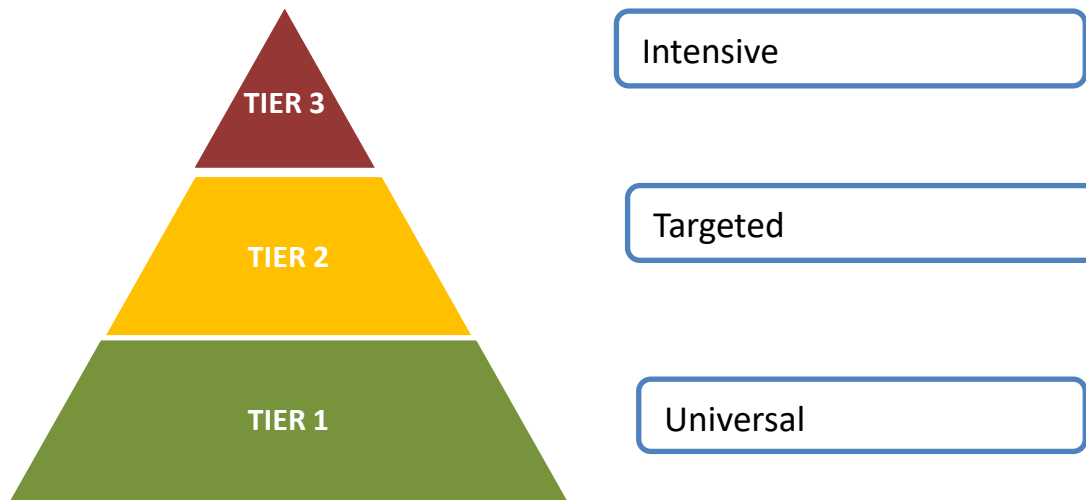


### Response to Intervention



### **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 thirty-five (935) registered students. Due to the pandemic, we have a variety of options for our students this year. We currently have 820 students attending in person; 103 students at home-learning and 12 who have chosen to homeschool. We have forty (40) divisions. The in-person student population is comprised of five hundred and fifteen (515) students in the English program, two hundred and sixty-six (266) in the Early French Immersion program, and thirty-nine (39) students in the Late French Immersion program. Four hundred and fourteen (414) students speak English as their second language. There are fifty-four (54) different languages spoken at our school. We have a total of ninety-nine (99) 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, and Burnaby District IT are located on our property as well as an independent day care and a French Immersion Pre-school, three Burnaby Neighbourhood House before and after school care buildings and two infant/toddler care buildings. 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 (11 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 within the school: Gr. 7 leadership opportunities (morning announcements, lunch time monitors in primary classrooms, presenting at virtual assemblies). We have a dedicated Parent Advisory Council that is committed to making Marlborough a great place to learn and play. Some of the events/activities that they have sponsored this year are: Annual Pumpkin Patch, Carnaval classroom festivities and our Outdoor Garden. This year the PAC plans to enhance our East side school grounds with an outdoor classroom for our primary students to play and learn outside.

## **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 and this fall, this goal became even more critical as we focused on supporting the social and emotional health & well-being of our staff, students and families. In addition, as students returned at different entry points during the school year, much attention around building relationships with peers became evident.\*\***

### **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?**

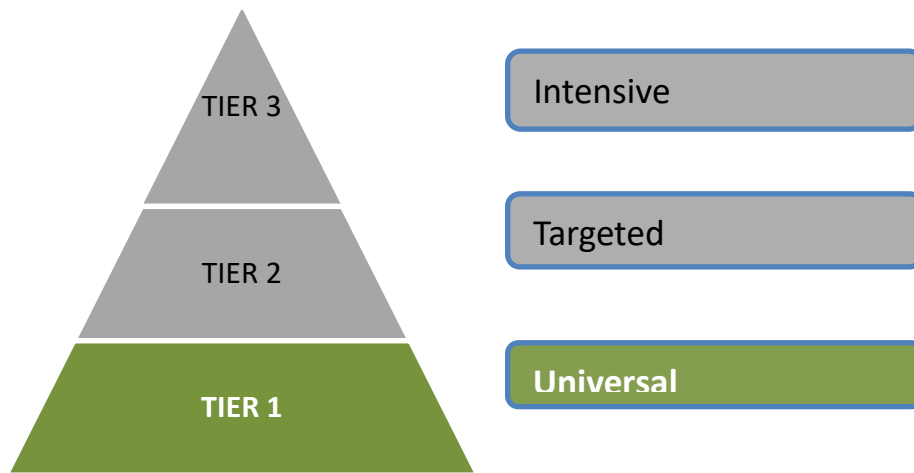
We believe that reading well is the key to success in all subject areas. We have been focusing on improving the reading levels of all students at Marlborough for the past three years. We offer many opportunities for students to get excited about and engaged in learning. When this happens, they naturally 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 our levelled readers with programs to ensure each of them are challenged and are learning to read better.

