School Team Visit Form

BOARD OF EDUCATION
BURNABY
SCHOOL DISTRICT 41

Name of School   École Cascade Heights Elementary

Date of Visit

Visiting Team Members   _____ _____

School Team Members   _____

Response to Intervention

TIER 3	Intensive
TIER 2	Targeted
TIER 1	Universal
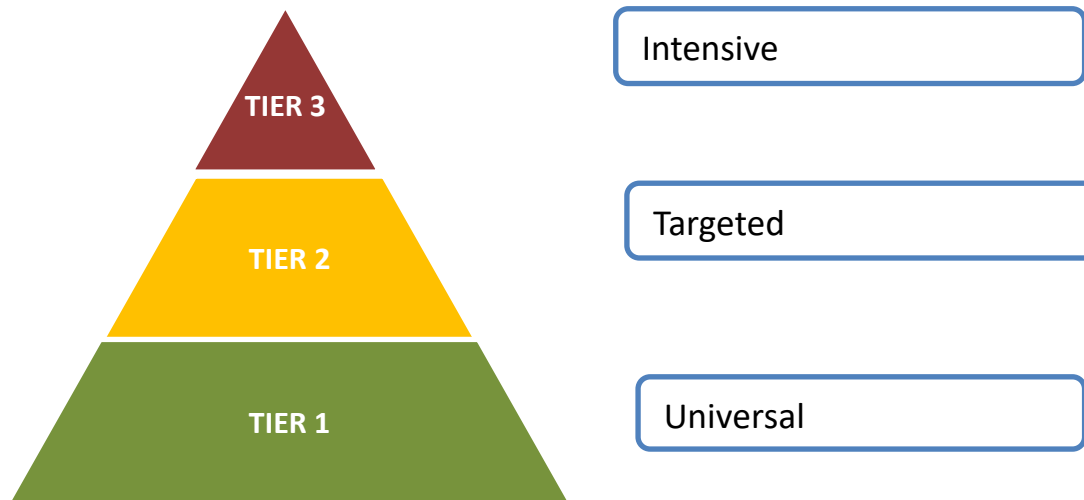
HIGHLIGHTS: What distinguishes your school? What are you proud of?

École Cascade Heights offers a very diverse number of programs and services to meet an ever changing population. We have a very active PAC as our parents are very supportive of academic and social programs. Our French Program (gr. 4-7) continues to grow as does our ELL population.

Our grade 7 leadership program sets a very positive tone around the school through service/monitoring, buddy classes and promoting positive awareness and fundraising campaigns. Cascade Heights has been involved in SEL initiatives for students which began with exploring "How do we want to feel when we enter Cascade Heights?" This SEL activity has raised awareness amongst staff and has had a positive impact on our students. Our focus for 2017/18 was a common problem solving model – using Kelso's Choices program school wide. Since 2018/19 we shifted our focus to self-regulation/emotional regulation. We introduced Zones of Regulation schoolwide to support our students.

The culture of learning for students has been a cornerstone for professional learning opportunities for staff. Working with Miriam Miller, Faye Brownlie, Sharon Jeroski , Peter Lilejdahl and Katie White has permitted more open dialogue about our practice to head towards more learning opportunities for students. Staff have been moving towards inquiry based learning and classroom practices which reflect

"Revised Curriculum" philosophy. Several staff undertook an Inquiry Research Project (11 teaching staff) in cooperation with the BCTF and school district.

SCHOOL GOAL(S):

Goal #1 Reading — Increase number of students who can read and understand texts at a proficient level

Goal #2 Social Emotional Learning — Focus on Self-Awareness and Resiliency

Emerging Goal: Numeracy — Focus on number sense and computation

Why was this goal(s) chosen?

Approximately 30% of our population are ELL, with this number increasing over the past three years. All three Kindergarten classes have 45% ELL. **Reading will continue to be our Literacy goal** as our data indicates that our primary learners require support in this area. As well, data reflected that about 35% of boys moving from K to gr. 1 will require literacy support. Teachers in intermediate grades have identified a lack of passion and joy for reading amongst students, which directly impacts student achievement. We have found success in improving reading comprehension within our students as a whole – we are working to increase the numbers of students who are at the proficient level in their reading comprehension skills.

