

Name of School

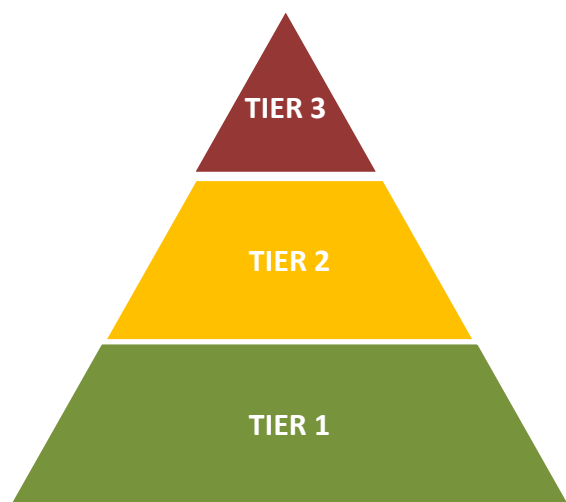
École Marlborough Elementary

2018-2019

Year of Plan

2

Response to Intervention



Intensive

Targeted

Universal

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

École Marlborough Elementary is one of the largest elementary schools in British Columbia with nine hundred thirty students attending. We have thirty-nine (39) divisions. The student population is comprised of five hundred fifty-seven (557) students in the English program, three hundred thirty one (331) in the Early French Immersion program, and forty-two (42) students in the Late Immersion program. Two hundred eighty-nine (289) students speak English as their second language including five (5) International students. There are fifty-three (53) different languages spoken at our school. We have a total of ninety (90) 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, library assistants, and lunch time supervisors). We are fortunate to have a District Speech Pathologist and a District Settlement Worker 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 two primary classrooms and all of 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 program. Here are a few examples of opportunities we provide to support and challenge our students to extend skills and interests with programs such as: Moscrop Advanced Math Club, Chess club, Science or Heritage Fairs, Carnaval de Quebec, extra-curricular sports teams such as, cross country running, volleyball, basketball, track, Library Home Reading program, Peer Mediators and Gr. 7 leadership opportunities (announcements, office monitors, technical support for assemblies, lunch time monitors in primary classrooms and office monitors), primary 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, Scholastic Book Fairs and our Christmas pancake breakfast. The PAC also generously donates to our school library, outdoor garden, enhances our playground areas, and recently purchased an outdoor classroom. Each year the PAC donates \$20.00 for each student to reduce field trip costs to parents and they also provide each classroom with outdoor equipment.

SCHOOL GOAL :

Goal #1:

To improve the reading levels of all our students at Marlborough.

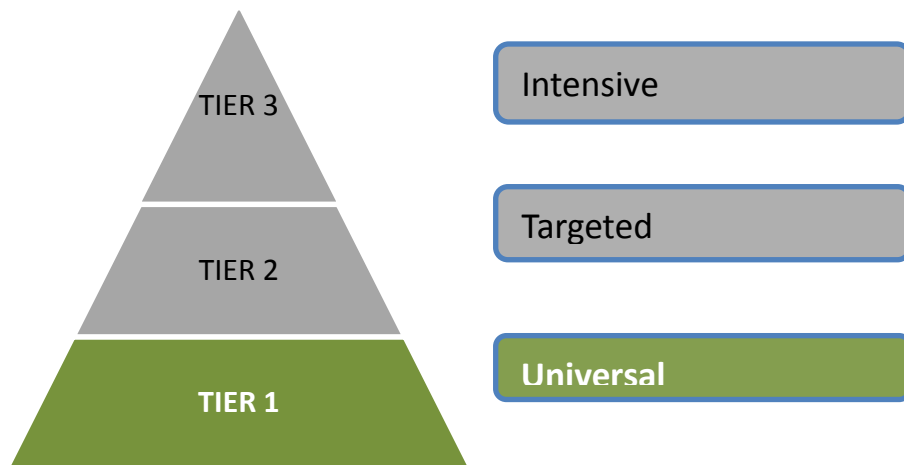
GOAL: Why was this goal chosen?

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 teacher librarian is a key player because the teacher librarian orders the resources and supports the reader with strategies to find the "just right" book. We support all of our readers with programs 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 three dedicated Reading Recovery teachers for the English programme and one for the Early French Immersion program. We have committed so 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 &/or change our interventions along the way.

What data/evidence supports your selection of this goal?

The majority of students at Marlborough were meeting or exceeding grade level expectations in reading according to the grades 4 & 7 2016 FSA data. The small cohort of “at-risk” students were selected through teacher referral, School Based Team Meetings, referrals by parents and assessments done by our LSS and ELL teams. We have allocated seven teachers with specialized training in Fast ForWord, Reading Assistant and Reading Recovery to work with students every day for about an hour on individualized reading programs created for their specific reading needs.



