years or below grade level.

ELL learners that are going into year 5 or 6 of ELL and still are at level 1 or 2 ELL.

Kindergarten students that are approaching expectations in all subject areas (after spring break).

What individualized interventions are you implementing to support these students?

Kindergarten - LSS support in the spring (6 week intensive intervention from LSS) for those students at risk for phonemic awareness and reading readiness. This year we used part of our MNEL grant money to hire 0.1 FTE LSS to support our “at risk” Kindergarten students in the English and French programmes.

Reading Recovery (English, French) – using the same assessment for all English K/French K classes in the spring of the year to identify those students at risk – LSS teacher and classroom teacher.

K teachers meet with LSS in the fall to look at those students in K that would be good candidates for the RR intervention. New students to our school, Grade 1 students not

previously identified in the spring, will also be taken into consideration and assessed. Those identified are given RR assessment so the students that are the most at risk students are identified.

Fast ForWord - those students (Grade 4 – 7) reading at two years or more below grade level – School Based Team Meeting to get profile of student that is struggling – reading assessment done by Learning Support teacher, then a Fast Forward assessment or a Reading Assistant assessment is given to see if this support would be beneficial to the particular needs of the student.

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

Reading Recovery – assessment is done daily/weekly report

Fast ForWord – assessment is done daily/weekly report, FFW interventions as needed

Reading Assistant – assessment is done daily/weekly report, RA interventions as needed

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

Each year we have applied for funding to support our at risk students in Grade 1 and received we now have two teachers in the English Reading Recovery programme (one if fully qualified, the other in the second year of training) and one teacher in the French Reading Recovery programme (in her first year of training) programme.

Training for Reading Assistant and Fast ForWord teachers is ongoing – district staff runs sessions and is available to assist us one-on-one if asked

Reading Recovery runs for 12 – 20 weeks depending on the progress of the student (30 minute sessions 5 x per week)

Fast ForWord– 45 minute sessions – 4 x per week – program runs 14 -15 weeks

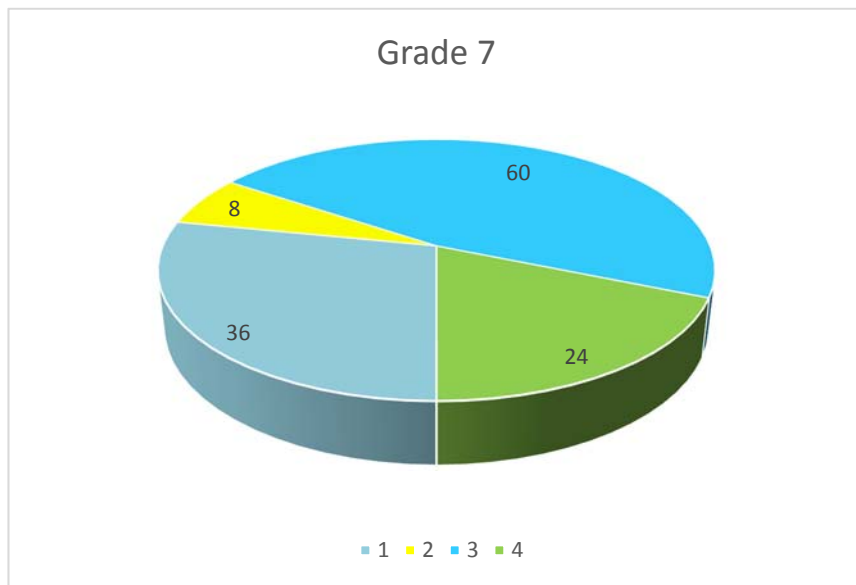
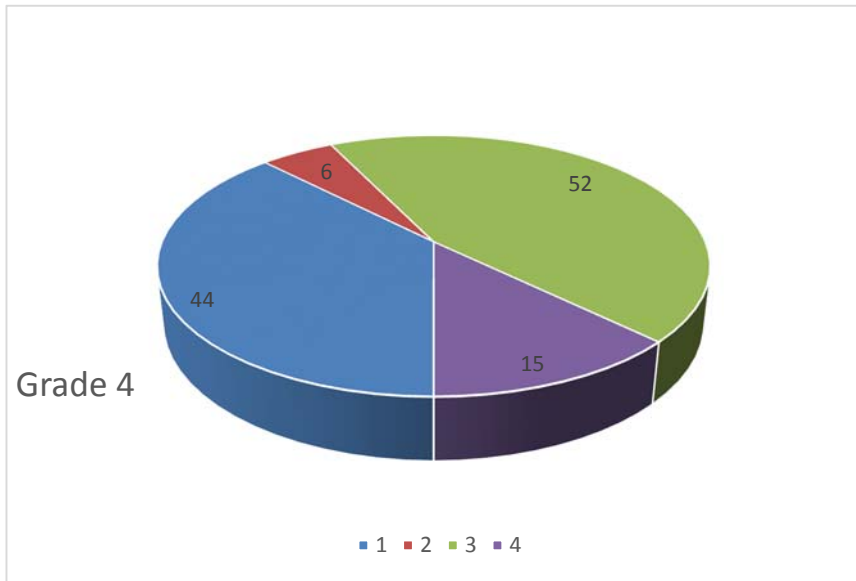
Reading Assistant - 45 minute sessions – 4 x per week – program runs 14 – 15 weeks

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

The improvement in reading levels from assessment at the beginning of sessions - Reading Recovery, Reading Assistant and Fast ForWord - and when they have completed programme. We have monitored these students (report cards as well as reading assessments (DART, Benchmarks, etc.) for three years and have closely monitored their success. Classroom teachers have adapted if needed to ensure success once the programmes have been completed.

