

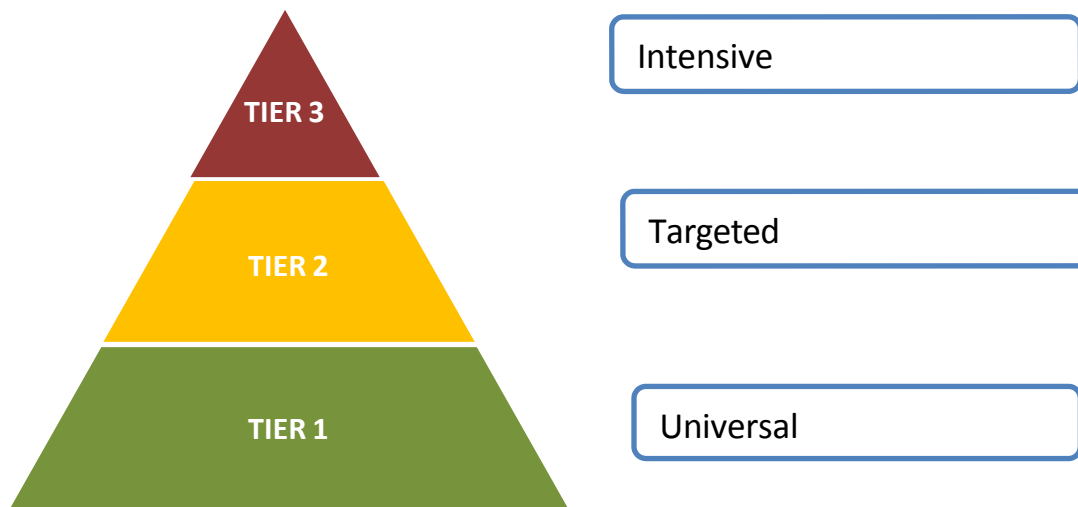
**Name of School** Glenwood Elementary School

**Date of Visit** June 4, 2019

**Visiting Team Members** Peter Dubinsky

**School Team Members** Reg LaPlante

## Response to Intervention



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

- Welcoming and caring school culture grounded in strong and positive relationships
- Highly skilled professionals committed to providing outstanding educational opportunities for all students
- Very supportive and engaged parent community
- A strong “small school” sense of community where adults know and care for all students in the building
- An academic environment that is both rigorous and supportive
- A school community that works hard to offer our students as many of the same opportunities available at larger school as possible

## **SCHOOL GOAL:**

**Goal #1:** 80% of Primary students will be meeting grade level expectations in reading by the end of June 2018

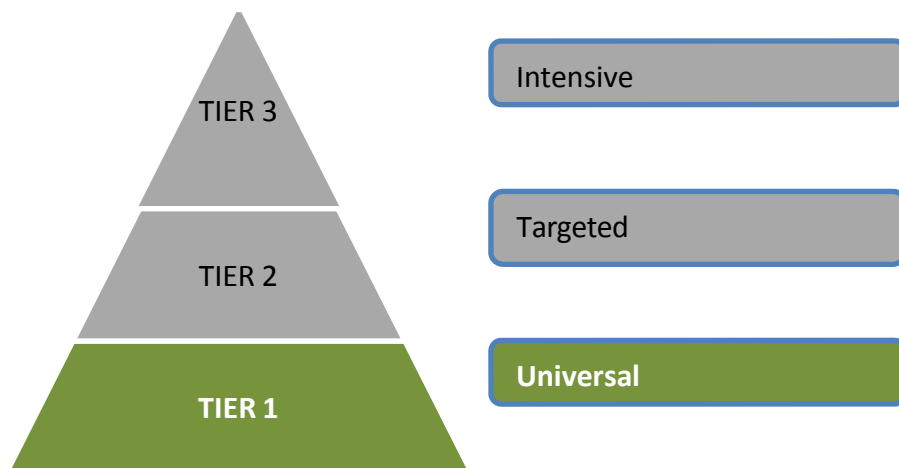
**Goal #2:** Research and begin implementing additional intermediate reading assessments in order to gain a better understanding of student's ability to make meaning out of what they are reading as opposed to decoding what they are reading.

