

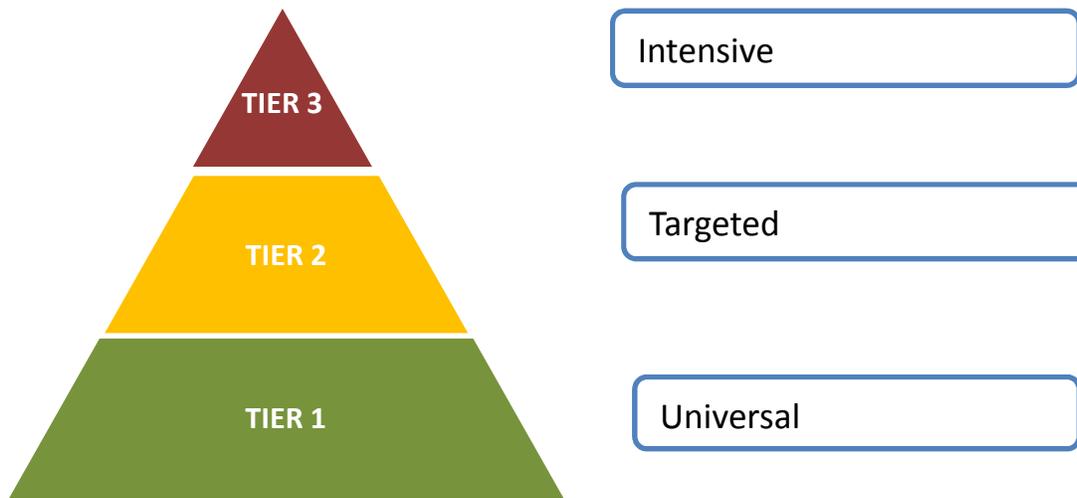
**Name of School** Twelfth Avenue Elementary

**Date of Visit** March 1<sup>st</sup>, 2017

**Visiting Team Members** Mrs. Linda Ohashi , Mrs. Shelley Parks, Mrs. Renu Bhushan

**School Team Members** Eva Young, Dawn Ashton, Eileen Askew, Isabel Chang -Joa,  
Angela Chen, Crystal Smith, PAC Members: Kari Ward, Suresh Venkatesan,  
Naimah Asad

### Response to Intervention



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

#### GENERAL SCHOOL INFORMATION:

- We have a diverse, and unique community with a large number of low income families.
- Our school population is approximately 300 students.
- 131 ELL students receive either pullout, or SIOP or in class support.
- 2 International students
- 7 Aboriginal students and 4 ELD students
- We have 20 special needs children, 2 of whom are in wheelchairs.

**12 are of low incidence children who require educational assistants to help them navigate daily in their school days**

- **Weekly Primary and Intermediate Challenge Groups -provide enrichment support**
- **For many of our students, the school is the main provider of cultural activities and our student's education is enhanced through a wide variety of field trips, and school wide programs.**
- **We provide a Hot Lunch Program to approximately 130 students.**
- **We work with Parks and Recreation and other organizations such as the Jerome Outreach Society, Canada Scores to provide on- site afterschool enrichment programs, such as Social Emotional Learning, Sports, Literacy and Art.**
- **We have a small staff ( 2 teachers, 1 EA, 1 community volunteer) who organizes the Breakfast Program for students. Research indicates "When children go to school hungry or poorly nourished their levels of energy levels, memory, problem solving skills, creativity, concentration and behavior are all negatively impacted" (Public Health Agency Canada, 2008) Individuals from the community, and organizations have provided the school with resources to enrich our ongoing breakfast club. For example, a few organizations and individuals are making generous monetary donations, as well as referring other people to us. A neighbouring private school as well as local fruit and veggies company, and the local Burnaby Fire Fighters bring food donations to our school. We feed approximately one third of our students at our Breakfast Program.**
- **We receive monetary donations and books from two outside agencies which help replenish and update our library collection. One of the goals of purchasing books is to support staff's resources in a school wide approach to teaching reading comprehension.**
- **We have a small team of 4 teachers who are sustaining and maintaining the strong school wide approach of the Positive Behaviour Support Program to address the social and emotional needs of students, which impacts learning. We feel that it is important to explicitly teach the**

students the positive expectations on how to behave appropriately in the school. We use Thundertokens to recognize and celebrate student successes. The PBS Committee meets monthly to review the data, and update our action plan. Every class with their teacher will make a presentation about the PBS expectations of what it would look like to be respectful, be responsible, and be safe in one of the different zones of the school at our biweekly Community Gatherings.