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

One-to-One literacy

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 assessments:

- DART – French and English, collaborative assessment time for same grade groups twice per year
- DRA
- Baby DART – English and French – three times per year
- SRA
- Kindergarten – we are looking to acquire the Links to Literacy program for assessment in the spring
- EPRA (FEPR)
- Alpha-Jeunes Benchmarks
- GB+ Benchmarks
- PM Benchmarks
- Jolly Phonics
- Class reviews
- Performance Standards

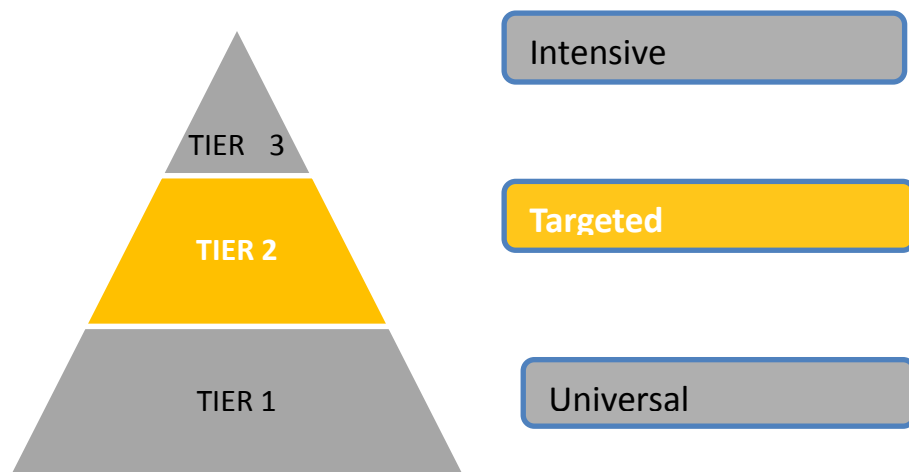
How are you adjusting instruction/programming in response to student needs?

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

Buddy reading, Daily Five, Jolly Phonics, encourage home reading program, incorporating Indigenous text in reading program, on-going conversations with parents regarding student progress, support from our library – research skills, purchasing resources that students are interested in, adding more aboriginal content to library collections.

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, psych-ed assessment, etc.



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

ELL students – 52% of our students in the English program are English Language Learners

Students reading just below grade level or struggling to read at grade level

Students having difficulties with reading 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 program with LSS support

ELL support – in-class or pull-out depending on level, working with teacher to support student at school by providing same content material as the class

Reading assessments done by LSS to get an accurate working level for the student

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

Levelled Literacy Intervention – we have Level 1 & Level 2 programs at our school

One –to-One Literacy tutors – once a week

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

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

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

Formal assessments at end of unit (science, socials, novel study or literature circles)

Using different ways for student to show learning – eg. oral presentation, power point, visual representation (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?

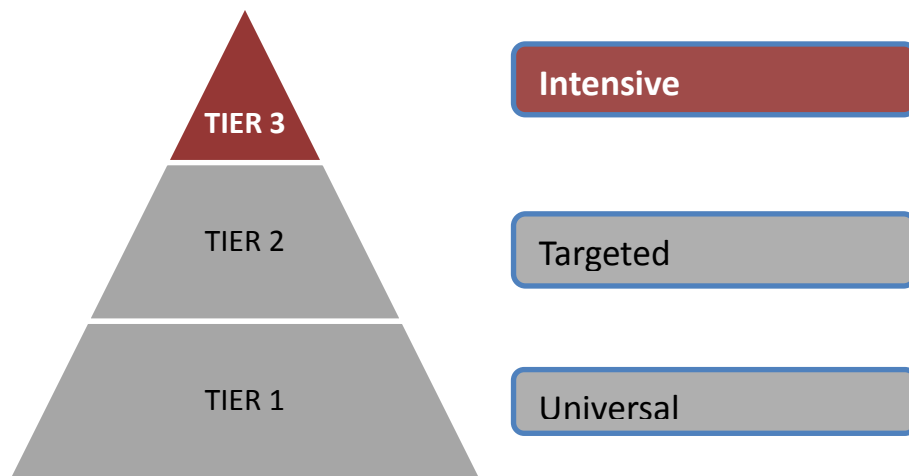
EA support if available, peer/buddy support

Adapting work quantity, 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?

On-going collaboration between the classroom teacher, learning support team, one-to-one tutors and ELL teachers will inform us on the progress and the support needed for each student.



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

Students struggling in all areas of the curriculum. These students need significant adaptations &/or modifications to their program and are working alongside their peers, but on an individualized program and often 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 remain at level 1 or 2.

What individualized interventions are you implementing to support these students?

Reading Recovery (English and French) – using the same assessment for all English and French Kindergarten classes to identify those students at risk – LSS teacher and classroom teacher do assessments in the spring for grade 1 reading placement.

Kindergarten teachers meet with LSS in the fall to look at those students in grade 1 that would be good candidates for Reading Recovery 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 Reading Recovery assessment so the students that are the most at risk are identified.

