

2015 - 2016

**School Team Visit Form**

Name of School

Capitol Hill

Date of Visit

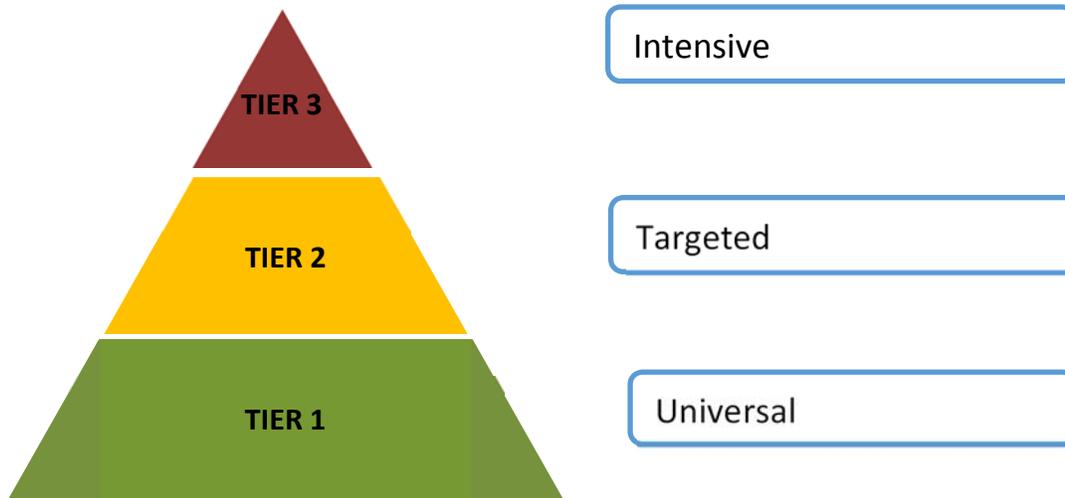
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Visiting Team Members

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School Team Members

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

**School Community Context:** Capitol Hill is over 100 years old and located along the Hastings Street corridor, minutes from Burnaby Mountain. The current student population is approximately 380 with a diverse mix of cultural heritage and over twenty languages spoken by the students at the school. In addition to the regular K-7 English program, the school is home to three district programs: Late French Immersion, a District Alternative Program and the M.A.C.C. Program (Multi-age Cluster Classes).

The staff and parents at Capitol Hill believe strongly in the importance of Social and Emotional Learning. They are the competencies that allow students to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. We know when schools attend systematically to students' social and emotional skills, the academic achievement of children increases, the incidence of problem behaviors decreases, and the quality of the relationships surrounding each child improves.

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### SCHOOL GOAL(S):

**Goal #1 SEL**-- Students K-7 to develop self-awareness and self-management skills to achieve school and life success

<p><b>Objective 1.0</b> Identify and manage one's emotions and behaviours</p> <ul style="list-style-type: none"> <li>a) Recognize one's own emotions</li> <li>b) Linking one's own emotions to specific behaviour</li> <li>c) Describe a range of emotions and the situations that cause them</li> <li>d) Describe and demonstrate ways to express emotions in a socially acceptable manner</li> <li>e) Apply strategies to manage stress and to motivate successful performance</li> </ul>	<p><b>Objective 2.0</b></p> <ul style="list-style-type: none"> <li>a) Students, Staff and parents will deepen our understanding of Social Emotional Learning, specifically Self-awareness and Self-management competencies</li> </ul>
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**Goal #2 Reading--(Maintenance Goal)** --To improve students (K-7 ) reading comprehension skills/strategies as shown through classroom assessment, observation and interviews, and standardized assessments

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

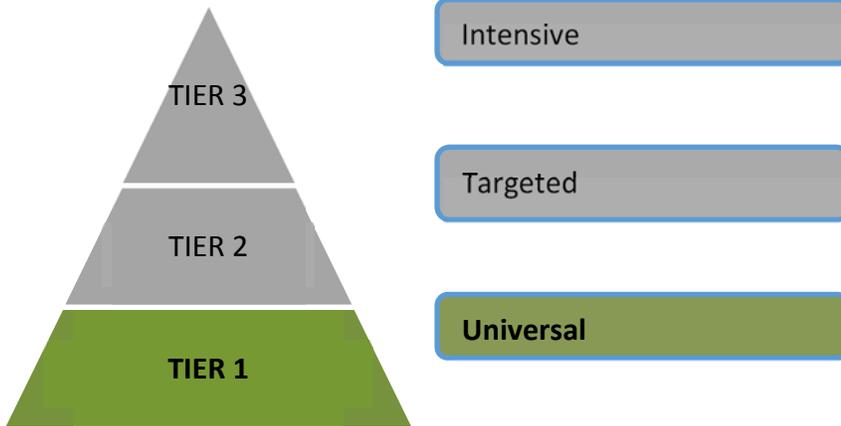
**Goal #1 (SEL)**--Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to achieve a goal(s). Teachers and parents were noticing and reporting more students with unregulated behaviours in the classroom and at home.