## **Why were these goals chosen?**

- Focus on early intervention to promote school-wide literacy K-7 (i.e. mitigate long-term academic and social-emotional difficulties related to the inability to read)
- To begin to expand last year's primary reading goal to our intermediate students with a focus on reading comprehension and engagement

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

- Language Arts Report Card Summary (Spring 2018) indicates that last year's grade 1 and grade 2 cohort scored 15% and 10% lower than the District average for reading respectively.
- Analysis of data obtained from school-based assessments (June 2017 and December 2017) indicate lower than desired percentages of primary students either not meeting or approaching expectations in Reading.
- The transition from Kindergarten to Grade 1 is a challenge for our young readers based on report card and PM Benchmark data
- Although last year's report card data shows that the vast majority of our intermediate students are meeting expectations in Reading, there is anecdotal teacher data and individual testing results that suggests a gap between decoding skills and reading comprehension for some of our students. FSA results in Reading Comprehension for Grade 4 and 7 students were lower than District averages by 16% and 7% respectively



## What is in place to support all students?

<ul style="list-style-type: none"> <li>School-wide classroom based assessment (K-3 using PM Benchmarks; Grades 4-7 using variations of Standard Reading Assessment and Jerry John)</li> </ul>
<ul style="list-style-type: none"> <li>Jolly Phonics at kindergarten level</li> </ul>
<ul style="list-style-type: none"> <li>Common blocks of literacy time - Grades 1, 2, and 3</li> </ul>
<ul style="list-style-type: none"> <li>Levelled reading groups - Grades 1, 2, and 3</li> </ul>
<ul style="list-style-type: none"> <li>Words Their Way program (Primary spelling program)</li> </ul>
<ul style="list-style-type: none"> <li>Parents as Partners in Learning – oral reading support in primary grades using Reading A-Z</li> </ul>
<ul style="list-style-type: none"> <li>Class-wide, small group &amp; individual instruction Grades K-7</li> </ul>
<ul style="list-style-type: none"> <li>SEL strategies (e.g. <i>Zones of Regulation</i>, <i>Random Acts of Kindness</i>, <i>Mind Up</i>, <i>7 Habits of Happy Kids</i>)</li> <li>Classroom Sensory Tools – Calm Mind Jars and sensory bins in all divisions</li> </ul>
<ul style="list-style-type: none"> <li><i>Battle of the Books</i> (Grades 6 &amp; 7), District Challenge &amp; Speaking Contests</li> </ul>
<ul style="list-style-type: none"> <li>Parent-Teacher Interviews, Welcome Conversations, and Student Led Conferences</li> </ul>
<ul style="list-style-type: none"> <li>Leadership opportunities for students (monitoring, recycling, playground equipment, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Literacy week Activities (Celebration Assembly, Read a louds, Reading profiles etc.)</li> <li></li> </ul>
<ul style="list-style-type: none"> <li>Guest Poet/Author visit and workshops</li> </ul>