- PAC sponsors and organizes our ongoing home reading club. Primary students have received new book bags, and reading incentives are provided for all students. Book tags were purchased for students, who completed each level of 50 nights of reading and books were purchased for students who completed the 250 nights of reading. Recognition is given at a year-end community gathering.
- To further support our community, our staff prepared Christmas Hampers for 15 families who are facing financial struggles. This year, we have outside support from individuals, staff member donations and organizations from the Burnaby community. These groups help support the Christmas Hampers by donating and contributing to hampers.
- We have a small Parent Advisory Council (PAC) who are dedicated to supporting the school through a variety of special fundraising events.
- We provide a range of academic and athletic extra- curricular activities as well as cultural and leadership opportunities. For example, we have the Gauss and Abel Mathematics Contests, participate in the District Speaking Competition, Writing Competition, Caribou Math Contests, as well as offer activities like running club, cross country, Girls Play Ball, basketball, volleyball, skating, swimming, Hip Hop dance lessons, Gymnastic lessons, Cooking Club, Games Club, Arts and Craft Club, and Primary and Intermediate Dance Club.
- We provide leadership opportunities such as Lunch Program Monitors, Classroom and Office Monitors, Crosswalk Patrollers, Community Gathering Host and Hostesses, Set up- Take Down crew and Earthquake helpers. Our Grade 6/7 Me To We group participates in activities to create

awareness and promote social responsibility within the school, the community, and the world.

**STAFF PROFESSIONAL DEVELOPMENT- DISTRICT AND SCHOOL BASED INITIATIVES:**

- District Imagineer Cohort Group
- Self- Regulation Learning Project
- K/1 Early Literacy Learning Project
- Communicating Student Learning
- District Innovation Grant Received \$ 4000.00- Technology /New Redesigned Curriculum Project- Focus on Self -Assessment and the Core Competencies
- Coding and HTML Workshop- Spent two Professional Days training staff on how to do coding and HTML Computational thinking  
Facilitator: Computer programmer Wendy Ho
- Robotics – A Byrne Creek staff member comes to Twelfth Avenue once a week providing students with hands on lessons and activities for all our Grades 5-7 students on Robotics.
- Staff development for our EA's

**SCHOOL READING INITIATIVES:**

- Teachers differentiate their reading to meet the needs of all students at their individual learning level. There is a strong level of collaboration among the staff. We are working on reading comprehension strategies to develop a school wide common language. Along with this, we are doing school wide assessments using the EPRA/DART 2 times a year to ensure the students' needs are being met and to help guide our practice.
- Teachers continue to work collaboratively with ELL and Learning Support teachers with guidance to implement school wide assessments and collaboratively mark and plan together.
- Teachers continue to work on school wide Adrienne Gear's "Reading Powers" strategies.

- **Twelfth Avenue continues to promote technology with the purchase of an additional (3) BrightLinks this year which brings it to a total to (6) Brightlinks Projectors. These will be installed in a classroom, music room, and the Library where students will be able to have Literacy instruction with this technology at their fingertips. With a generous donation from a community member the school was able to purchase (3) Vex kits for students to do Robotics.**
- **The PAC and school have purchased (31) ipads to provide students with technological resources to further assist in meeting the diverse needs of student learning styles.**
- **The Learning Support and English Language Learner’s Teachers are providing an in-depth assessment of reading development and providing a differentiated literacy reading program designed to meet each student’s individual needs to promote accelerated literacy skill development in both Primary and Intermediate levels with “Fast ForWord” and “Reading Assistant.” We continue to work with Janet Chow to ensure we are effectively using the Fast ForWord and Reading Assistant Programs.**
- **One of our Learning Support teachers is trained in “Reading Recovery” to provide intense early reading 1:1 intervention for our early primary students.**
- **Our District Aboriginal Support teacher is trained in “Reading Recovery to provide intense early reading intervention for our early primary students.**
- **The Learning Support teachers support struggling readers with Levelled Literacy Intervention Program.**
- **We have two Grade 1 teachers and one of our Learning Support teachers who are part the District Early Learning K/1 Literacy Project Cohort Group working collaboratively with Angela Meredith and Kerry Dotto to learn effective, best reading practices and strategies to support our students who are struggling with developing literacy skills.**

- **One To One Literacy Tutoring Program-** Three volunteer tutors come in twice a week to support our students with giving them one on one extra reading practice to build reading fluency and comprehension skills from Grades 1-7.
- **We have a strong sense of community, inclusion and caring embedded in the school culture.**