### Goal #2 Maintenance Goal (Reading)

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

#### Goal #1 (SEL)

- Number of office referrals
- Frequency of student behaviours identified at School Base Team meetings
- MDI Data—students in grade 4 were below district average in the area of Social Emotional Development, more specific in the areas of: Pro Social Behaviours, Absence of Worries, and Self Regulation
- School Climate Study (see Climate Study which outlines 2012-2015)
  - At Capitol Hill Elementary School, 30% of students in grades 4-7 reported that they feel much more anxious than other children their age.



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

<p><b>Goal #1 –SEL</b></p> <ul style="list-style-type: none"> <li>● PBS Framework (Positive Behaviour Support)</li> <li>● Mind Up, Yoga and Breathing exercises</li> <li>● Class Meetings</li> <li>● Spirit Squad</li> <li>● 5 point scale / Mood Meter</li> <li>● Visual schedules</li> </ul>	<p><b>Goal #2 Reading</b></p> <ul style="list-style-type: none"> <li>● Reading Power Comprehension skills will be integrated into all subject areas.</li> <li>● Use DRA information grades 4-7 to help plan for instruction</li> <li>● Use PM Benchmark assessment grades 1-3 to plan for instruction</li> <li>● Kindergarten Assessments</li> <li>● School and PAC purchased Leveled readers for content areas (Literacy Place)</li> <li>● Guided Reading</li> <li>● Orton Gillingham Reading Approach</li> </ul>
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**How are you monitoring progress for all students? How frequently?**

<p><b>Goal #1</b></p> <ul style="list-style-type: none"> <li>● School Base team meetings (weekly)</li> <li>● CAM week (Consultation and Assessment Week)—once a term</li> <li>● Office referral framework (incident reports)</li> <li>● Daily classroom checkins and class meetings</li> </ul>	<p><b>Goal #2</b></p> <p>Report Cards (3x year); Collaboration amongst teachers, School Based Team Meetings (once per week); Data Collection (school wide Reading assessment each term), and weekly/monthly classroom assessment.</p>
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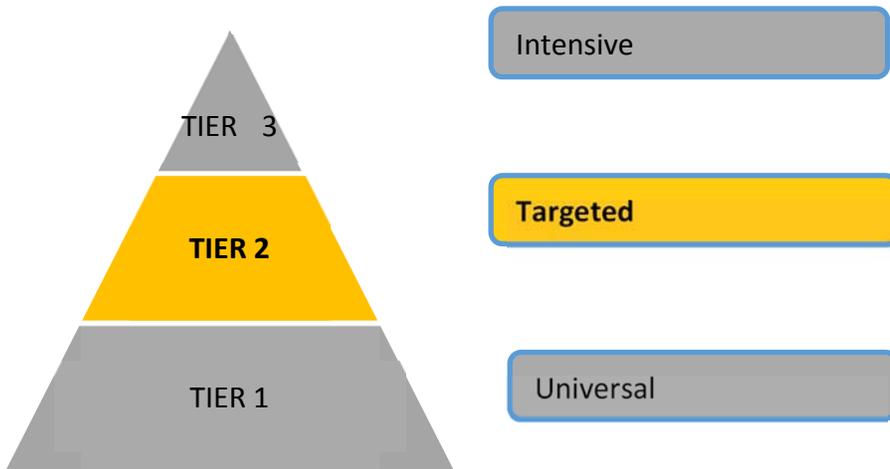
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### How are you adjusting instruction/programming in response to student needs?

- Teachers adjust their daily routine or weekly schedule
- Lesson plans adjusted
- (SEL specific)--Class meetings may be more frequent

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

- Assessment Data is discussed during collaboration and/or consultation time and individual teachers make the necessary changes within the class. The school based team (Principal, Resource Teachers, Counsellor, IBES worker, and classroom teacher) make the necessary recommendations and offer support. Students who are being referred to SBT, the data collected along with the type of Tier 1 interventions being used in the classroom are examined and used as the bases for any future support such as does the student now require tier 2 type interventions.



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

<p>Goal #1</p> <ul style="list-style-type: none"> <li>Students with frequent office referrals</li> </ul>	<p>Goal #2</p> <ul style="list-style-type: none"> <li>Several groups of students (small pockets) have been identified for Tier 2 Intervention:</li> <li>Grade 6/7 (7 students)-- Reading comprehension and fluency</li> <li>Grade 4/5 (12 students) Reading comprehension and fluency</li> <li>Grade 3 (6 students)-- Reading comprehension and fluency</li> <li>Grade 2 (10 students)—Reading comprehension and fluency</li> </ul>
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**What interventions are you implementing to support these students?**