Social and Emotional Learning continues as a school focus and continues to be embedded into daily practice. Our focus for 2017/18 was common problem solving model – using Kelso's Choices program school wide. As of the 2018/19 school year, we shifted our focus from a problem solving model to self-regulation/emotional regulation. We are now focusing on students building self-awareness and resiliency. A noticeable increase of students at-risk, emotionally, as evidenced by an increase in referrals to our school counselor has helped us identify this as a need for our staff. Programs such as Minds Up and the Ruler Approach have helped us support this goal in the past. We have brought in Zones of Regulation school wide to support this goal moving forward. Students brought forth to TEAM, along with an increase in counselling referrals, supports this initiative. Our 0.65 counselling time permits proactive rather than reactive responses to student needs in the form of group as well as individual counselling. Referrals for outside counselling also continue to increase.

Numeracy continues to be an emerging goal at Cascade Heights. We are seeing an increased need for stronger number sense and computation skills. Our goal for 2022/23 (delays due to remote learning) is to continue collecting baseline data for these math skills using assessment tools such as EasyCBM.

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

Ongoing primary assessments in Reading (3-4 times per year) using Benchmark and report card data indicates a need to continue to support students in the area of reading comprehension. Ongoing assessment during our guided reading groups, which targets our primary students (plus some early

intermediate), has informed our decision to make this our goal. Support for intermediate classrooms has continued to be requested in the area of reading and writing from classroom teachers. Report card data and Benchmark data also supports our selection of the reading goal. Kindergarten students identified have been supported in grade 1 through Levelled Literacy Intervention. Our K/1 teachers participated in the District sponsored K/1 initiative which introduces the "orange" LLI kit supporting a home reading program. Primary Assessments also support our grade 1 - 4 Guided Reading which is now in year seven. Refinements to the program and staff support, 11 staff currently support five classrooms 3 times a week. Year-end K data also indicates that K students moving into grade 1 have been identified for more support.

Class loading information focuses as much on Social/Emotional needs as it does on academic. From September – June the trend of more students moving in and out continues. We continue to have a moderate transiency rate, many arriving with previous referrals for counselling. At present our counsellor's individual case load of students continues to increase. MindUp, The RULER Approach, Friendship groups, Kelso's Choice, class meetings and Zones of Regulation are all part of classroom practice. Our Climate Study was conducted in the Spring of 2017 – to be redone when available. Self-regulation protocols administered gave us a more in depth view of the needs of our students. An increase in students being referred to the office for social reasons has also supported our selection of the SEL goal. A large majority of students brought to Team were identified as having social and emotional needs.
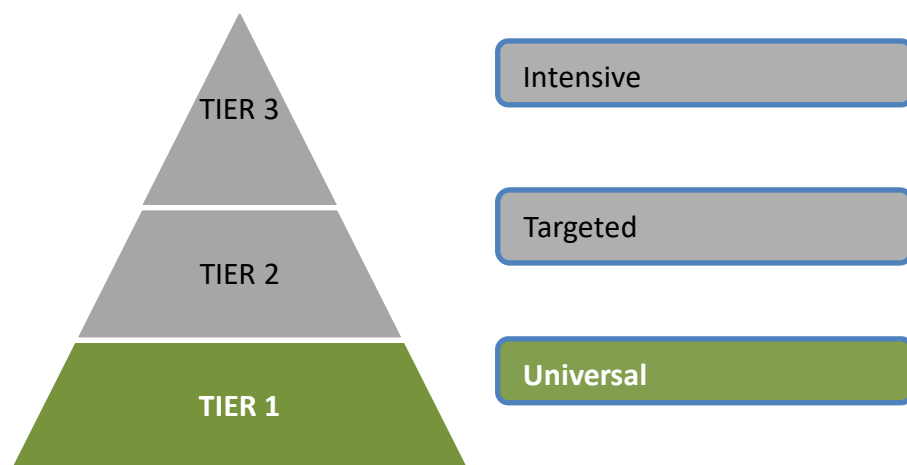
What is in place to support <u>all</u> students?