**Twelfth Avenue Elementary staff members understand the importance of early literacy skills. As a staff, we are committed in providing early reading instruction in Kindergarten in hopes of closing the achievement gap in reading. Our Primary goal is for all students at Twelfth Avenue Elementary to read at grade level or above grade level by the end of their third grade school year. We want to ensure our third graders are able to read fluently and demonstrate high levels of comprehension.**

**Our literacy goals are based on five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.**

- **Phonemic Awareness:** Students will demonstrate elements of phonics including letter names, letter sounds, and the ability to read nonsense words.
- **Phonics:** Student demonstrate their knowledge of letter- sound correspondences when decoding and sounding out words.
- **Oral Reading Fluency:** Students will demonstrate an oral reading fluency at grade level.
- **Vocabulary:** Students will demonstrate knowledge of vocabulary by understanding what they are reading
- **Reading Comprehension:** Students will understand, remember, and be able to communicate what they read to others.

**SCHOOL GOAL: Literacy/Reading**

**Smart Goal: By May 2017, 70 % of our students in each grade level from Grades 1 to 3 will be fully meeting or Exceeding Expectations in Reading Comprehension.**

**Smart Goal: By May 2017, 70 % of our Kindergarten students will be fully meeting or Exceeding Expectations in Phonological Awareness and Phonics.**

**Why was this goal(s) chosen?**

Our goal is to identify and diagnose students who are experiencing difficulties with reading, and implement individualized reading programs for Primary students Grades 1-3 who are Not Yet Within Expectations.

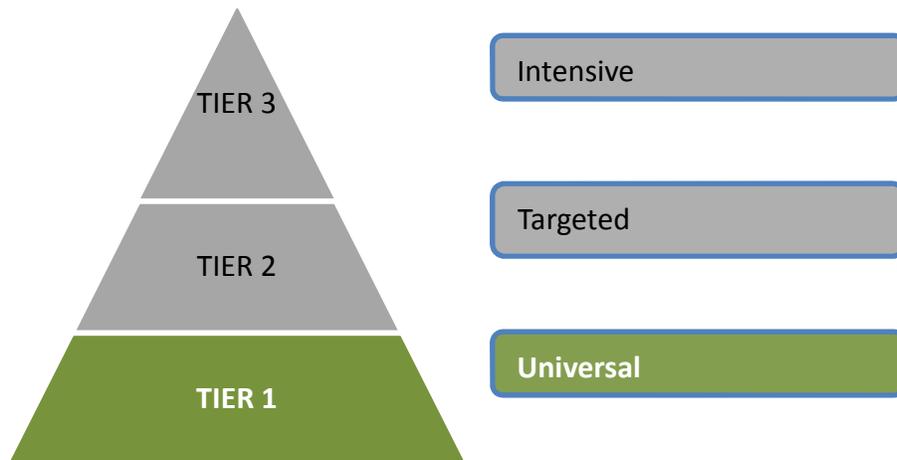
This goal was and continues to be determined on school wide reading assessments and learning support comprehensive assessments.

These goals were set by staff and parents because we feel that consistent common assessments (summative and formative) and targeted instructional strategies as well as school wide common strategies will make a difference in reading achievement of all our students.

In addition, historically, Twelfth Avenue students perform below the District average on the Reading Performance Standards in all grades. The data collected indicates that our students have shown improvements. However, our FSA results for the last 11 years indicate that our students have not done well in reading.

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

Analysis of data obtained from Reading Assessments: FSA, Year- End Reading Performance Standards Assessment Summary , Report Cards Assessment Summary, District Assessment of Reading Team (DART), Elementary Primary Reading Assessment (EPRA), Kindergarten Assessment Summary, EDI Summary, Observation Surveys



### What is in place to support all students?

- Daily Explicit Literacy Instruction
- Building strong Teacher/Staff/ Student /Parent relationship
- The school works hard to build strong connections where students become confident and take risks in getting the support they need
- Literacy Place for The Early Years Resource ( K-3)
- Scholastic Moving Up with Literacy Place (Gr. 4-6)
- Scholastic Stepping Up with Literacy Place (Gr. 7)
- National Geographics- non-fiction reading and writing workshops
- National Geographics- differentiated science learning kits
- Reading Power Strategies for K to Grade 7 students (Book Bins)
- Literature Circles
- Daily Five
- Assistive Technology
- Guided Reading
- Words Their Way
- Critical Thinking (TC2)
- School Assessments
- Levelled Reading Book Bins
- Read Well

2016 - 2017

## School Team Visit Form

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

#### Each Term

- Report Card marks
- School Base Team does a student review of all the students who are receiving LSS and ELL support at the end of each term

#### Yearly

- Year –End Performance Standards Assessment Summary for Reading Information

#### Fall and Spring

- Kindergarten Assessment Summary
- Elementary Primary Reading Assessment (EPRA)
- District Assessment of Reading Team (DART)

#### Daily

- Teacher observations and class assignments
- Students Self Reflections
- Setting Goals
- Descriptive Feedback
- Collaboration and discussion amongst teachers occur on a regular basis
- Student Work Samples
- Learning Walks

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

Regular school wide formative and summative assessments in reading comprehension to identify student needs

Primary students Grades 1-3 Not Yet Meeting Expectations are referred for Learning Support.

