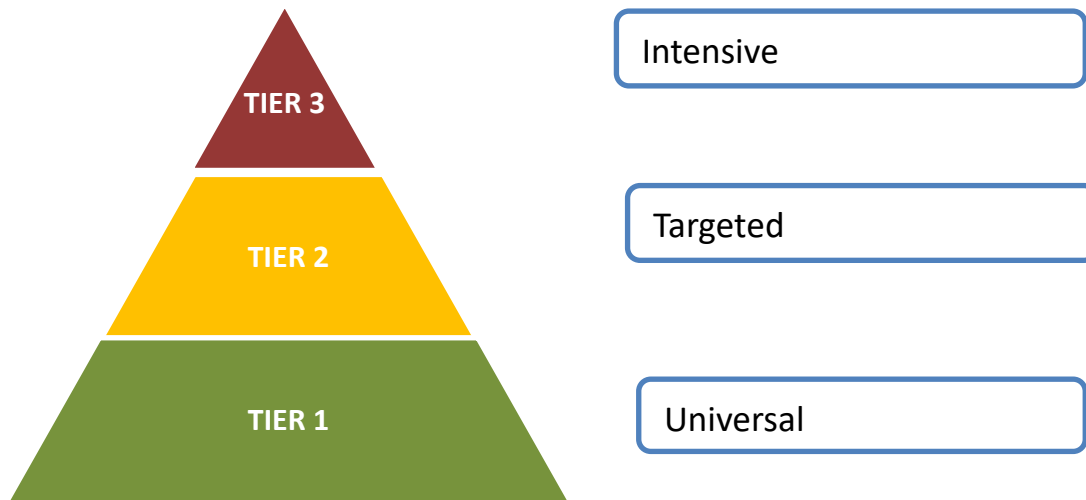


Response to Intervention



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 sixty-nine (969) students attending. We have forty-one (41) divisions. The student population is comprised of six hundred and fifteen (615) students in the English program, three hundred and eight (308) in the Early French Immersion program, and forty-six (46) students in the Late French Immersion program. Four hundred and ninety (490) students speak English as their second language. There are fifty-four (54) 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, library assistants, and lunch time supervisors). We are fortunate to have a District Settlement Worker with a home office at our school. The Burnaby Welcome Centre, District Learning Resource Centre, Burnaby District IT 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 four 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 have the foundation of years of being a Wild BC

school, have a huge garden (10 garden troughs), a Salmonid enhancement program and a well-used outdoor classroom. 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, Playground Pals, Best Buddies and Gr. 7 leadership opportunities (announcements, office monitors, technical support for assemblies, lunch time monitors in primary classrooms and office monitors), primary and intermediate choir. 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 pancake breakfast and outside Spring Fling. The PAC also generously donates to our school library and outdoor garden. Each year the PAC donates \$600 for each classroom division to reduce field trip costs to parents and they also provide each classroom with outdoor equipment.

SCHOOL GOAL:

Goal #1:

To support and strengthen social-emotional learning /positive mental health

- developing self-regulation skills and strategies
- building healthy relationships with peers, teachers and families

GOAL: Why was this goal chosen?

We believe that in order to learn, children need to feel safe, calm and connected to each other and the community. Through observation, anecdotal conversations, SBT meetings, counsellor and office referrals, as well as Class Reviews, we recognize the need to explicitly teach self-regulation and social skills in order for students to participate fully in their school experience. We want students to be able to communicate in healthy ways with each other and adults and to be ready to thrive in their learning.

****During remote learning, this goal became even more critical as we focused on supporting the social and emotional health & well-being of our staff, students and families.****

Goal #2:

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

- Improving reading comprehension and fluency amongst our primary students (with a focus on English Language Learners)
- Developing inferencing skills in non-fiction and fiction text for our intermediate students

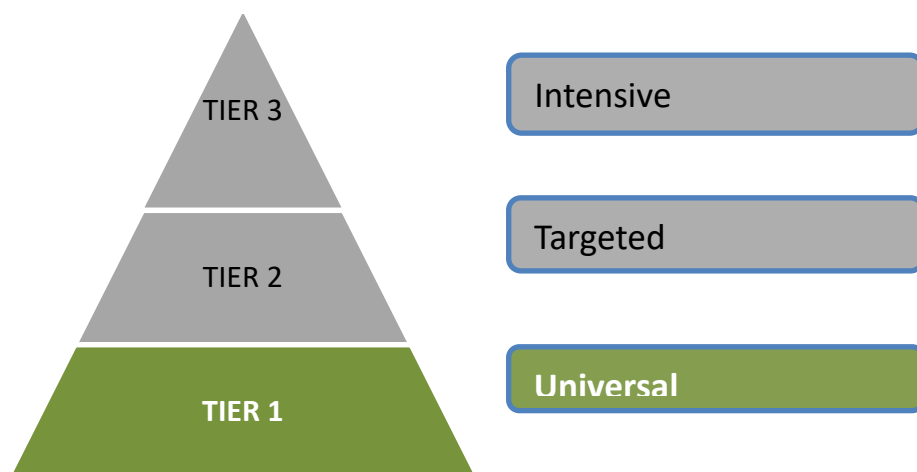
GOAL: Why was this goal chosen?

