

# **Ecole Aubrey Elementary School Growth Plan, 2015/2016**

## **School Community Context:**

École Aubrey Elementary opened in 1959 and became a dual track school in 1978 offering a French Immersion and an English program for students in Kindergarten to Grade 7.

The projected population for the 2015/2016 school year is 375 students. There will be seven divisions for our English programme and nine divisions for the French Immersion program this year.

The staff at Aubrey is a talented, dedicated, collaborative and creative team of professionals. Our goal is to offer a balanced educational program for our students in a safe, caring environment. Our students are supported and encouraged to work toward their full potential in an environment that fosters dignity, respect and a pursuit of excellence.

The Aubrey community has a highly supportive and very active Parent Advisory Council. Over the past two years the PAC, with the help of our community partners, has raised over \$58,000 to support our academic, fine arts and physical education programs. One of the highlights of their efforts is the new playground that is scheduled to be installed this summer.

## **GOAL:**

Reading is an important life skill, and an essential skill necessary for being a life long learner. Having strong reading skills will allow every one of our students to thrive, not just survive.

Our goal is to ensure that all students are reading at a level that maximizes individual potential. Those students who are meeting and exceeding grade level expectations in reading will be supported in further expanding and deepening their skills, and those not yet meeting expectations will receive tier 2 and tier 3 interventions to increase their reading skills to their maximum potential.

## **Assessment**

FSA scores, EDI and MDI Data, and other standardized data provide us with a broad indication of how our students are doing in relation to provincial averages and norms, and they allow us to track trends over time. However, our ongoing classroom based assessments, gathered in a variety of forms, provide us with more relevant information about how each individual student is doing.

Formal assessment takes place in the spring and fall to determine reading levels and to guide instruction. We use a variety of ways of assessing student reading levels, to

ensure accuracy of our information. The majority of our staff has just started using the D.A.R.T. assessment. The P.M. Benchmarks (French and English classes) for Primary students is also used in the fall, early spring and towards the end of the year to assess reading levels. A few of our French Immersion teachers use the IDAPEL assessment for primary students in French Immersion.

Our three Grade Seven teachers work with Grade 8 teachers from Burnaby North assessing, marking and collaborating with Grade 8 teachers to ease the transition from Grade 7 to Grade 8 and to give each of the groups more information about what they teach, what skill level is expected and how well their students read and can access information. They used the same reading assessment with all students and then collaboratively marked the assessments as a team.

Assessment for reading is also based on daily observations, weekly assignments and conferences with students. This information guides teachers as they plan so they know exactly what skills and strategies need to be taught to increase each child's reading ability.

The formal assessment information we gather twice a year is recording in the G4 file, and is used to track student progress from year to year, to ensure that every child is making progress, and to identify students who require tier 2 intervention. Class Review meetings are held two to three times each year to monitor progress, to modify, adapt and/or adjust interventions, to maximize our non-enrolling teacher support, and to ensure that each child is maximizing his or her potential.

The majority of the students read at Grade level. The class wide assessments identify those students that are reading below grade level and above grade level. Once identified we will work with our School Based Team - ELL teacher, Learning Support teachers, Speech Therapist, Counsellor and parents and make a plan for the student. Progress is monitored in a variety of ways, including:

- Grades 1 - 7 - Fall spring, -DART assessment
- Kindergarten - Fall/Spring- English- *Talking Tables*, Jan/April- French-*Links to Literacy*
- Daily assessment- observations, assignments, conferences
- Class profile meetings at the beginning of October and at the end of April.
- Formal Report card, Informal reporting periods

## Tier 1

The majority of students read at grade level. Classroom teachers provide quality Literacy instruction and ongoing assessment tailored to individual student needs and designed to take every student from where they are at (below expectations right through to exceeding expectations) and moving them forward.

### Tier 1 initiatives:

We worked with Faye Brownlie and seven other elementary schools in Burnaby a few years ago to learn more about assessing reading and using common language to teach reading.

A group of early primary teachers has been involved in the *District Links to Literacy Project* to explore ways of assessing early Literacy, and choosing and implementing the appropriate interventions. As part of this initiative, students in K/1 are divided into guided reading groups, and receive small group instruction three times a week. The ELL teacher, the LSS teacher, the Principal, and EA's participate in these lessons, so that guided reading groups are kept small, allowing for more individual attention.

More than half of our FRIM teachers are engaging in a special project with support from our District FRIM teacher, Anne Marie Bilton, to explore strategies for engaging and motivating their students to read for pleasure in French.

