

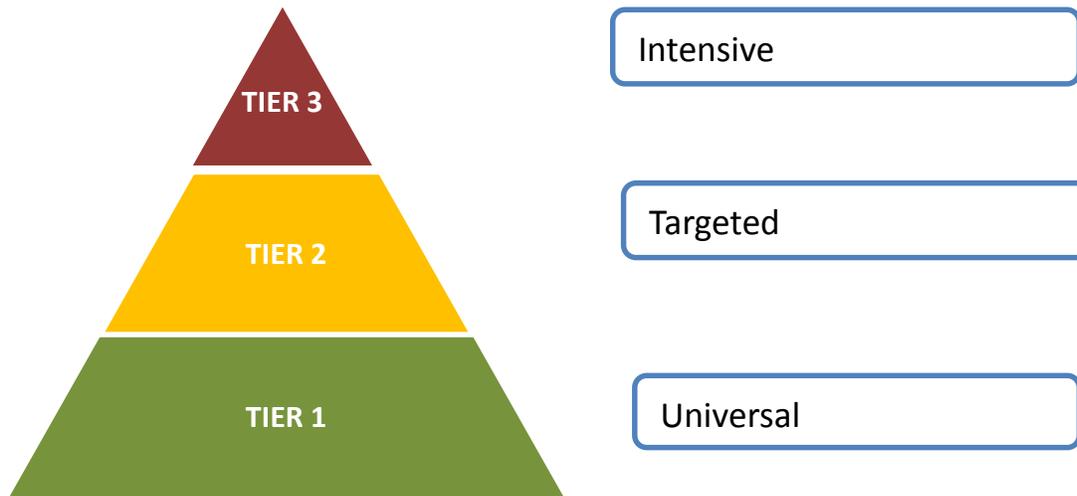
**Name of School** Kitchener Elementary School

**Date of Visit** April 14, 2016

**Visiting Team Members** \_\_\_\_\_

**School Team Members** Anthony Yam, Kim Clark, Melody Eng (PAC), Nikki Levis (PAC), Wiljo Lum (PAC)

## Response to Intervention



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

**Academics:**

Abel math contest, Gauss math contest, Grade 7 Speaking Competition, Advanced Learner program, Reading club, Read-Well, Fast ForWord, School-wide reading assessment

**Community:**

Bi-annual Barbecue, Annual Literacy Week with Guest Readers, pancake breakfast; Annual Walk-a-Thon

**Special Programs:**

Jump Rope for Heart, Grade 6/7 Camp, Grade 5 Camp, Fruit and Vegetable program, Strong Start, Ready, Set, Learn, Purpose Daycare, Aboriginal Programs, School Meals Program, YMCA BLAST, Burnaby MoreSports

**Athletics:**

2015 - 2016

## School Team Visit Form

Cross-Country, Volleyball, Basketball, Track, Floor Hockey, Burnaby Parks and Recreation, Dance Lessons, Tennis Lessons, Terry Fox Run

### Fine Arts:

Primary Days of Music, Choir, Grade 7 Band, Concerts, Monthly Celebration of Learning Assemblies, Dance Festival, Arts Alive; Intermediate Choir Festival, Music Monday Celebration

### Student Leadership:

Safety Patrol Crossing Guards, Classroom monitors, Library monitors, Hot Lunch Monitors, Peer Mediators, Sports day leaders, Buddy program, Celebration of Learning Assembly hosts, School-Wide listening program hosts, Daily announcement monitors PA leaders, We are Silent initiative, We Day

### Social responsibility:

Friends program, Food Bank Drive, Recycling program, School-wide Book Swap

### Fundraising Efforts:

Cancer Society, Heart and Stroke foundation, Clothing Drive, Halloween for Hunger, Earthquake Relief, Gingerbread Raffle, Annual Walkathon

## SCHOOL GOAL(S):

**Goal #1: Reading Comprehension - *Improving Reading Comprehension with a focus on boys***

**Goal #2: Social Responsibility – *Focus on self-empowerment and self-regulation***

## Why was this goal(s) chosen?

### Goal #1 – Reading Comprehension

Reading is the foundation of success in most subject areas. A significant percentage of our students continue to struggle in the area of reading. Analysis of data collected has identified several groups that require attention. We are looking to address the needs of 2 groups of students in particular; students not meeting expectations who are at risk as they will struggle in other subject areas, and boys who have performed significantly lower than girls in reading comprehension.