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 two different programs (Fast ForWord and Reading Assistant) and we use these programs to support students that are not reading or reading below grade level (Tier 2 & 3 support). We have committed so much time and support to this group as we have found over the past few 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 few years to ensure the work we are doing is making a difference and so we can adapt &/or change our interventions along the way.

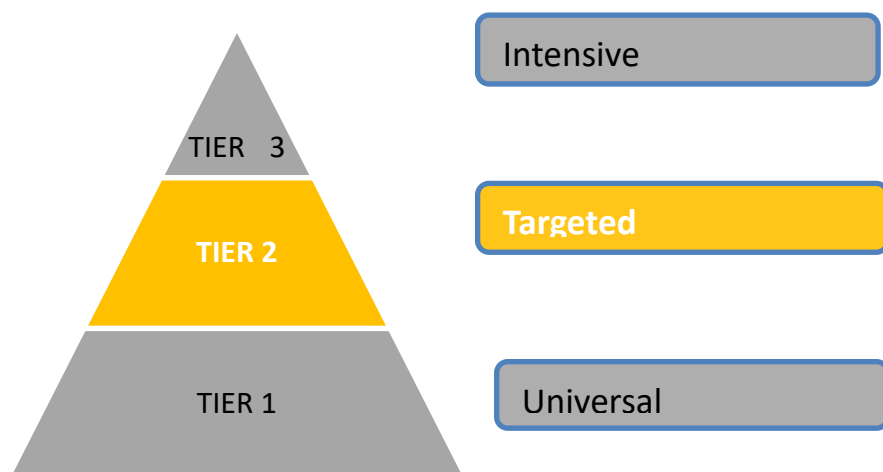
What data/evidence supports your selection of this goal?

Goal 1 (SEL)	Goal 2 (Reading)
<p>The MDI results indicate that our students' social and emotional development (pro-social behavior, self-regulation skills and connectedness) are mostly in the “medium” to “high” range, but the ones who indicated it is in the “high” range is below district averages. We would like to help students develop more self-regulation skills and strategies, as well as support them in strengthening peer relationships (social connectedness). We believe this will result in healthier students who are achieving at their optimal level.</p> <p>*During remote learning, we focused on SEL for adults and students, as outlined by the Ministry and district.</p>	<p>The majority of students at Marlborough were On Track or Extending in reading according to the grades 4 & 7 2018 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.</p> <p>*During remote learning, literacy was a key focus. Students requiring extra support in this area were taught individually through video-conferencing (LSS and ELL) or on-line literacy programs such as Reading Eggs (ELL).</p>



