

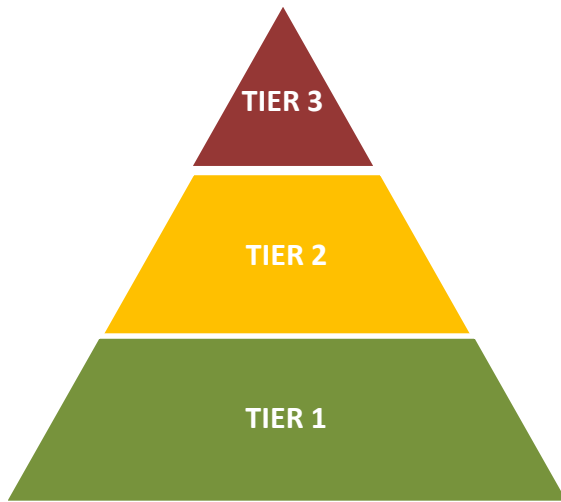
Name of School

École Marlborough Elementary
2015/2016

Year of Plan

1 _x_

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 twenty-nine students attending. The student population is comprised of five hundred seventeen (517) students in the English Programme, three hundred sixty-four students (364) in the Early French Immersion programme, and forty-eight (48) students in the Late Immersion programme. Two hundred fifty-one (251) students speak English as their second language including three International students. There are fifty-one (51) different languages spoken at our school. We have a total of ninety-four (94) adults working at our school to ensure our students are safe and learning. This includes an 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 follow the Ministry of Education curriculum guide and the prescribed learning outcomes to ensure that we are focusing on the development of academic, physical, social emotional, and aesthetic and artistic skills and also ensuring that our students are learning to be socially responsible. 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, music programme, spring or Christmas concerts, Choir, band, and opportunities for global citizenship. We have a dedicated Parent Advisory committee that is very involved in our school. Some of the events/activities they sponsor are: monthly hot lunches (up to twenty parent helpers), pancake breakfast, fundraising (just this year our Pac purchased twenty laptops for classroom use and thirty-one computers, bright links, and 17 tables for our computer lab), the Pac supports individual classrooms (monetary) for each teacher to help pay for field trips and special events, classroom volunteer coordinators.

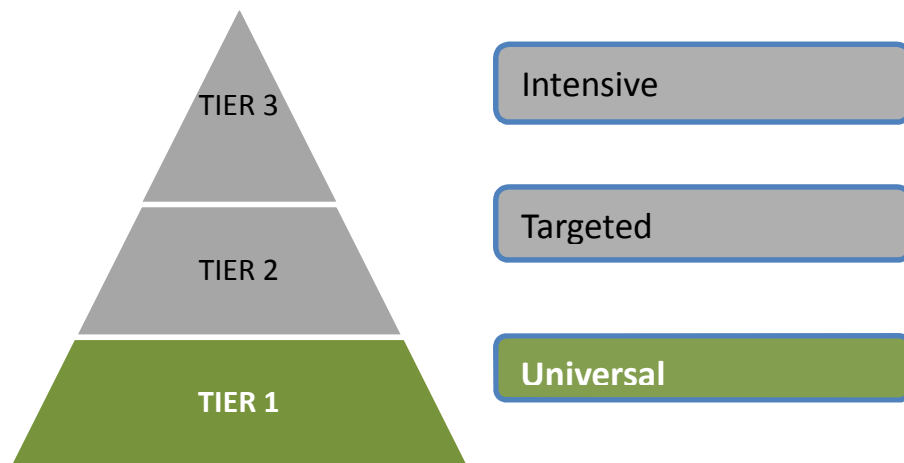
GOAL / GOALS: Why was this goal(s) chosen?

We are going to focus on Improving the Reading levels of all of the students at Marlborough with a special focus on a small cohort of “at risk” readers. Staff members are receiving training for three different programs (Fast ForWord, Reading Assistant and Reading Recovery) and we used these programs to support twenty-eight of our most at risk students that are not reading or reading well below grade level. We are committing much time and support to this group as we are hopeful these intensive individualized interventions (with classroom teacher support) will improve the life chances for these students. We believe that reading well is the key to success in all subject areas. We are going to track the progress of these students for the next three years so we can ensure the work we are doing is making a difference and so we can adapt \change our interventions along the way. In 2012, our goal was to improve Literacy by way of improving listening skills. Over the past three years there has been a school wide push to improve these skills. We will continue to monitor this goal.