Our three-year plan has had a specific focus on a small cohort of “at risk” readers. Prior to Covid 19, we supported this cohort of students with two different programs (Fast

ForWord and Reading Assistant). This school year, classroom teachers are focusing on Tier 1 & 2 reading strategies that can help with reading comprehension.

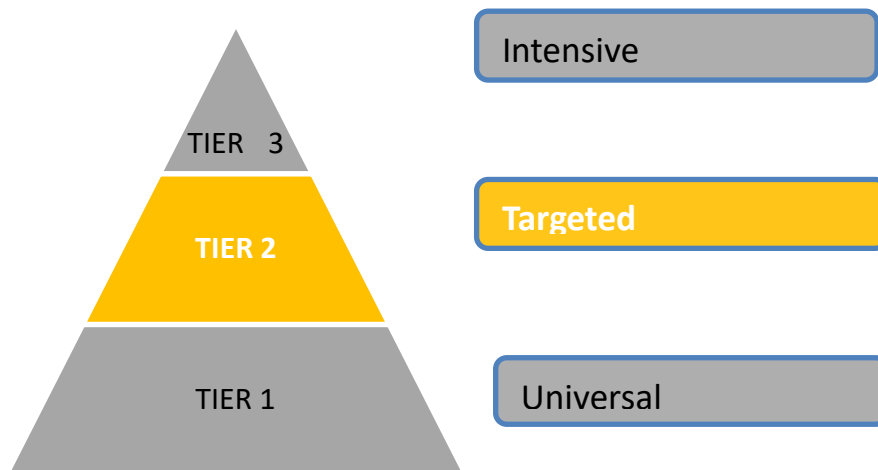
**What data/evidence supports your selection of this goal?**

<b>Goal 1 (SEL)</b>	<b>Goal 2 (Reading)</b>
<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>Most students at Marlborough were On Track or Extending in reading according to the grades 4 &amp; 7 2020 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>Students requiring extra support in reading comprehension are taught individually through video-conferencing (LSS and ELL) or on-line literacy programs such as Reading Eggs (ELL).</p>



Goal 1	Goal 2
<p><b>What will be in place to support <u>all</u> students?</b></p> <ul style="list-style-type: none"> <li>- Class meetings/community circles</li> <li>- Understanding inclusivity such as BIPOC, Indigenous &amp; LGBTQ+</li> <li>- Zones of Regulation used by all staff (including @ the office) as a common language</li> <li>- Discussions about identifying feelings, problem-solving, size-of-the-problem</li> <li>- Mind Up strategies/Core breathing</li> <li>- Brain Breaks</li> <li>- Sensory/Calm down spaces in classrooms &amp; offices</li> <li>- Restorative problem-solving processes at the office &amp; with counsellors</li> <li>- Noon hour supervisors who help problem-solve</li> <li>- Mental Morning Tips of the Day on daily morning messages</li> <li>- Safe School programs <i>TAPS</i> &amp; <i>Kids In the Know</i> implemented</li> <li>*during Covid 19, we do check ins through video-conferences, phone calls, emails; we determine if families are struggling emotionally or financially &amp; responded accordingly</li> </ul>	<p><b>What will be in place to support <u>all</u> students?</b></p> <ul style="list-style-type: none"> <li>• In-Class reading programs</li> <li>• Literature circles</li> <li>• Daily Five</li> <li>• Guided Reading</li> <li>• Novel studies</li> <li>• Words Their Way</li> <li>• Reading Power – Adrienne Gear</li> <li>• Faye Brownlie Reading Teams</li> <li>• French pilot resource project – K-3 literacy &amp; math resources</li> </ul>
<p><b>How are you monitoring progress for all students? How frequently?</b></p> <ul style="list-style-type: none"> <li>- Survey in December (baseline) and May (summative) with self-assessment of self-regulation strategies &amp; healthy relationships. ** didn't get to do the summative in May or in December because of transition students. Will return to survey in Dec 2021.</li> <li>- On-going monitoring through discussions with teachers; observations on the playground, in the hallways; conversations with parents</li> </ul>	<p><b>How are you monitoring progress for all students? How frequently?</b></p> <ul style="list-style-type: none"> <li>- Daily assessment for learning</li> <li>- Informal and formal progress reports</li> <li>- Dolch List of Commonly Used Words</li> <li>-reading conferences</li> <li>-One-to-One Literacy</li> <li>Formal Assessments: <ul style="list-style-type: none"> <li>• DART – French and English – collaborative assessment time for same grade groups twice per year</li> <li>• Baby DART – English and French – three times per year</li> </ul> </li> </ul>