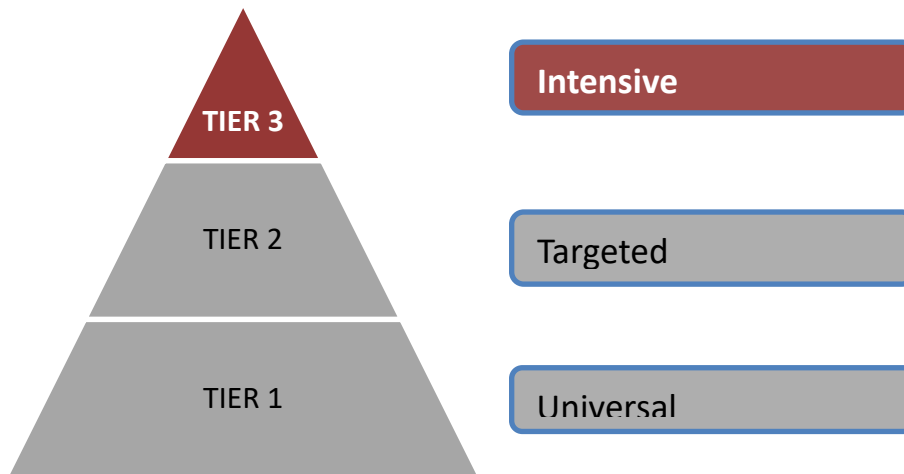
Goal 1	Goal 2
What will be in place to support <u>all</u> students?	What will be in place to support <u>all</u> students?
<ul style="list-style-type: none"> - Class meetings/community circles - Zones of Regulation used by all staff (including @ the office) as a common language - Discussions about identifying feelings, problem-solving, size-of-the-problem - Mind Up strategies/Core breathing - Brain Breaks - Sensory/Calm down spaces in classrooms & offices - Restorative problem-solving processes at the office & with counsellors - Noon hour supervisors who help problem-solve & Playground Pals - Mental Morning Tips of the Day on daily morning messages *during remote learning, we checked in through video-conferences, phone calls, emails; we determined if families were struggling emotionally or financially & responded accordingly 	<ul style="list-style-type: none"> - In-Class reading programs - Literature circles - Daily Five - Guided Reading - Novel studies - Word Their Way - Reading Power – Adrienne Gear - Faye Brownlie Reading Teams
How are you monitoring progress for all students? How frequently?	How are you monitoring progress for all students? How frequently?
<ul style="list-style-type: none"> - Survey in December (baseline) and May (summative) with self-assessment of self-regulation strategies & healthy relationships. ** didn't get to do the summative in May because of remote learning; will follow up in the fall. - On-going monitoring through discussions with teachers; observations on the playground, in the hallways; conversations with parents 	<ul style="list-style-type: none"> - Daily assessment for learning - Informal and formal reports - Dolch List of Commonly Used Words <p>Formal Assessments:</p> <ul style="list-style-type: none"> - DART – French and English – collaborative assessment time for same grade groups twice per year - Baby DART – English and French – three times per year - SRA - Kindergarten – - EPRA (FEPR) - Alpha-Jeunes Benchmarks

	<ul style="list-style-type: none"> - GB+ Benchmarks - PM Benchmarks - Jolly Phonics - Class Reviews <p>- Using assessment to guide our teaching</p> <p>- Each teacher setting a reading goal for their class after assessment: looking for strengths and stretches</p>
How are you adjusting instruction/programming in response to student needs?	How are you adjusting instruction/programming in response to student needs?
<p>- Teachers are teaching students to recognize, acknowledge and name their feelings. In classes where teachers are observing a lack of self-regulation, they are spending more time on explicitly teaching these skills and providing choice for students to go to calm-down spaces or use sensory tools to help them regulate. In some classes District Learning Support Services Teacher & Behaviour & Alternate Programs come into co-teach with teachers in classes where students have been identified to have struggles with self-regulation. Pro-actively and responsively teaching students how to build positive peer relationships happens continuously through observation and professional judgement.</p>	<p>- In-class support, adapting program (based on stretches) – more time, level of material matches reading level, read-a-loud, peer to peer support</p> <p>- Buddy reading, Daily Five, Jolly Phonics, encourage home reading program.</p> <p>- Incorporating Indigenous text & mental wellness text in reading program</p> <p>- On-going conversations with parents regarding student progress</p> <p>- Support from our library – research skills, purchasing resources that students are interested in, adding more Indigenous & mental wellness content to library collection</p>
How is class-wide data informing your next steps?	How is class-wide data informing your next steps?
<p>- 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 referrals.</p>	<p>- 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, SBT referral, psych-ed assessment, etc.</p>



Goal 1	Goal 2
Based on class-wide assessment data, which students require more targeted interventions?	Based on class-wide assessment data, which students require more targeted interventions?
<ul style="list-style-type: none"> - Teachers, counsellors, administrators to identify students who: - Find it challenging to self-regulate (impulsive, disruptive, agitated/aggressive behaviour) - Are not connecting with their peers (isolated) or connecting in negative ways 	<ul style="list-style-type: none"> - ELL students and students reading just below grade level or struggling to read grade level text - Students designated with a learning disability in reading
What interventions are you implementing to support these students?	What interventions are you implementing to support these students?
<ul style="list-style-type: none"> - Special time with key adults in the building - Friendship groups with the counsellors - Give access to, and encourage time at, sensory/calm down areas - Create and teach personalized Zones of Regulation charts for them to identify feelings - Introduce them to compatible peers/help to foster those relationships (especially before break times) - Buddy younger students up with a younger buddy (gives older student the caring, responsible role & the younger student receives care and attention) <p>*during remote learning, teachers, administrators and counsellors checked in with these students to respond to their needs</p>	<ul style="list-style-type: none"> - In-class support with LSS teacher, pull-out groups (short term) targeting specific area of difficulty - EA support with Read Well program with LSS support - Reading Assistant and Fast ForWord daily program - ELL support – in-class & pull-out depending on level and need – working with classroom teacher to support student at school by providing same content material as the class - Buddy Readers, peer readers, One-To-One Tutors, Levelled Literacy Intervention