The analysis of collected data from the performance standards, report cards, Standard Reading Assessment, and the PM Benchmark tool, indicate a number of “At Risk” students in K-7 not yet meeting/minimally meeting grade level expectations.

### **Goal #2 – Social Responsibility**

Our Social Responsibility goal has 2 components; *Self-Empowerment and Self-Regulation*. In the spring of 2014, we utilized Thoughtstream/ThoughtExchange to administer an online survey for our Kitchener parent community focusing on the Social Emotional Needs of our community. Data was also collected from Student Satisfaction Surveys, Parent Satisfaction Surveys, Middle Years Development Instrument (MDI) and School Climate Study (a multiyear project evaluating how students in grades 4-7 view the social and academic atmosphere of their schools). These results were analyzed and discussed by the Kitchener Staff and SPC.

Data shows a strong connection between students and staff in our building, however anxiety and self-regulation and self-empowerment are still needs in our school community. We have had several counselors over the last two years (including stretches of time without a counselor), and that has been a very big challenge for us. All of our staff members are important in supporting students with a community approach in mind. This was most evident when we constructed our ‘Behavioral Expectation’ matrix; as part of the development of our Positive Behaviour Support plan - with clear guidelines about student behaviour from a positive and supportive perspective.

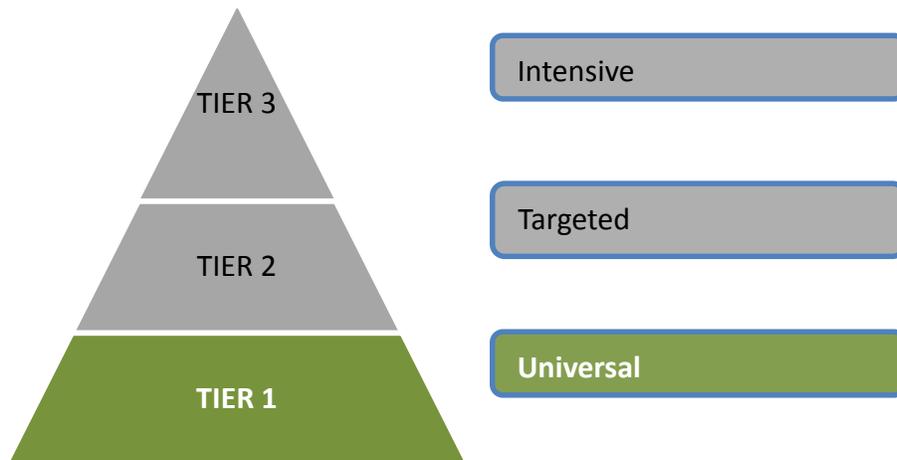
### **What data/evidence supports your selection of this goal(s)?**

#### **Goal: Increase Reading Comprehension**

- Performance Standards Data Collection
- Year End Report Cards
- Standard Reading Assessment (Intermediate)
- PM Benchmark (Primary)

#### **Goal: Social Responsibility**

- Thoughtstream/ThoughtExchange parent survey
- MDI Survey for Grade 4 Students
- Satisfaction Surveys done by Grade 4 and Grade 7 students
- School Climate Study