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

The majority of students at Marlborough are meeting or exceeding grade level in reading, according to the 2014 FSA data, but we know we have students that are struggling so we are going to target and track these twenty-eight (28) students for the next three years. These students have been selected through teacher referral, School Based Team Meetings, referrals by parents and assessments done by our LSS and ELL teams. We have applied for and received funding to train teachers (one started 2014/2015 and another will be starting 2015/2016) for the Reading Recovery programme, three staff members continue to receive training for FFW, and one staff member is being trained for Reading Assistant. These are our three main intensive intervention programmes for our at risk readers.





What is in place to support all students?

In-class reading programs

Literature Circles

Daily Five

Guided Reading

Novel studies

Adrienne Gear – Reading Power

Words Their Way

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

Daily assessment for learning

Informal and formal reports

Formal assessment - DART – French and English, collaborative assessment time for same grade groups – twice per year, some use DRA

Dolch List of Commonly Used Words

Baby DART – English and French – three times per year, some us SRA

Kindergarten screen – spring

When more testing is needed: French – EPRA (FEPR)

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?

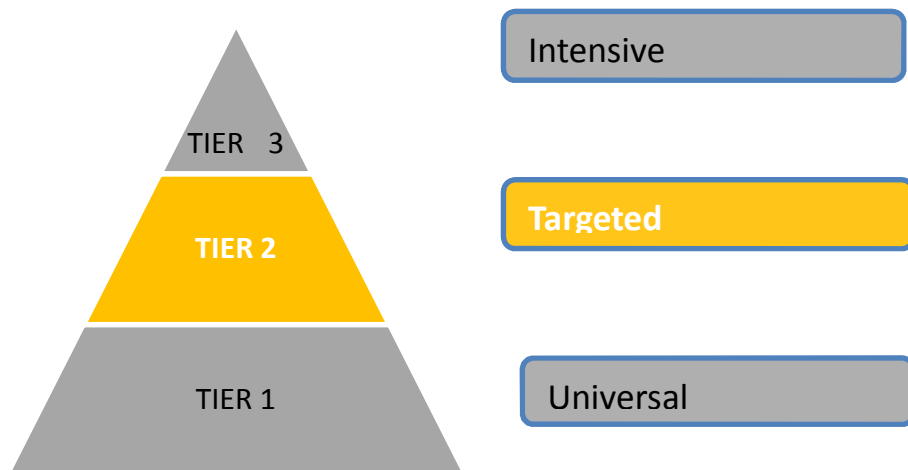
In-class support, adapting programme –more time, level of material matches reading level, read-a-loud, peer to peer support

Buddy reading, Daily Five, Jolly Phonics, encourage home reading programme, including Aboriginal text in reading programme, on-going conversations with parents re student progress

How is class-wide data informing your next steps?

Class wide data guides the teacher in what he/she teaches 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





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

ELL students

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 and we have just ordered Level 2

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

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

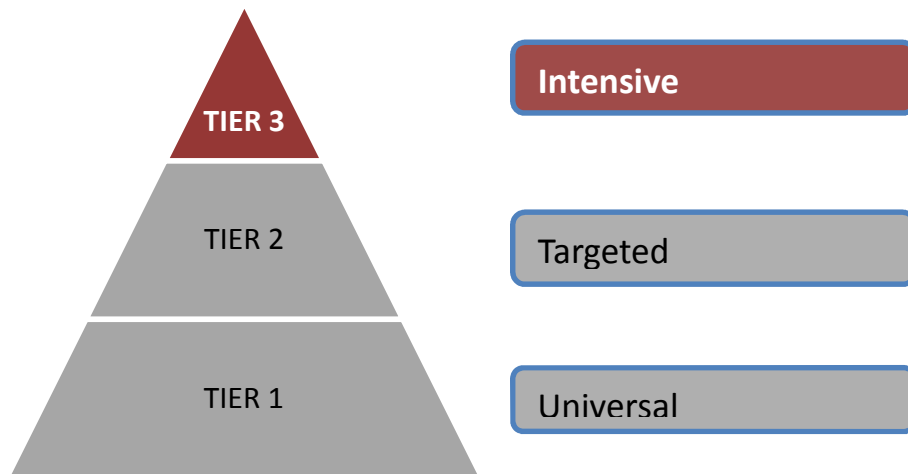
EA support if available, peer/buddy support

Adapting amount of work, reading aloud, scribing, 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?