How are you monitoring progress for these students? How frequently?	How are you monitoring progress for these students? How frequently?
<ul style="list-style-type: none"> - Surveys (December and May* to be done in fall) - Using the Heart & Mind Index, ask teachers to choose one student who is not connecting with others or is having difficulty with self-regulation (January *to be done in fall); put interventions into place and then re-assess) (May) - Anecdotal conversations with teachers, noon hour supervisors - School based team meetings - Parent/teacher conferences 	<ul style="list-style-type: none"> - Daily assessments - Reading assessments done by LSS to get an accurate reading level -DART (2x/yr) Baby DART (3x/yr) - GB+ Benchmarks & PM Benchmarks - Summative assessments at end of unit (other Core subject areas) - Using different ways for student to show learning (ie. Oral presentation, ppt, visual representation) - School based team meetings - Parent/teacher conferences - ELL testing and input
How are you adjusting instruction/programming in response to student needs?	How are you adjusting instruction/programming in response to student needs?
<ul style="list-style-type: none"> - Allowing for choice (standing at carpet time; fidget tools; time at sensory/calm down spaces; preferred seating) - Scaffolding peer interactions; giving opportunities to practice social skills - More time with teacher in small groups or one-on-one <p>*In the fall we will need to focus on SEL/trauma-informed practices, as many students will have been out of schools for 6 months and many families have indicated a stressful time.*</p>	<ul style="list-style-type: none"> - EA support if available, peer/buddy support, adult volunteer readers - Adapting work quantity, reading aloud, scribing, and using a variety of different levelled books to ensure comprehension and content vocabulary is learned - FFW & Reading Ass't – (gr. 2-7) reading at 2 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 LST, which is followed up by a FFW or Reading Ass't assessment to determine if either program would be beneficial to the particular learning needs of the student <p>- On-going collaboration between the classroom teacher, LSS team, One-to-One tutors and ELL teachers will inform us on the progress and the support needed for each student</p> <p>- The improvement in reading levels from assessment at Reading Ass't & FFW programs guide the transition from the individualized program back into reading in the classroom. We monitor these students (report cards as well as reading assessments (DART, Benchmarks, etc.) for three years and closely monitor their success. Classroom teachers have adapted if needed to ensure success once the programs have been completed.</p>
How is the data informing next steps?	How is the data informing next steps?



Goal 1	Goal 2
Based on class-wide assessment data, which students require more targeted interventions? <ul style="list-style-type: none"> - Students who are repeatedly having challenges during instructional and outside unstructured times; students who don't appear to have connections with peers 	Based on class-wide assessment data, which students require more targeted interventions? <ul style="list-style-type: none"> - Students struggling in all areas of the curriculum. These students need significant adaptations & sometimes 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 IEP in Reading. 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 interventions are you implementing to support these students? <ul style="list-style-type: none"> - Special time with key adults in the building; check-ins with these adults - Special jobs at the offices or in classrooms - Conversations with parents (suggestions such as after -school programming, counselling, etc....) <p>*during remote learning, teachers, EAs, administrators and counsellors did special check-ins with students (facetime, phone calls, etc...)</p>	What interventions are you implementing to support these students? <ul style="list-style-type: none"> - 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. - one-on-one support with an adult for targeted reading difficulties

How are you monitoring progress for these students? How frequently?	How are you monitoring progress for these students? How frequently?
<ul style="list-style-type: none"> - On-going conversations with teachers, counsellors, noon hour supervisors - SBT meetings (referrals) 	<ul style="list-style-type: none"> - 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?	How are you adjusting instruction/programming in response to student needs?
<ul style="list-style-type: none"> - small group instruction - friendship/social groups with peers 	<ul style="list-style-type: none"> - 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
How is the data informing next steps?	How is the data informing next steps?
<p>- Is negative behaviour continuing? Is student seeking out adult and/or peers in positive ways?</p> <p>*In the fall, we will need to focus in on these students in order to ensure they have a smooth transition back to school.*</p>	<p>- The improvement in reading levels from assessment at the beginning of sessions - 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.</p>

