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New Westminster School District

SUPPORTING STRUGGLING READERS: Identification & Continuum of Support

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NOV. 5TH, 2019

What We'll Discuss

Prevalence and Risk Factors
Prevention and Intervention/RTI
Current Practice/Early Screening
Data Collection
Intervention Programs/Materials
Service Delivery
Next Steps

PREVALENCE & RISK FACTORS

What does research tell us?

Prevalence:

No firmly agreed upon data, but dyslexia/reading disability rates generally estimated to be between 10-20%

Risk Factors For Reading Difficulty:

- ‡ genetic predisposition (family members with language & reading challenges)
- ‡ Premature/low birth weight/exposure during pregnancy
- ‡ developmental language disorder
- ‡ socially disadvantaged communities

PREVENTION & INTERVENTION: Response to Intervention Model

(PREVENTION &
INTERVENTION
– cont'd)

Best Practice

Universal screening in Term 2 of Kindergarten

$\frac{3}{4}$ Tier 2 support (small group; 4 times/week)
for students falling below criteria on screening

$\frac{3}{4}$ Rescreen Tier 2 students at end of year;

$\frac{3}{4}$ Students falling below criteria again, picked up
for direct service in Term 1 of Grade

(cont'd)

Universal screening again in Term 2 of Grade 1
(expanded number of skills evaluated)

$\frac{3}{4}$ Tier 2 support for students falling below criteria on screening;

$\frac{3}{4}$ Rescreen Tier 2 students at end of year;

CURRENT PRACTICE IN NEW WESTMINSTER SCHOOLS

Early Screening

In 2016 the District began to pilot The Early Reading Screening Tool (ERST):

$\frac{3}{4}$ designed in District; both English and French versions

$\frac{3}{4}$ evaluates the skills shown by research to be most predictive of code-based reading difficulties

$\frac{3}{4}$ intended to be used as a universal screener in Kindergarten and Grade 1; can also be used in later Grades for students needing to develop those skills

$\frac{3}{4}$ specifically designed to inform instruction

(Early
Screening,
cont.)

- $\frac{3}{4}$ multiple opportunities for classroom teachers & LSTs ~~to~~ trained in how to use and interpret the ERST
- $\frac{3}{4}$ currently being used as a universal screener at some elementary sites
- $\frac{3}{4}$ other sites using it to further evaluate students identified by classroom teachers as struggling to pick up on early literacy skills in class
- $\frac{3}{4}$ also used as progress monitoring tool for students receiving intervention

Obstacles to adoption of Universal Screening Model

1. Time: Release time needed in order for classroom teachers to screen entire whole class in a short time frame (ideally a single day)
2. Teacher Buy-in: Not all classroom teachers have bought into the merits of universal screening; other teachers prefer to use their own assessment tools
3. Training: Additional opportunities for in-service required

DATA COLLECTION

Current status of data collection:

$\frac{3}{4}$ Schools are keeping hard copies of ERST record forms from previous years.

$\frac{3}{4}$ ClassroomCtEdrdrdhgr1 sc4a17.6589 Tm -3.0grlpc4ale(r)10in

Benefits of
digitizing
method of
data
collection:

The District is working on developing a way
to enter ERST data into the MyEdSystem.

Challenges of this type of data collection:

- ^{3/4}Very time-consuming for teachers; haven't found a more "user-friendly" way of entering the data into MyEd
- ^{3/4}Long term, clerical support will likely be needed in order to ensure that data entry/collection is sustainable

INTERVENTION PROGRAMS

INTERVENTION PROGRAMS

The District currently has a number of literacy related intervention programs and resources.

Those already available include the following

- ‡ Talking Tables (Tier 1/Tier 2)
- ‡ Intensive Phonological Awareness Program (Tier 2)
- ‡ Joyful Literacy (Tier) 1
- ‡ Florida Centre for Reading Research (Tier 1)
- ‡ Leveled Literacy Intervention/LLI (Tier 2)
- ‡ Recipe for Reading (Tier 2)
- ‡ Accessible Literacy Learning/ALL (Tier 3)

NEXT STEPS?

- ³/₄ Move towards Universal Screening model in K/G1
- ³/₄ Continue to work on solutions to data collection challenges
- ³/₄ Monitor outcomes of literacy interventions (Lexia, SPIRE, etc.); make recommendations for future use
- ³/₄ Continue search for intervention programs suitable for EFI population

...NEXT STEPS?

Career Programs

REDESIGNED CURRICULUM

2 new courses delivered in Grade 10 and 12; Career-

Explore then Train

Work

TRANSITIONS

‡ Youth Explore Trades Skills 10-12
(Construction/Culinary)

- » Let's students explore construction careers as electricians, plumbers, framers, finish carpenters, dry - wallers and more . . .through a community project such as building sheds.
- » Students become more informed on future career training interests.