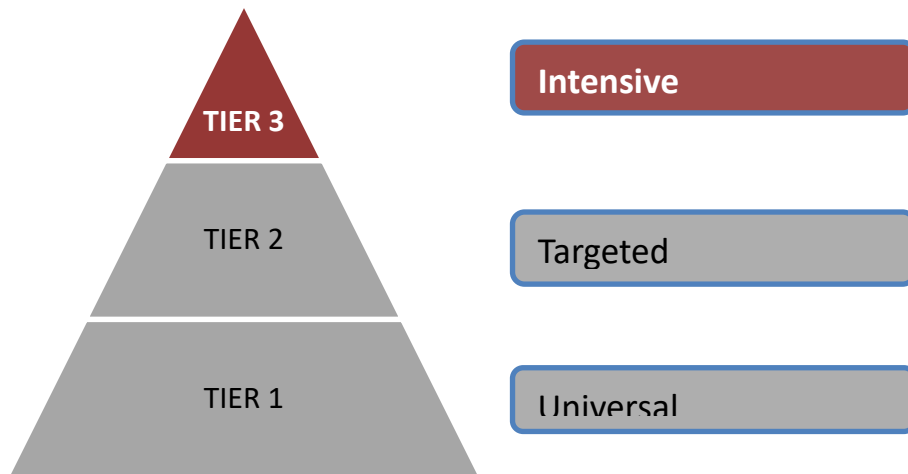
<p>-Office referrals</p>	<ul style="list-style-type: none"> <li>• Easy CBM</li> <li>• EPRA</li> <li>• Alpha-Jeunes Benchmarks</li> <li>• GB+ Benchmarks</li> <li>• PM Benchmarks</li> <li>• Reading A-Z/ Raz Kids</li> <li>• Dibels/Idapel</li> <li>• San Diego Quick Assessment</li> </ul> <p>- Using assessment to guide our teaching. Teachers attended lunch &amp; learn on common assessment in the primary and intermediate grades</p> <p>- Each teacher sets a reading goal for their class after assessment: looks for strengths and stretches</p>
<p><b>How are you adjusting instruction/programming in response to student needs?</b></p>	<p><b>How are you adjusting instruction/programming in response to student needs?</b></p>
<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 &amp; Behaviour &amp; 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>-Teachers completed Safe Schools Pro-D session (TAPS &amp; Kids in the Know)</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 &amp; 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, highlighting new Indigenous &amp; mental wellness content in our Fr. &amp; Eng. library collection</p>
<p><b>How is class-wide data informing your next steps?</b></p>	<p><b>How is class-wide data informing your next steps?</b></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. 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
<p><b>Based on class-wide assessment data, which students require more targeted interventions?</b></p>	<p><b>Based on class-wide assessment data, which students require more targeted interventions?</b></p>
<ul style="list-style-type: none"> <li>- Teachers, counsellors, administrators to identify students who:</li> <li>- Find it challenging to self-regulate (impulsive, disruptive, agitated/aggressive behaviour)</li> <li>- Are not connecting with their peers (isolated) or connecting in negative ways</li> </ul>	<ul style="list-style-type: none"> <li>- ELL students and students reading just below grade level or struggling to read grade level text</li> <li>- Students designated with a learning disability in reading &amp;/or writing</li> </ul>
<p><b>What interventions are you implementing to support these students?</b></p>	<p><b>What interventions are you implementing to support these students?</b></p>
<ul style="list-style-type: none"> <li>- Special time with key adults in the building</li> <li>- Small Friendship groups with the counsellors</li> <li>- Give access to, and encourage time at, sensory/calm down areas</li> <li>- Create and teach personalized Zones of Regulation charts for them to identify feelings</li> <li>- Introduce them to compatible peers/help to foster those relationships (especially before break times)</li> <li>- Buddy younger students up with a younger buddy (gives older student the caring, responsible role &amp; the younger student receives care and attention)</li> </ul> <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"> <li>- In-class support with LSS teacher, pull-out groups (short term) targeting specific area of difficulty</li> <li>- Levelled Literacy Intervention series of readers</li> <li>- EA support with Read Well program with LSS support</li> <li>- ELL support – in-class &amp; pull-out depending on level and need – working with classroom teacher to support student at school by providing same content material as the class</li> </ul>