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

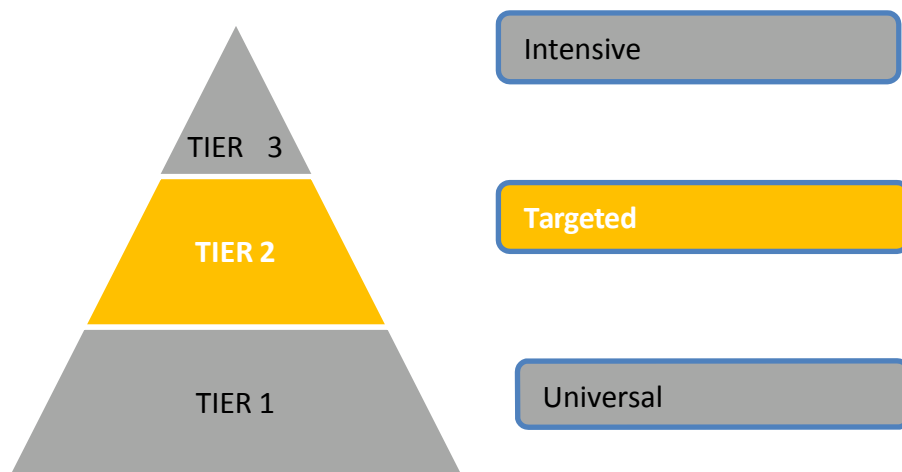
<ul style="list-style-type: none"><li>• PM Benchmarks 3 times annually for Grades 1 to 5</li><li>• Jerry Johns assessment twice annually for Grades 6 and 7</li><li>• DART and EPRA in Spring</li></ul>
<ul style="list-style-type: none"><li>• B.C. Performance Standards (Spring assessment)</li></ul>
<ul style="list-style-type: none"><li>• FSA Data Grades 4 &amp; 7 (Fall assessment)</li></ul>
<ul style="list-style-type: none"><li>• Term and yearend report card marks</li></ul>
<ul style="list-style-type: none"><li>• Classroom based assessments, checklists, observations, peer and self-assessments, surveys (on-going assessments to inform instructional practice)</li></ul>
<ul style="list-style-type: none"><li>• Ongoing communication with Parents</li></ul>

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

- Providing additional support and learning time to complete assignments
- Small group and individual instruction (support provided by E.A., counsellor, and LSS teacher)
- Adapted assignments
- Use of technology (eg. Epic)

## How is class-wide data informing your next steps?

- Level of student achievement will determine effectiveness of interventions implemented at the universal, targeted and intensive levels of instruction as outlined in RTI model
- On-going formative assessment will continue to inform instructional practice (e.g. phonemic awareness, decoding, fluency, comprehension, vocabulary development)
- On-going assessments will continue to determine intensity and frequency of interventions provided within educational setting as well as through outside agencies



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

- Students who have an SLP or IEP with Literacy goals
- ELL (English Language Learners)
- Primary students working one or more years below grade level in literacy
- Intermediate students working two or more years below grade level in literacy

**What interventions are you implementing to support these students?**

• Mix of in-class and pull out ELL support
• Intermediate Reading LSS group (Rewards Program) as well as in class EA support
• Leveled Literacy ability groupings with leveled text (Read Well Program, LLI)
• Ongoing 1-1 and/or small group counselling sessions
• SIOP co – teaching model used in two Primary classrooms
• Additional in class EA support for targeted students
• Classroom based adaptations including visual supports, exemplars, and videos in the context of Universal Design
• Raz - Kids online Reading Comprehension Program – targeted Primary students