Fast ForWord – intermediate students (Grade 4 – 7) reading at two years or more below grade level. School Based Team gets profile from classroom teacher of students who are struggling and then a reading assessment is done by Learning Support teacher, which is followed up by a Fast ForWord or Reading Assistant assessment to determine if either program would be beneficial to the particular learning 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?

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

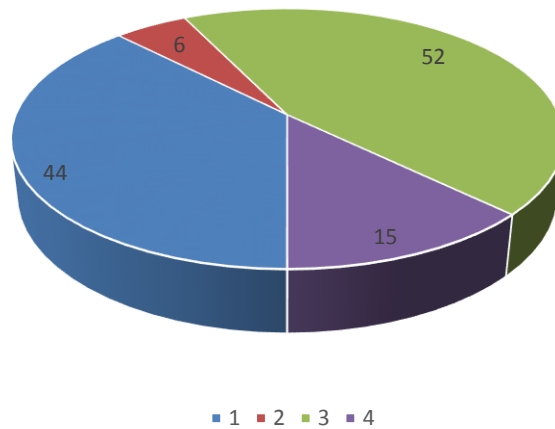
What are the results telling you about what worked or what didn't work for these students?

The improvement in reading levels from assessment at the beginning of sessions - Reading Recovery, Reading Assistant and Fast ForWord - and when they have completed program. 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 programs have been completed.

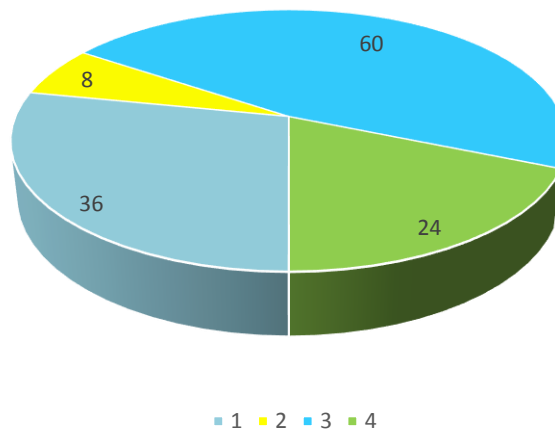
FSA Results for 2017

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

Grade 4



Grade 7



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				

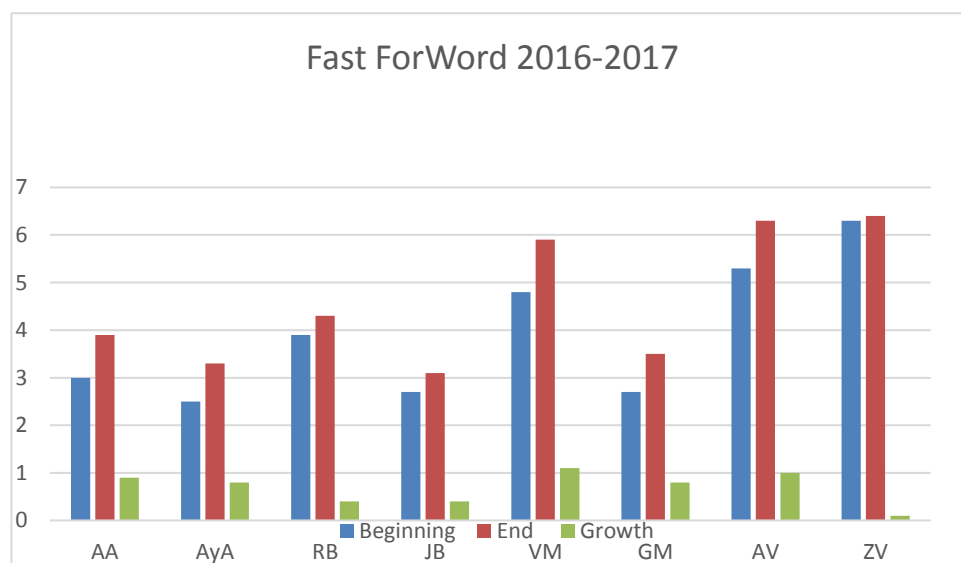
- Not yet meeting(NYM)/Meeting(M)/Fully meeting(FM)/Exceeding(E)

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)

Name	Beginning	End	Growth
AA	3	3.9	0.9
AyA	2.5	3.3	0.8
RB	3.9	4.3	0.4
JB	2.7	3.1	0.4
VM	4.8	5.9	1.1
GM	2.7	3.5	0.8
AV	5.3	6.3	1
ZV	6.3	6.4	0.1



EJ 4.4 4.8 0.4

RK	5.5	5.7	0.2
JL	3		
MM	2.5	3.5	1
DM	4.7	6.4	1.7
KM	4.2	5.9	1.7
SR	2.4	2.6	0.2
JS	5.4	6.9	1.3
EV	5	5.6	0.6