FSA Results for 2017

Grade 4	Total number of students	Number not writing	Number Not Yet Meeting	Number Meeting	Number Exceeding
	114	44	6	52	15
Grade 7					
	128	36	8	60	24



Reading Recovery

Student Name	Entry date	Reading level	Exit date	Reading level	June/15	Dec/15	June/16	Dec/16	June/17
A 2015 RR	11-04-2014	1	06-03-2015	14	M				
B 2015 RR	07-11-2014	0	17-04-2015	13	M				
C 2015 RR	27-03-2015	1	10-05-2015	Level 8 - Moved	NYM				
D 2015 RR	2-04-2014	0	Continue in Sept. 2015	7	NYM				
E 2015 RR	15-04-2015	1	Continue in Sept. 2015	8	NYM				

- Not yet meeting(NYM)/Meeting(M)/Fully meeting(FM)/Exceeding(E)

Reading Assistant

Student Name	Entry date	Reading level	Exit date	Reading level	Gain +/-	June/15	Dec/15	June/16	Dec/16	June/17
A 2015 RA	28-01-2015	1.3	04-06-2015	3.4	+	NYM				
B 2015 RA	28-01-2015	3.4	28-05-2015	4.9	+	NYM				
C 2015 RA	29-01-2015	2.4	28-05-2015	2.4	-	NYM				
D 2015 RA	28-01-2015	2.0	28-05-2015	2.7	+	NYM				
E 2015 RA	22-01-2015	4.0	28-05-2015	4.4	+	NYM				
F 2015 RA	22-01-2015	4.4	05-06-2015	5.2	+	NYM				
G 2015 RA	10-04-2015	0.9	28-05-2015	1.8	+	NYM				

- Not yet meeting(NYM)/Meeting(M)/Fully meeting(FM)/Exceeding(E)

Fast ForWord

Student Name	Entry date	Reading level	Exit date	Reading level	Gain +/-	June/15	Dec/15	June/16	Dec/16	June/17
A 2015 FFW	12-10-2014	3.0	14-05-2015	4.1	+	NYM				
B 2015 FFW	12-10-2014	3.5	28-05-2015	4.8	+	NYM				
C 2015 FFW	29-11-2014	1.1	29-05-2015	2.0	+	NYM				
D 2015 FFW	12-10-2014	3.2	28-05-2015	3.5	+	NYM				
E 2015 FFW	19-11-2014	2.5	28-05-2015	3.7	+	NYM				
F 2015 FFW	19-11-2014	1.9	28-05-2015	2.7	+	NYM				
G 2015 FFW	12-01-2105	3.4	29-05-2015	4.2	+	NYM				
H 2015 FFW	19-11-2014	2.2	28-05-2015	3.3	+	NYM				
I 2015 FFW	19-11-2014	1.8	04-06-2015	3.4	+	NYM				
J 2015 FFW	19-11-2014	0.9	28-05-2015	1.3	+	NYM				
K 2015 FFW	19-11-2014	2.9	29-05-2015	3.1	+	NYM				
L 2015 FFW	19-11-2014	2.4	04-05-2015	3.1	+	NYM				
M 2015 FFW	19-11-2014	0.4	28.05-2015	0.7	+	NYM				
N 2015 FFW	19-11-2014	2.0	04-05-2015	2.2	+	NYM				

- Not yet meeting(NYM)/Meeting(M)/Fully meeting(FM)/Exceeding(E)

Thoughts about Next year 2017/2018

- Staff want to continue with the reading goal with a special focus on inferencing skills for the intermediate students – classroom teacher anecdotal information/DART results
- Continued support and training to ensure all new staff members are trained to administer the DART (French and English programmes) and the GB Plus/Benchmarks for Primary
- Use classroom data – reading assessments to track inferencing for Intermediates students, reading level for primary students
- Continue to support teachers so that all grades across the school will use the same standard to assess reading skills. Targeted use of MNEL grant to be used for this purpose. Teachers can be trained, have collaborative time for same grade teachers to assess the students and grade the assessments together.
- Continue to use the FFW programme and the Reading Assistant programmes to support struggling learners in Grades 4 – 7.
- Continue to use the Reading Recovery programme to support the most at risk readers in Grade 1 English and French programmes
- Social Emotional Learning – teachers would like to set a goal to help students learn skills to self-regulate. Noted high levels of anxiety seen at our school (referrals from Counsellors and anecdotal notes from classroom teachers, increased number of calls to MCFD).

Whole Body Listening – school wide - charts are in each classroom

Classroom meetings to be held once a week to build community within classroom to ensure students have an open and safe forum to share their thoughts.

School-wide/class-wide structures in place (to be built upon) to promote social-emotional and academic independence:

- Whole Body Listening (school-wide)
- Class meetings (professional development at Staff meeting in March)
- Outdoor Education/Care of our Environment – learning outside, connection to Aboriginal culture, garden project, salmonid enhancement project
- Big Brothers, Big Sisters (Go Girls), Saleema Noon, Justice Institute Online
- Peer mediators (playground – Grade 7 students, Grade 6 students trained after spring break)
- Clubs – Chess, knitting, after school sports (Burnaby Rec), track & field, volleyball, basketball
- Mindup/mindfulness activities and practices in many classes
- 5-point scale
- Zones of regulation
- Daily 5
- Carole Fullerton Math
- Read Well
- Levelled Literacy Intervention
- RAZ Kids
- Fast ForWord/Reading Assistant
- Reading Recovery
- Math – Gauss, Able – Cariboo Math contest
- French and English speech competitions

- Art fair, alternating Science/Historical fairs
- Spring Concert – whole school