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

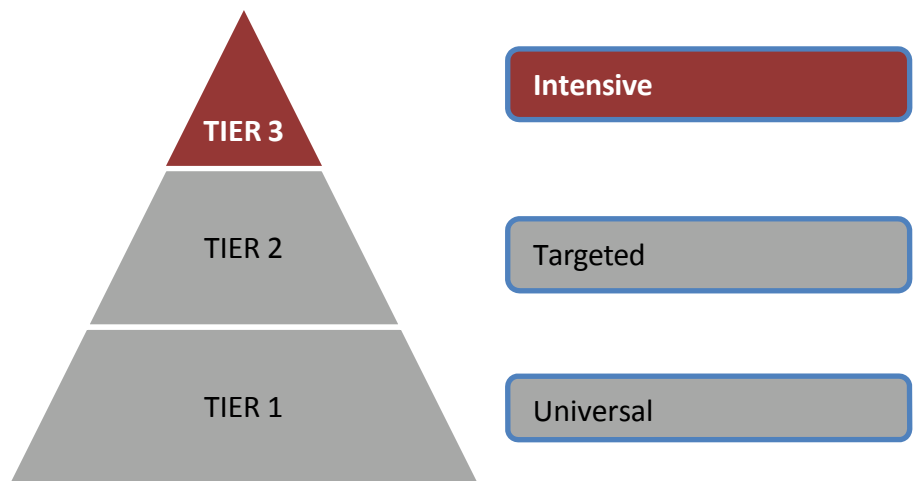
• Learning resource assessments – PM Benchmarks (3 times annually), Jerry Johns (twice annually)
• ELL annual Spring assessments (e.g. <i>Idea Proficiency Test, Primary &amp; Intermediate BERA, Intermediate Writing Sample</i> )
• Reading Recovery Assessments
• School-based Team Meetings (based on student need)
• Report Card data
• Ongoing formative and summative assessment strategies in class
• Ongoing communication with Parents
• Ongoing dialogue between classroom teachers, ELL teacher, Learning Support teacher and VP
• Read Well weekly assessments and Rewards end of unit assessments

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

- Providing additional support and learning time to complete assignments
- Alternate means of representation of learning
- Small group and individual instruction
- EA and extra LSS staff in class support
- Adapted assignments
- Use of technology (eg. Epic, Raz-Kids)

## How is the data informing next steps?

- Level of student achievement will determine effectiveness of interventions implemented at the universal, targeted and intensive levels of instruction as outlined in RTI model
- On-going formative assessment will continue to inform instructional practice (e.g. phonemic awareness, decoding, fluency, comprehension, vocabulary development)
- On-going assessments will continue to determine intensity and frequency of interventions provided within educational setting as well as through outside agencies



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

- Level one and two English Language Learners
- Students with a ministry designation and are working on an *Individual Educational Plans*
- Primary students significantly below grade level expectations as identified through Reading Recovery Assessment, PM Benchmarks, and Report Card data
- Intermediate students that are working significantly below grade level expectations

**What individualized interventions are you implementing to support these students?**

<ul style="list-style-type: none"> <li>• Grades 1 – 3 Read Well</li> <li>• Intermediate students pull out group – Rewards Program</li> <li>• Sitton Sight words – targeted 1 on 1 intervention</li> </ul>
<ul style="list-style-type: none"> <li>• Leveled Literacy Interventions (LLI)</li> </ul>
<ul style="list-style-type: none"> <li>• Reading Recovery - Grade 1</li> </ul>
<ul style="list-style-type: none"> <li>• Ongoing 1-1 and/or small group counselling sessions</li> </ul>
<ul style="list-style-type: none"> <li>• Speech &amp; Language support, Superflex, Zones of Regulation</li> </ul>
<ul style="list-style-type: none"> <li>• Raz Kids online Reading Comprehension Program – targeted Primary students</li> </ul>

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

• Learning resource assessments – PM Benchmarks, Jerry Johns – Fall & Spring assessments, Reading Recovery, Read Well and Rewards program assessments
• Daily formative assessment practices (i.e. assessment practices built into daily lessons)
• I.E.P.'s – informs daily practice
• Reading Recovery assessments
• School-based Team Meetings
• Ongoing Speech & Language Assessments (based on student profile)
• Ongoing communication with Parents

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

- Providing additional support and learning time to complete assignments
- Small group and individual instruction
- EA and extra LSS staff for in class support
- Adapted and modified assignments
- Use of technology (eg. Epic, Raz-Kids)

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

Results indicate early interventions are having a positive effect on reading performance at the primary level of instruction. Those students in Reading Recovery and Read Well are making progress. Those intermediate students who have an IEP or SLP with a Literacy goal are following the Rewards program and are also making progress. At all levels, staffing decisions that allow for more adults to work with our targeted students in and out of their classrooms has proven to be beneficial. Formal IEP reviews will be commencing in May.



