

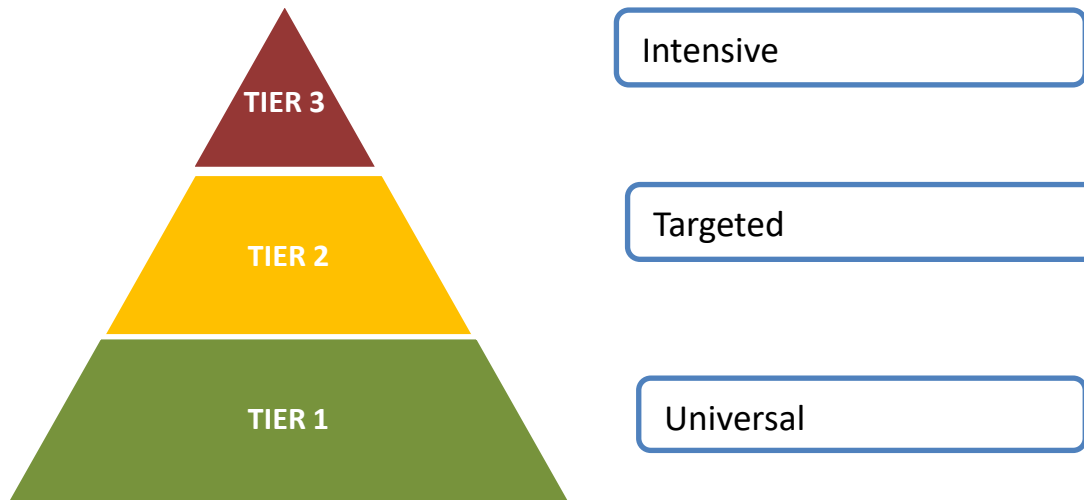
Name of School Capitol Hill Elementary

Date of Visit _____

Visiting Team Members _____

School Team Members _____

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 400 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 (gr. 6 & 7), 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.

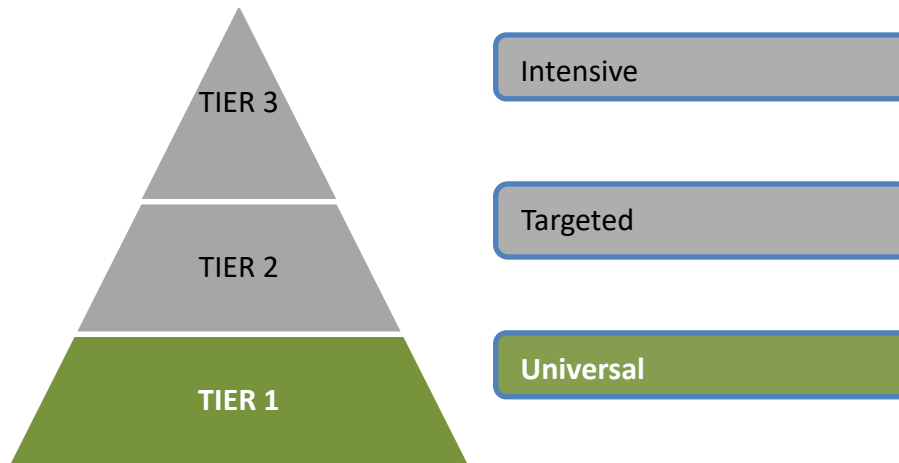
Parent Involvement: Capitol Hill is fortunate to have an active P.A.C. group that helps to provide funds and resources to the students. A wide range of activities is provided to meet the academic, physical and social needs of the students. The Parent Advisory Council (PAC) consistently provides funds for such things as library books, books for our home reading program, performing artists, fieldtrips, new playground equipment, sports (tennis, hip hop) and help with the purchase of new technology (e.g. Smart Boards). The PAC annually sponsors the Pancake Breakfast held in December, a spring family event in April/May and Sports Day Concessions in June.

SCHOOL GOAL:

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

Data from teacher observations and classroom assessments, school wide data (Performance Standard, Yearend Language Arts data) indicate that we have students at different grade levels who are not meeting expectations for reading comprehension



What is in place to support all students?