<p>Goal #1</p> <ul style="list-style-type: none"> <li><b>Zones of Regulations</b> - Self Regulation</li> <li><b>Incredible Five Point Scale</b> - Self Regulation</li> <li><b>What is a Thought?</b></li> <li><b>PEERS Program</b> - Teaches children how to make and keep friends. It helps students who struggle in social situations</li> </ul>	<p>Goal #2</p> <ul style="list-style-type: none"> <li>Levelled Literacy (LLI)</li> <li>Readwell and Readwell Plus</li> <li>Raz Kids</li> <li>Literacy Place</li> <li>Orton Gillingham Reading Approach</li> </ul>
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<ul style="list-style-type: none"><li>● <b>You are a Social Detective</b> - Explaining Social thinking to Kids; Expected Behaviour/Unexpected Behaviour</li><li>● <b>2nd Step</b> - Empathy, Impulse Control and Anger Management</li><li>● <b>I'm not Bad, I'm Just Mad</b> - Understanding and managing anger</li><li>● <b>Friends for Life</b> - Program helps young people cope with feelings of fear, worry, and depression by building resilience and self-esteem and teaching cognitive, behavioural, and emotional skills</li></ul>	
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**How are you monitoring progress for these students? How frequently?**

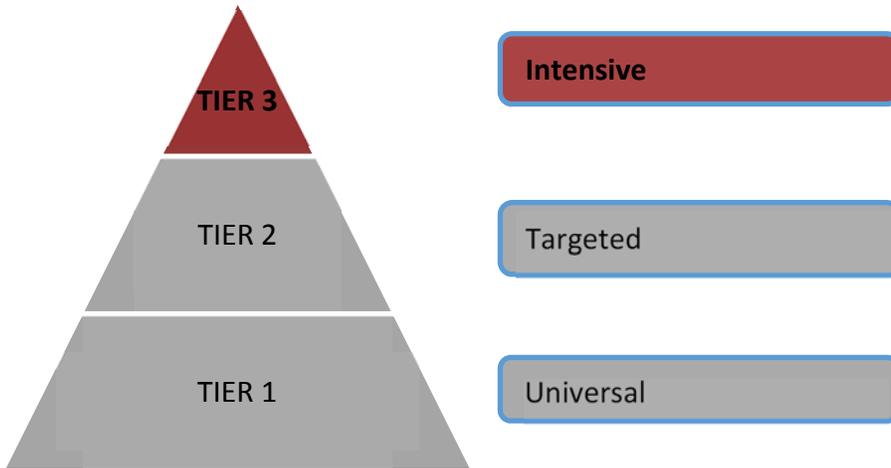
- All aforementioned interventions listed have an assessment piece built in. Baseline is taken using the assessment, then throughout the unit (8-10 weeks, short burst of intense instruction) then after 8 weeks student performance is measured to assess their current level, then in the next couple of weeks the discussion to adjust is considered

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

- See above how we monitor
- Teachers adjust their daily routine or weekly schedule
- Intervention switching

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

- See above on how we monitor progress and respond
- discussions at School Base Team



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

- All student in the District Alternative Program
- Students who are currently receiving 1 to 1 support
- Students who are currently receiving resource support for reading 4 times per week

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

<p>Goal #1</p> <ul style="list-style-type: none"> <li>• Setting and following the IEP goals and objectives, FBA and PBS</li> <li>• Using interventions such as—check in check out, whole class incentives as we have our Alternative students in integration classes</li> <li>• 1:1 support (integration and alternate program)</li> <li>• Using the 5 Point Scale, (self and co-regulation)</li> <li>• Counselling support (1 to 1)—anxiety, self-regulation strategies</li> <li>• IBES support: Fun Friends, Social Skills groups (Friends)</li> <li>• Regular communication between home, School, Burnaby Mental Health, outside counsellors, and/or doctors</li> </ul>	<p>Goal #2</p> <ul style="list-style-type: none"> <li>• Setting and following the IEP, &amp; SLP goals and objectives, FBA and PBS</li> <li>• LSS support: 1 to 1 Reading Intervention or small group instruction—Leveled Literacy, Read Well, &amp; Raz Kids groups (reading comprehension and fluency)</li> <li>• Speech and Language Support (1 to 1)</li> <li>• Collaboration with Sunny Hill and Home teams</li> </ul>
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### How are you monitoring progress for these students? How frequently?

- Similar to the methods mentioned above: School Base Team Meeting, IEP Reviews, 6-8 week review of the student data comparing the baseline to the current level of performance
- Weekly assessments such as running records

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

- IEP & SLP reviews—teachers adjust level of instruction and adjust the goals based on the assessment
- Before each term which is roughly 10-12 weeks, students are reviewed. Based on the data, schedules will need to be adjusted to accommodate and allow those students to join another group or use a different type of intervention. It should be noted, many kids in Tier 3 receive yearlong intervention

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

<p>Goal # 1 SEL</p> <ul style="list-style-type: none"> <li>• Continued work is needed</li> </ul>	<p>Goal # 2</p> <ul style="list-style-type: none"> <li>• Reading will always be a fundamental school wide goal whether it's a formal goal or not. Students will continue to need support</li> </ul>
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## School Team Visit Form



### SCHOOL TEAM VISIT SUMMARY REPORT

(to be completed by the Visiting Team)

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

#### Promising Practices

#### Recommendations

Names of the Visiting Team Members:

_____	_____
_____	_____
_____	_____
_____	_____