In October 2014 we applied for extra French LSS time (.2 FTE) and (.2) ELL time to support our Tier two students (Grade 6/7 late Immersion, students transferred from French program to English, Year 4/5 ELL Level 3/4 students, Kindergarten ELL Level 1 students in the French immersion programme). A series of levelled National Geographics was ordered to support our intermediate ELL students to support vocabulary development in Social Studies and Science. LSS teacher is using these materials for our struggling readers as well.



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

Those students struggling in all areas of the curriculum. Support from LSS or ELL has been ongoing 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 (English and French)

Reading Recovery (English only, hopeful French Reading Recovery can be in place for next year) – using the same assessment for all English K classes in the spring of the year to identify those students at risk

K teachers (English) meet with LSS in the fall to look at those students in K that would be good candidates for the RR intervention. May be new Grade 1 students not previously identified in the spring. Give RR assessment to the at risk students 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 Forword assessment or a Reading Assistant

assessment is done 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?

We applied for EF/LIF funding in the spring of 2014 to support our at risk students in Grade 1 and received teacher training training for two years for one grade two English teachers for Reading Recovery (one teacher started year one in 2014/2015 and another teacher will begin in Sept. 2015) .

Training for Reading Assistant and Fast ForWord teachers is ongoing – district staff runs sessions and is available to help 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 will monitor those students (report cards as well as reading assessments (DART, Benchmarks, etc.) for the next three years and continue to adapt their programmes to ensure success.

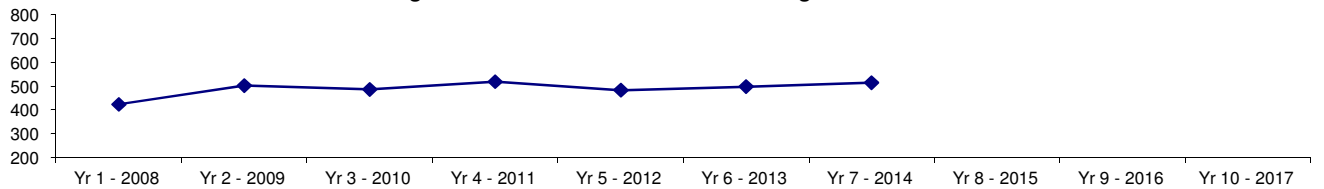
Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 118

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
		#	%	#	%	#	%	#	%	
		All Students	19	16	17	14	62	52	22	18
		Male	14	20	13	19	31	44	12	17
		Female	5	10	4	8	31	62	10	20
		Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
		ELL	15	42	6	17	14	39	1	3
		Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
		#	%	#	%	#	%	#	%	
		All Students	20	17	9	8	89	74	2	2
		Male	15	21	7	10	47	67	1	1
		Female	5	10	2	4	42	84	1	2
		Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
		ELL	15	42	2	6	19	53	0	0
		Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
		#	%	#	%	#	%	#	%	
		All Students	18	15	5	4	67	56	30	25
		Male	13	19	4	6	35	50	18	26
		Female	5	10	1	2	32	64	12	24
		Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
		ELL	13	36	2	6	18	50	3	8
		Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

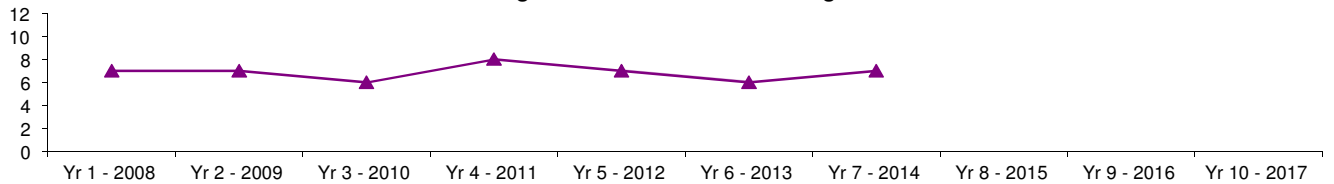
Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