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

- Using Restitution to develop a common language to support students with problem solving and to build community
- Zones of Regulation
- Mind Up
- Continue to use early intervention literacy strategies with our kindergarten and grade one students.
- Expand on connecting and working with parents to prepare children for kindergarten. This would draw from work in Family Literacy Centers and programs like Ready Set Learn.
- Common School Wide Reading Strategies (Reading Power) to be used at school and home
- Home Reading program (increased promotion; tie-in to school activities – house teams)
- Reading/Writing connections – dedicated daily writing time (in conjunction with reading time)
- Guided reading strategies and regrouping for instruction (primary grades)
- The use of the Response to Intervention Instructional Support Model developed in collaboration with Dawn Reithaug
- The use of Literature Circles in the intermediate grades.
- Continue to provide opportunities for teachers to collaborate and mentor with district helping teachers and teachers within and outside Kitchener
- Continue to use formative assessment techniques as part of both classroom and resource room instruction for all learners
- Continue to use strategies from : *Reading Power (Adrian Gear); Three Tiers of Instruction and Intervention for Reading, Reading 44, Smart Reading*, and other resources
- Continue with a guided reading program in the primary classrooms – supplemented by the purchase of a leveled literacy kits and ReadWell by our PAC
- Battle of the Books
- RTI model – key for classroom planning, class loading, and designing instructional groups
- iPads with learning apps

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

- School wide tracking of reading assessments twice yearly (Benchmark – primary; SRA/DRA – intermediate)
- Teacher observation and assessment are ongoing throughout the year
- Class reviews
- Performance Standards (Reading and Social Responsibility), Language Arts Data, and FSA results annually
- Satisfaction Surveys
- LSS teacher tracks progress of Fast ForWord and Read- Well students.

Report Card results and performance standard data will be analyzed at professional days and with parents at scheduled meetings throughout the year

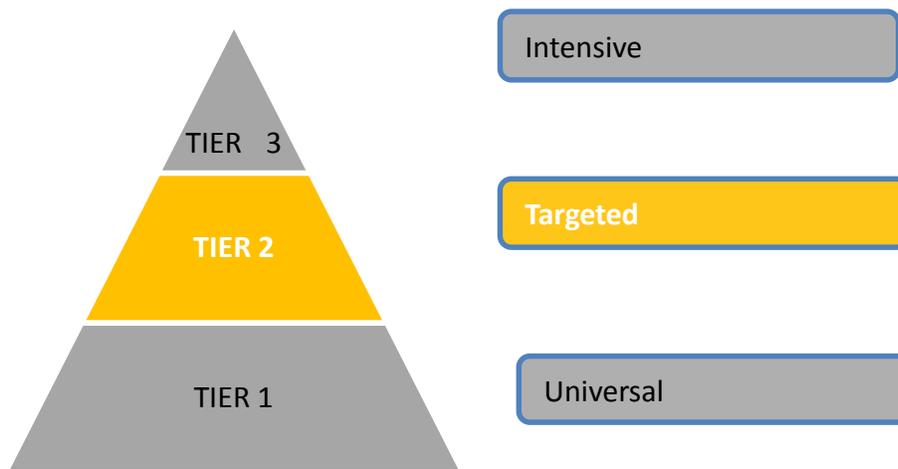
**How are you adjusting instruction/programming in response to student needs?**

- In class support is monitored and adjusted as required
- In class adaptations
- Guided Reading program & Daily 5 for primary grades

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

- Class wide data is shared using an entire school RTI pyramid
- Formative Assessment informs instruction by illustrating student needs (Faye Brownlie and The Standard Reading Assessment – transition to Developmental Reading Assessment for Intermediates; Benchmark and Read Well assessment for primary)
- Positive Behaviour Support survey information was used to guide how our school-wide matrix was designed

School Wide Adoption of a Restitution program to develop common language. School wide adoption of Zones of Regulation (focus during first week in September)



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

#### Reading Comprehension:

- Students approaching or minimally meeting expectations in reading comprehension (based on performance standards; including ELL students): 12 in Grade 1, 11 in grade 2, 3 in grade 3, 1 in grade 5, 2 in grade 6, and 1 in grade 7
- Aboriginal students (included in above numbers)
- Students with Ministry Designations (included in above numbers)
- ELL students especially in the primary grades to build comprehension; level 1 & 2 ELL students in intermediate grades
- Male students