ELL students receive either pullout, SIOP, or in-class support; use SIOP strategies including graphic organizers

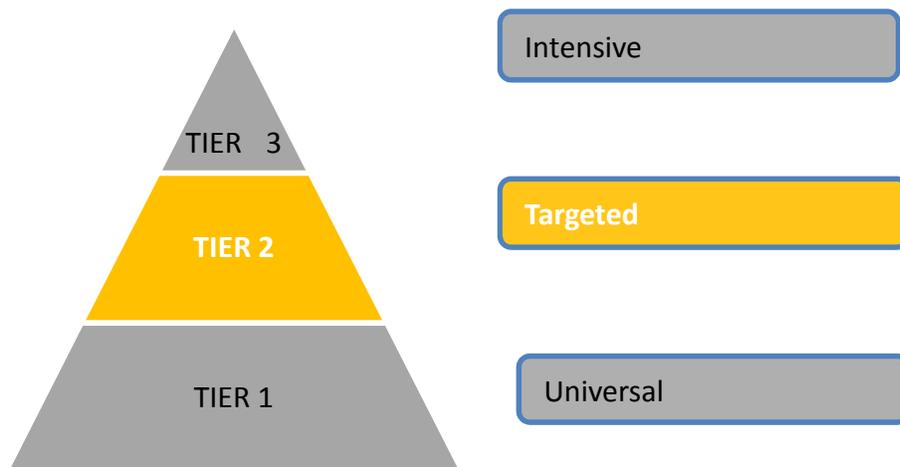
2016 - 2017

## School Team Visit Form

All staff participated in staff development the previous year with Adrienne Gear and Faye Brownlie and this year are working on developing explicit reading strategies to improve student reading comprehension.

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

Class- wide reading data is used to inform us of students who require additional support and identify the reading skills that need to be further taught.



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

Students who are not yet meeting reading standards for their grade Level based on report card marks, or class wide reading performance assessments (DART, EPRA, District Kindergarten Assessment tool, and are 2 or more years below their grade level.

We have a significant number of Grade 1 and 2 students who are receiving Levelled Literacy Intervention support.

We have 6 students by the end of the year in Grade 1 who are receiving intensive Reading Recovery support.

We had 2 students in Grade 2 who were carried over from the last year, who have accelerated successfully out of the program.

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

Students are being supported by the following research based programs:

- Words Their Way, Levelled Literacy Intervention, Reading Recovery, Scholastics, Fast ForWord, and Reading Assistant.
- Interventions for Primary Tier 2 students include Levelled Literacy Learning

2016 - 2017

## School Team Visit Form

- ELL teachers support primary classrooms with in-class/pullout support during their guided reading times.
- The school recently purchased Kindergarten Leveled Scholastic readers that include differentiated resources and instruction including materials that support ELL, advanced and struggling Tier 1 and Tier 2.
- ELL students are being supported by the ( SIOP )Sheltered Instruction Observation Protocol) –Program from Center for Applied Linguistics- based on Content and Language Objectives. Other Interventions include the Nelson Program from New Comers, Adrienne Gear Reading/ Writing Powers Strategies, Extensions in Reading Program, Guided reading, Words Their Way, and 6+1 Writing Traits. However, we have not collected data directly from these programs.
- Learning Support and English Language Learner’s teachers continue to implement intensive student specific interventions such as Fast ForWord, Reading Assistant and Levelled Literacy Intervention programs based on students’ diagnosed individual reading needs.
- ELL teachers are providing support to the Intermediate Program by including some explicit instruction of reading comprehension strategies in their program.
- ELD teacher provides some of our Aboriginal students with extra support to further develop their language skills in Reading and Writing.
- With a few of our struggling Primary Aboriginal students, the Aboriginal Support teacher is providing an intense Reading Recovery Program for these students.

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

- In the Words Their Way Program, students are monitored through weekly spelling tests and incorporated end of unit assessments.
- Fast ForWord and Reading Assistant have built in daily skill attainment tracking and end of year assessments.
- In the Levelled Literacy Intervention Program, regular running records are kept to monitor progress.