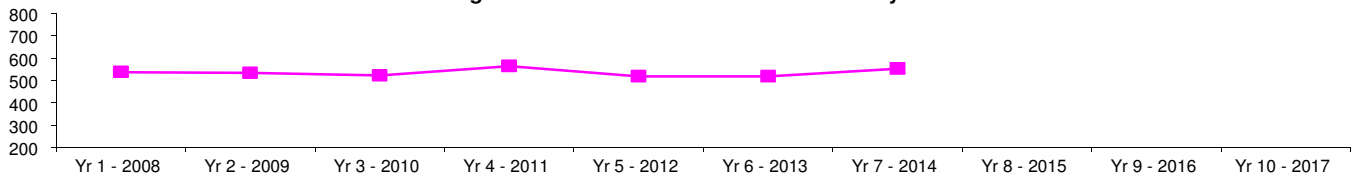
Average FSA Scaled Score - Grade 4 Reading



Average FSA Score - Grade 4 Writing



Average FSA Scaled Score - Grade 4 Numeracy



Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 144

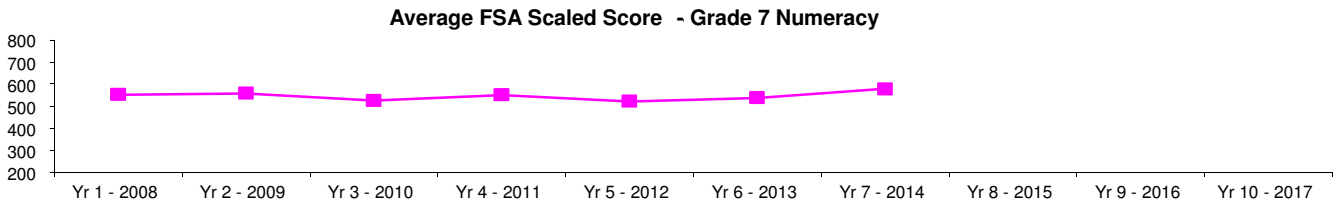
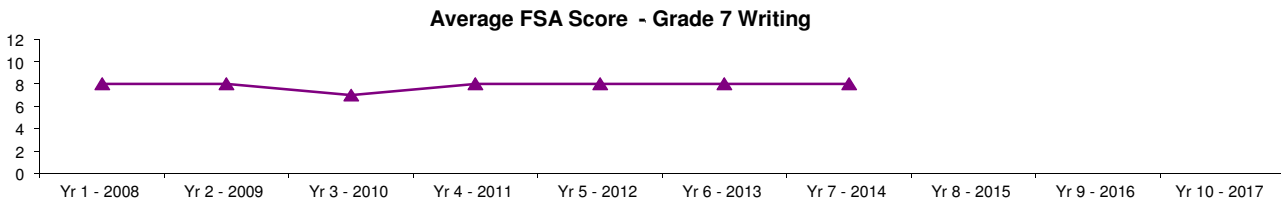
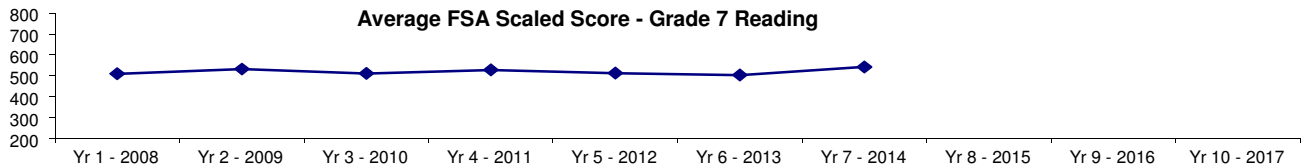
Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
		#	%	#	%	#	%	#	%	
		All Students	9	6	12	8	90	63	33	23
		Male	5	8	9	14	36	57	13	21
		Female	4	5	3	4	54	67	20	25
		Aboriginal	-	-	-	-	-	-	-	-
		ELL	4	17	5	21	12	50	3	13
		Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
		#	%	#	%	#	%	#	%	
		All Students	11	8	1	1	120	83	12	8
		Male	6	10	1	2	53	84	3	5
		Female	5	6	0	0	67	83	9	11
		Aboriginal	-	-	-	-	-	-	-	-
		ELL	5	21	1	4	18	75	0	0
		Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
		#	%	#	%	#	%	#	%	
		All Students	13	9	4	3	77	53	50	35
		Male	8	13	1	2	33	52	21	33
		Female	5	6	3	4	44	54	29	36
		Aboriginal	-	-	-	-	-	-	-	-
		ELL	6	25	0	0	11	46	7	29
		Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.



Marlborough School Plan 2015/2016

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)
-