#### Social Responsibility:

- Students who have been identified at school-based resource team meetings as at risk in terms of behaviour and lack of connection
- Students with Ministry Designation

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

- Students are placed in Fast ForWord, RAZ Kids- reading A to Z, levelled books and fluency assessments, and Read-Well Program based on grade level and needs
- Kurzweil resources ; SETBC Support
- iPads with learning apps
- EA support
- Zones of Regulation
- Social Skills groups with LSS staff
- Regularly scheduled EA meetings to collaborate and share resources

2015 - 2016

## School Team Visit Form

- IEP meetings and reviews
- Emotional regulation strategies
- Speech and language support

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

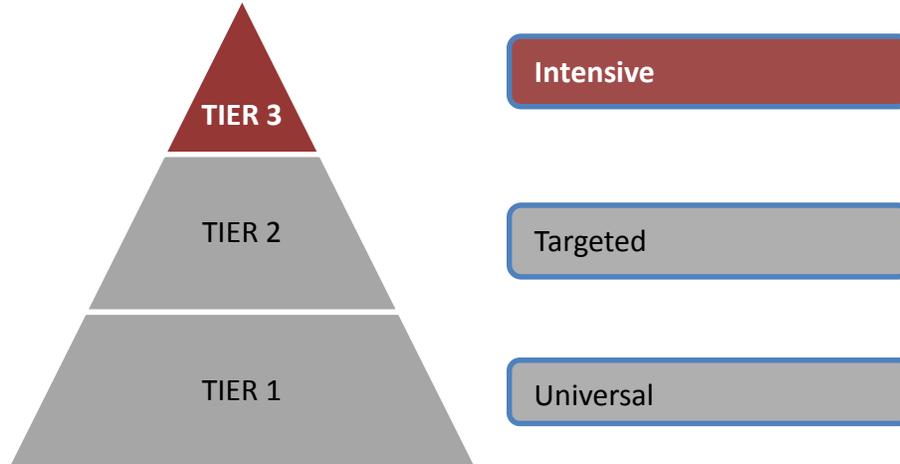
- Monitoring is regular and ongoing – daily
- Twice a year we have formal IEP meetings, Phone conversations, email communication
- Class Reviews
- School Based Resource Team Meetings

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

- Fast ForWord, Raz Kids and Read-Well groups are fluid
- In class support is monitored and adjusted as required
- Social Emotional (SEL) student groups are fluid
- Scheduled support with paraprofessionals (EA's) is adjusted when needed

### How is the data informing next steps?

- Formative assessment informs teaching and illustrates student needs
- Teachers collaborate and discuss next steps.
- Grant funding will be used to provide collaboration time for teachers to review and respond to the data that they have collected. It will also be used to provide teachers with release time to prepare school-wide reading assessments



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

- Students with designations
- Students without designations who have been brought to team with serious social/emotional concerns
- Students significantly below grade level in reading
- Students not yet meeting in reading comprehension (based on performance standards): 2 in Grade 1, 2 in grade 2, 3 in grade 3, 4 in grade 4, 1 in grade 5, and 1 in grade 7

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

- FastForWord, Razkids, Read Well small group instruction
- EA support
- Individual Counselling, Building deeper staff and parent connections

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

- Students brought to team with severe social/emotional concerns will be closely monitored by school based resource team and team meeting to review their progress will be scheduled throughout the year
- Regular, scheduled assessment to monitor progress
- Regularly scheduled EA meetings to collaborate and share resources
- IEP meetings and reviews
- School Based Team Meetings

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

- Ongoing formative assessment will guide instructional planning and teaching
- Intensive interventions such as FastForward have integral assessment as learning feedback systems. They are student centered and provide ongoing feedback

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

**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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**Names of the Visiting Team Members:**

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