Links to Literacy - K, Platooning (grades 1-3), Guided Reading Groups (grades 1-3), Primary and Intermediate Pull-out and In-Class Support, Bridges Program, Changing results for Young Readers, SIOP and in-class support are ways in which we are supporting all students in reading comprehension. Successful classroom practice engages students in Readers Workshop, Literature Circles as well as Writers Workshop with an aim to improve student comprehension and engagement in literacy. Class Reviews at the end of September allow us to share the needs and strengths of all our students.

School Team Visit Form

The use of Adrienne Gear's Reading Power is having a positive impact. The program is used in gr. 2-7. Instructional Funds/Learning Resources and the MNEL grant continue to buy reading materials for grades 1-7. (Novel sets, teacher resources, investment in classroom libraries.)

Keys to Success, PAWS for Reading Home Reading program has high participation in grades K-5. Grade appropriate materials continue to be purchased at the request of classroom teachers. LST/Classroom teachers meet to recommend primary and intermediate pull out support groups continually throughout the year. These groups, along with our guided reading groups, have a level of fluidity, which allows teachers to adapt to the needs of their class. LST provide specific reports on students 1-3 times throughout the year (depends on amount of support). Literacy week was a huge success that helped to promote a joy for and awareness of literacy; Literacy week occurs every April.

We have three laptop carts, four iPad carts and have added Brightlinks projectors in all teaching spaces in the building.

Zones of Regulation and MindUp training and implementation in classrooms from K-7, as well as Leadership initiatives, Celebrations of Learning and more focused class meetings are helping to support our SEL goal. Teachers meet regularly in professional conversation group, with conversations focused around SEL and self-regulation. Ongoing SEL initiatives/strategies at monthly staff meetings. The emphasis has been to work on developing "emotional literacy" as well as the direct teaching of physiological changes for students; with the intent to self-regulate.

Physical classroom spaces are gradually being transformed into more "kid friendly" environments. Multiple classrooms this year have switch to tables rather than desks, which has dramatically changed how students interact with each other. Although costly, we will continue to support additional requests for teachers to move in this direction.

SEL Committee is active, whose goal is to foster SEL initiatives school-wide. This initiative was recommended based on research shared with our staff, during the June Professional Day. The implementation of a teacher collaboration model has supported teachers in their own learning, also a school wide initiative. A number of SEL Committee Learning Teams, identified at the June Pro-D, are focusing on SEL and inquiry which will help support students in these areas.

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

Primary students are assessed 3-4 times each year through PM Benchmarks and guided reading groups/support is adjusted based on this and teacher input.

Intermediate teachers monitor student achievement using Lit Circles, Faye Brownlie Reading Assessments twice a year, Scott and McCleary, and PM Benchmarks.

Monitoring the number of office (through data collection – PBS model) and counselor referrals as well as discussions during class meetings and activities is helping to monitor this goal. Data is being collected from Team meetings to identify needs and trends.

School Team Visit Form

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

Teachers meet to discuss Reading Assessments and teaching strategies to support students from the Faye Brownlie Assessment and the PM Benchmark results. Results of these assessment are used to guide classroom instruction. Fluidity of grade 1-3 guided reading groups allows teachers to provide instruction at appropriate level. Primary and Intermediate in-class support provides opportunity for teachers to collaborate and better support students.

Student successes and concerns are discussed at every staff meeting and instruction and support is adjusted through classroom teacher or LST.

Team meetings are held to discuss strategies and put support in place for students. Mindfulness activities (calm breathing, calm down strategies, yoga, emotional literacy, chime time) are being used for K-7.

How is class-wide data informing your next steps?