Reading

- Reading Power Comprehension skills will be
- integrated into all subject areas.
- Use DRA information grades 4-7 to help plan for instruction
- Use PM Benchmark assessment grades 1-3 to plan for instruction
- Kindergarten Assessments
- School and PAC purchased Leveled readers for content areas (Literacy Place)
- Guided Reading
- Orton Gillingham Reading Approach

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

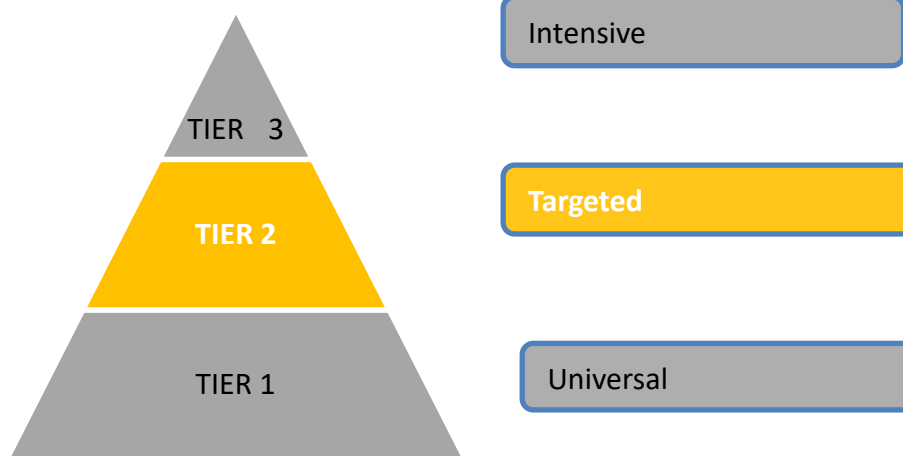
Report Cards (3x year); Collaboration amongst teachers, School Based Team Meetings (once per week); Data Collection weekly/monthly classroom assessment.

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

- Teachers adjust their daily routine or weekly schedule
- Lesson plans adjusted

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?

Several groups of students (small pockets) have been identified for Tier 2 Intervention:

Grade 7 – 9 students

Grade 3 - 1 student

Grade 6 – 4 students

Grade 2 – 5 students

Grade 5 – 3 students

Grade 1 – 9 students

Grade 4 – 2 students

What interventions are you implementing to support these students?

- Levelled Literacy (LLI)
- Readwell and Readwell Plus
- Raz Kids
- Orton Gillingham Reading Approach

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

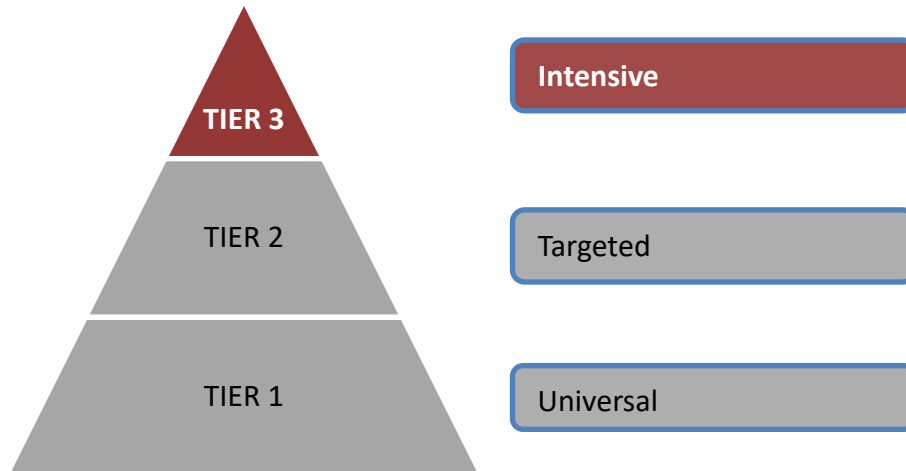
2020 - 2021

School Team Visit Form

- 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?

- Setting and following the IEP, & SLP goals and objectives, FBA and PBS
- LSS support: 1 to 1 Reading Intervention or small group instruction—Leveled Literacy, Read Well, & Raz Kids groups (reading comprehension and fluency)
- Speech and Language Support (1 to 1)
- Collaboration with Sunny Hill and Home teams

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
- 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 students in Tier 3 receive yearlong intervention

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

- Reading will always be a fundamental school wide goal whether it's a formal goal or not. Students will continue to need support

2020 - 2021

School Team Visit Form



SCHOOL TEAM VISIT SUMMARY REPORT

(to be completed by the Visiting Team)

SCHOOL: _____ DATE: _____

Promising Practices

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-
-
-
-
-

Recommendations

-
-
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-
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Names of the Visiting Team Members:

_____	_____
_____	_____
_____	_____
_____	_____