<b>How are you monitoring progress for these students? How frequently?</b>	<b>How are you monitoring progress for these students? How frequently?</b>
<ul style="list-style-type: none"> <li>- Surveys (December and May* to be done in fall)</li> <li>- Using the Heart &amp; 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)</li> <li>- Anecdotal conversations with teachers, noon hour supervisors</li> <li>- School based team meetings</li> <li>- Parent/teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>- Daily assessments</li> <li>- Reading assessments done by LSS to get an accurate reading level</li> <li>-DART (2x/yr) Baby DART (3x/yr)</li> <li>- GB+ Benchmarks &amp; PM Benchmarks</li> <li>- Summative assessments at end of unit (other Core subject areas)</li> <li>- Using different ways for students to show learning (ie. Oral presentation, ppt, visual representation)</li> <li>- School based team meetings</li> <li>- Parent/teacher video conferences</li> <li>- ELL testing and input</li> </ul>
<b>How are you adjusting instruction/programming in response to student needs?</b>	<b>How are you adjusting instruction/programming in response to student needs?</b>
<ul style="list-style-type: none"> <li>- Allowing for choice (standing at carpet time; fidget tools; time at sensory/calm down spaces; preferred seating)</li> <li>- Scaffolding peer interactions; giving opportunities to practice social skills</li> <li>- More time with teacher in small groups or one-on-one</li> </ul>	<ul style="list-style-type: none"> <li>- EA support if available, peer/buddy support, adult volunteer readers</li> <li>- Adapting work quantity, reading aloud, scribing, and using a variety of different levelled books to ensure comprehension and content vocabulary is learned</li> </ul>
<b>How is the data informing next steps?</b>	<b>How is the data informing next steps?</b>
<p>- On-going collaboration between the classroom teacher, learning support team and counsellors will inform us on the progress and the support needed for each student.</p> <p>*In the fall we focused 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>	<p>- On-going collaboration between the classroom teacher, LSS team and ELL teachers will inform us on the progress and the support needed for each student</p> <p>- The improvement in reading levels from Tier 2 assessments guide the transition from the individualized program back into Tier 1 reading and comprehension in the classroom. We monitor these students (informal and formal progress reports as well as reading assessments (DART, Benchmarks, etc.) for three years and closely monitor their success.</p>





Goal 1	Goal 2
<b>Based on class-wide assessment data, which students require more targeted interventions?</b>	<b>Based on class-wide assessment data, which students require more targeted interventions?</b>
<ul style="list-style-type: none"> <li>- Students who are repeatedly having challenges during instructional and outside unstructured times; students who don't appear to have connections with peers</li> </ul>	<ul style="list-style-type: none"> <li>- Students struggling in all areas of the curriculum. These students need significant adaptations &amp; sometimes modifications to their program and are working alongside their peers, but on an individualized program and often with help from an EA.</li> <li>- Support from LSS &amp;/or ELL has been on-going as well as adaptations for programming in the classroom.</li> <li>- Students on an IEP in Reading. Working two years or below grade level.</li> <li>- ELL learners that are going into year 5 or 6 of ELL and remain at level 1 or 2.</li> </ul>
<b>What interventions are you implementing to support these students?</b>	<b>What interventions are you implementing to support these students?</b>
<ul style="list-style-type: none"> <li>- Special time with key adults in the building; check-ins with these adults</li> <li>- Special jobs at the offices or in classrooms</li> <li>- Conversations with parents (suggestions such as after -school programming, counselling, etc....)</li> <li>- Break cards for students who need a break—with administrators or former teachers</li> <li>*during remote learning, teachers, EAs, administrators and counsellors did special check-ins with students (facetime, phone calls, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- During Covid 19, those identified are given extra support while class sizes are smaller. LSS &amp; classroom teachers are able to spend more time working on student's target area.</li> </ul>
<b>How are you monitoring progress for these students? How frequently?</b>	<b>How are you monitoring progress for these students? How frequently?</b>
<ul style="list-style-type: none"> <li>- On-going conversations with teachers, counsellors, noon hour supervisors</li> <li>- SBT meetings (referrals)</li> </ul>	<ul style="list-style-type: none"> <li>-Students are being assessed often by LSS teacher, usually at the end of each level in reading program</li> </ul>

<p><b>How are you adjusting instruction/programming in response to student needs?</b></p>	<p><b>How are you adjusting instruction/programming in response to student needs?</b></p>
<p>- small group instruction - friendship/social groups with peers</p>	<p>-Teachers adjust their targeted teaching regularly according to student progress</p>
<p><b>How is the data informing next steps?</b></p>	<p><b>How is the data informing next steps?</b></p>
<p>- Is negative behaviour continuing? Is student seeking out adult and/or peers in positive ways?</p> <p>*In the fall, we focused on these students in order to ensure they have a smooth transition back to school.</p>	<p>- The improvement in reading levels from Tier 2 assessment at various points of progress. We continue to monitor these students (progress reports 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 of each reading level.</p>