This year, we became a *One to One* school. *One to One* provides schools with trained volunteers who visit schools twice a week to read with students who need to work on fluency and comprehension. Our *One to One* tutors work with students who have "graduated" from LSS, and who still need support in maintaining and building on the gains they have made.

Every year, we have a school wide themed literacy week to celebrate our reading goal, and to promote the pleasure of reading.

Our PAC supports our efforts in providing funding for additional levelled literacy resources.

### Strategies used include but are not limited to:

- Guided Reading/levelled reading groups
- Literature circles
- *Peer to Peer* reading
- *Reading Power* strategies
- Reading conferences with students
- Family/parent reading helpers
- *Talking Tables* - oral language/phonemic awareness programme for English K
- *Links to Literacy* - oral language/phonemic awareness programme for French K
- *Jolly Phonics*
- Buddy Reading
- *One to One Literacy Program*

- Home Reading Program
- Flexible groupings, differentiated instruction
- SBT meetings to discuss reading assessment and strategies to support all students

## **Tier 2**

The class wide assessments will identify those students that are reading below grade level and above grade level, and those students who are English Language Learners at level 1 and 2. For these students, more assessment takes place - classroom teacher uses the P.M. Benchmarks assessment, Dibbles, IDAPEL and/or asks for assistance from assessment from ELL teacher or Learning Support teacher to find out exactly what the reading level is and what skills need to be worked on.

We will work with our School Based Team - ESL teacher, Learning Support teachers, Speech Therapist, Counsellor and parents and make a plan for the student.

**Based on individual student needs, strategies to support students in Tier 2 may include:**

- Pull-out support or in-class support from ESL teacher
- Pull-out support or in-class support from Learning Support teacher
- Pull-out support from the Librarian for those students reading beyond grade level
- Support may be provided in-class by teacher ensuring the student is in a guided reading group/reading a novel (lit circle) that supports the learners' skill level.
- Levelled Literacy Intervention programme - small group instruction from classroom teacher or Learning Support teacher
- Buddy Readers - Peer support
- Reading Assistant/Fast For Word
- Raz Kids
- In class and small group support from an EA
- Participation in a SET BC laptop writing project (one English class and one FRIM class) aimed at increasing written output, which will also support reading

### **Progress Monitoring:**

- Formal assessments in the fall, early spring and at the end of the year
- Daily observations, classroom assignments, conferencing with the student
- Conversations and SBTM with staff at the beginning of the intervention, as well as periodic SBT meeting to monitor progress
- Meetings with parents each term, or as needed

## **Tier 3**

Ongoing monitoring during Tier 1 and 2 interventions help us identify those students who are not showing improvement over time in their reading level and are reading two years or more below grade level, despite our interventions. They also help us identify students who may have a learning disability in reading.

To gain a better understanding of why the student is not progressing as expected, despite the targeted Tier 2 interventions we have implemented, we consult with the parents and explore further assessment through the Learning Support teacher, Speech Therapist, School Psychologist, ELL teacher and/or counsellor.

As we try to figure out why the student is not progressing we will ask for further assessment from the Learning Support teacher, Speech Therapist, School Psychologist, ESL teacher and/or counsellor, to understand the learning profile, strengths and challenges of the student. In some instances, we are working with the family to involve the child's Pediatrician, OT, MCSF Child and Youth Mental Health, and Sunnyhill Hospital for further assessment. Other resources (POPARD, SET BC, etc) are accessed as needed.

### **Tier 3 interventions include, but are not limited to:**

- FastForward intervention - every day - 30 -40 minutes per day
- One-on-one reading practice with Grade 5/6/7 buddy each day
- Parent/family support at home/at school
- Support from EA
- One-on-one support from classroom teacher
- IEP/Student Learning Plans
- Reading Recovery - one of our French Immersion teachers will be taking the Reading Recovery training this year and will be working with two students that have been identified as at risk for beginning reading skills
- Flexible groupings
- Differentiated instruction
- Adaptations and Modifications
- SET BC laptops and software will be used one on one to support students requiring Tier 3 support

### **Communication:**

The school goal will be reviewed periodically at staff meetings and on Professional Days, and will be discussed at PAC meetings. The Plan will be posted on the school website, and will have a link to it on the PAC website. The newsletters will periodically celebrate our successes, and will make explicit for the parent community the activities and celebrations that support our goal (Reading Week, PAC Used Book Sale, etc).