2016 - 2017

## School Team Visit Form

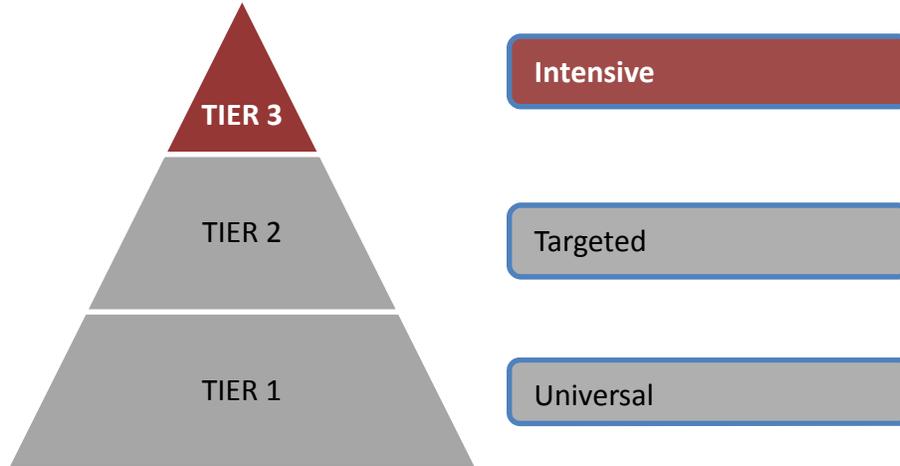
- In the Reading Recovery Program, daily regular assessments, running records, teacher observations, anecdotal comments are used to monitor student progress.
- In the Scholastics Program, a variety of assessments are built in the daily activities and assignments to monitor growth as well as inform instruction. Included in the resource assessments are Benchmarks Assessments for the beginning of the year, Reader Response Assessments, as well as Self-Evaluation of My Reader Response (Student Use)
- ELL students are given annual reading assessments at the end of each year.
- Regular meetings with the Classroom teachers, ELL teachers, LSS teachers, Educational Assistants and Principal as needed.

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

- Programs are created, adapted, or modified to address skill deficits.
- School based team referral to set up an action plan for the individual student.
- Further assessments may include vision, hearing, Speech and Language assessments, or administering the KTEA III Brief if no or little progress is evident.

### **How is the data informing next steps?**

- Adjustments to the student's program (resources, amount of support, type of support)
- Consultation with the school psychologist if the KTEA III Brief indicates concerns to see if a Psycho-Educational Evaluation is recommended.



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

- Students who have not responded to the Tier 2 level of intervention, or are not making the expected progress will move to Tier 3.
- Students with Ministry Designations require targeted intervention as outlined in their IEPs.
- Students who have significant delays as indicated by the KTEA Brief III, but are waiting for further formal assessments with the school psychologist or a medical professional.
- Students who receive intensive explicit research-based individualized instruction. This involves one-on-one individual programming or small group specific to the student's needs. Students are being supported by the following research based programs: Reading Recovery, Assistive Technology, visuals, PECS, Fast ForWord, Reading Assistant, Levelled Literacy, Read Well.

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

- Students are being supported by the following research based programs:

Reading Recovery, Assistive Technology (eg. Computer Software to support input/output difficulties using i Pads have been implemented), visuals, Pecs, Fast ForWord, Reading Assistant, Levelled Literacy Intervention.

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

- Fast ForWord has built in daily skill attainment tracking and end of year assessments.
- In the Levelled Literacy Intervention Program, regular Running Records are kept to monitor progress.
- In Reading Recovery Program, daily Running Records are kept to monitor progress.
- Data reflective of IEP goals are collected and analyzed.
- ELL year end assessments

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

- Programs are created, adapted, or modified to address identified skill deficits.
- Consultation with CSRT team, Margaret Sundberg (DLST), Elizabeth Gardner (District Vice Principal), Janet Chow (Fast ForWord, Reading Assistant Consultant), Kerri Dotto (Reading Recovery Coordinator), Winnie Yip (SLP), Bowen Tang (Hearing Impaired Resource Teacher), Ginny Tahara (Counsellor), Joy Li (CBI Learning Centre), Monarch House, and Linda Smart (School Psychologist) as needed.

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

- Current data indicates that students on Levelled Literacy Intervention, IEPs, Fast ForWord and Reading Assistant are making progress.

**SCHOOL TEAM VISIT SUMMARY REPORT**

(to be completed by the Visiting Team)

**SCHOOL:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Promising Practices**

- 
- 
- 
- 
- 
- 

**Recommendations**

- 
- 
- 
- 
- 

**Names of the Visiting Team Members:**

_____	_____
_____	_____
_____	_____
_____	_____