‡ Youth Work in Trades (4 courses/16 credits)

- » Students can earn as they learn.
- » Earn up to 16 credits towards graduation while getting paid to work as an apprentice.
- » Can occur

District Programs

Apprenticeship through TRAIN

Programs provided in partnership with the Industry Training Authority (ITA)

‡ programs enable students to earn their first year of technical training while still in high school/recent graduate for dual credit

‡ students may also earn credit for their on-the-job learning as an apprentice and even work toward a \$1000 Youth Work in Trades Award

ITA Funding

Example of possible ITA funding:

³\$100 per student funding for Youth Explore Trades Skills (Construction and Culinary)

³\$2200 per successfully completed TRAIN course

³\$500 per Dual WORK/TRAIN student

³\$30,000 Youth Work in Trades Support Grant

Work Experience

Grade 12 students can enrol in WEX 12, completing 90+ hours in school- arranged placements of their choice to help them explore options for post secondary or helping them make decisions about next steps

REQUIREMENTS

- ‡ Preplacement interviews to determine readiness/interest area
- ‡ 20 days of course work to include work safety, work place orientation and ministry curriculum
- ‡ Student Training Plan – date of on - site safety training, outline of duties at placement, and learning standards to be met and work - specific skills to be developed
- ‡ 90 Placement hours, teacher monitoring, and student reflection; evaluation by the employer

CURRICULUM HIGHLIGHTS

- ‡ Connect personal strengths to possible work experience placements
- ‡ Identify employability skills and make a plan to develop them
- ‡ Demonstrate cultural sensitivity and workplace etiquette
- ‡ Reflect on independent and collaborative problem solving

The Data Story

Working towards the future

1. Increase the number Youth Explore Trades Skills Construction to classes to 3 classes next year
2. Continue to run full onsite TRAIN courses and increase the number of off-site seat purchases by 25% this year
3. Continue to grow WORK student portfolio as Youth Explore Trades Skills and TRAIN grow
4. Explore more dual credit options with local post-secondary institutions
5. Centralize the volunteer hour opportunities, speaker rotation and mentorship coordination
6. Ensure that 100% of the career students have reliable access to technology
7. Make the Capstone a celebration by implementing a Living Gallery
8. Increase Work Experience opportunities from 1% to 25% of students
- 9.

Elementary and Middle

Elementary and Middle Enrollment	2018 - 2019	2019 - 2020	Difference
1701 FTE	4384	4488	+104

New Westminster Secondary

New Westminster Secondary Enrollment	2018 - 2019	2019 - 2020	Difference
1701 FTE	1722.94	1765.81	+42.87

Aboriginal Education, Special Education, English Language Learners

Category	2018 - 2019	2019 - 2020
Aboriginal Education	311	270
Special Education	562	597
ELL	1196	1295
International Students (Fee Payers)	286	258

Average Class Size

		SCHOOL YEAR					
		2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
GRADE	Kindergarten	19.6	21.1	21.2	18.1	18.6	17.7
	Grades 1-3	21.9	22.5	22.8	20.0	20.3	20.2
	Grades 4-7	26.0	26.3	26.7	25.8	25.6	25.9
	Grades 8-12	24.9	24.1	24.4	23.0	23.3	23.4

Composition Language



Increase in Divisions: Elementary and Middle

School	2018 - 2019	2019 - 2020	Increase in divisions
Connaught	8	8	0
Howay	6	5	-1
Spencer	22	22	0
Kelvin	21	23	2
Tweedsmuir	17	18	1
Qayqayt	24	25	1
Queen Elizabeth	22	22	0
McBride	20	20	0
FRMS	19	19	0
GMS	24	25	1
QMS	13	13	0

Total	196	200	4
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Non -Enrolling Staffing

Non - Enrolling Staffing FTE	2018 - 2019	2019 - 2020
Teacher-Librarian	9.7	10.1
LST – Resource, LST - ELL	57.2	57.5 (with postings)
Counsellors	12.8	14.9
Curriculum Facilitators	5.8	4.3
Teacher Coach	3.0	3.0
Teacher Coach Mentor	0	.6
Additional Itinerant Staff	5	6

CUPE Staffing

CUPE Staffing (count)	2018 - 2019	2019 - 2020
Education Assistants	159	168
Custodial	27	28
School Clerical	41	37
Other	115	126

School District No. 40 (New Westminster)

Supplement to: EDUCATION POLICY & PLANNING COMMITTEE

Date: 1 RYHPEHU

Submitted by: 0DU\DP 1DVHU \$VVRFLDWH 6XSHULQW\HHC&WQWHDQG 5
'LUHFWRU RI +XPDQ 5HVRXUFHV

Item: Requiring Action Yes No For Information

Subject: 6WDIILQJ DQG (QURROOPHQW)HUSRUW DV

Background:

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VFKRRO\HDU 7KH HQURROOPHQW\QXPHUHQWPEHUVSRVWGHILQJ DQG
FRPSDUWKRQVWDIILQJ DQG HQURROOPHQW\QXPHUHQWPEHUVSRVWGHILQJ

Overall FTE District Enrollment (1701)	2018-2019 (FTE)	2019-2020 (FTE)	Difference
Lord Kelvin Elementary	455	496	41
Herbert Spencer Elementary	470	473	3
Richard McBride Elementary	422	425	3
Lord Tweedsmuir Elementary	357	370	13
FW Howay Elementary	120	104	-16
Connaught Heights Elementary	158	169	11
Queen Elizabeth Elementary	443	435	-8
Qayqayt Elementary	509	525	16
Glenbrook Middle School	639	671	32
Fraser River Middle School	491	493	2
Connaught Heights Middle School	320	327	7
	1722.9	1765.8	42.9
	6106.9	6253.81	146.91
	52.5		

School District No. 40 (New Westminster)

Special Programs	2018-2019	2019-2020	Difference
Aboriginal Education	311	270	-41
Special Education	562	597	+35
ELL	1196	1295	+99
International Students	286	258	-28

Non-Enrolling Ratios

Non-Enrolling Staff	Ratio	Staffing Requirement 2019/2020
Teacher		

School District No. 40 (New Westminster)

CUPE Staffing	2018-2019	2019-2020
Education Assistants	159	168
Custodial	27	28
Site Clerical		