Class wide data begins the conversation as LST support is usually based on concerns raised by teaching staff. These conversations form the basis for LST groups and the use/purchase of learning resources. Primary Committee/Intermediate Committee meet throughout the year. Class reviews in September front load previous support with ongoing assessments determining individual needs.

Numerous teachers are using class meetings as a way to monitor, teach and assess the effectiveness of SEL initiatives. Referrals from TEAM meetings indicate the majority of concerns brought forth, the majority of which are based on lack of self-regulation. Our climate study in April of 2015 had a sub set test on Self-Regulation as well as Anxiety. Follow up to the Climate Study occurred during April 2017. We also began the process of using "Spirals of Inquiry" as a staff to identify social/emotional and learning needs as part of a District Cohort. SEL rubric will help to identify individuals and cohorts specific needs and strengths, which will in turn guide our practice.

School Team Visit Form

TIER 3

TIER 2

TIER 1

Intensive

Targeted

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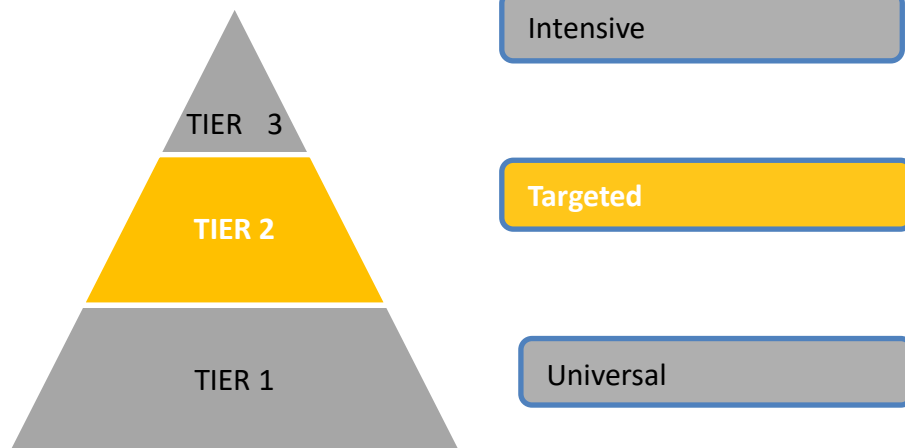
Based on class-wide assessment data, which students require more targeted interventions?

Class loading (May/June) process requires the review of all student needs. This documented information is shared during class reviews in mid-September and reviewed each reporting session and at TEAM meetings. We use the RTI model of identifying needs at a grade level before organizing classes for the following year.

What interventions are you implementing to support these students?

Adaptations to materials (less work, more time, visuals, technology, multi-sensory approaches, manipulatives, small group pull-out). Materials are adapted (slower pace at their instructional level) as there are fewer students in support groups so these students get more individualized attention. Jump Math/Soar to Success/Leveled books are all used in grade 1-7.

For Primary, our Guided Reading groups provide for reading at instructional level and again in smaller groups (4-12 students). Links to Literacy for our K's was introduced in the Spring of 2013 and was augmented in the fall with the LLI teaching resources. In class support is provided for gr. 5-7 in Reading/Writing which allows for collaboration between LST/Classroom Teacher. Less frequent support, but more one on one, as required.

LST staff was used to assist in providing small social-skill groups. We now have 4 full LLI Reading Kits (Grade K/1, 1, 2, 3).

As determined by staff, LST has been assigned to support students with SEL needs by designing social skills groups that have been focusing on self-regulation and SEL. These groups include students from K to 7.

School Team Visit Form

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

All primary students are assessed using Benchmarks multiple times each year. Reading groups change based on these assessments and teacher discussions. Student reading levels are communicated to parents on 2 of the 3 report cards. Included in these Primary instructional groups are the LST, Teacher Librarian, and ELL teachers. Intermediate assessments by Classroom Teacher and LST determine Reading/Writing support groups gr. 5-7. As students move from classroom to classroom, a high degree of cooperation and collaboration is required. Materials are better organized and our selection/use of materials has become more student specific. We have also been focusing more on our Home Reading Programs and book bags going home more regularly. Common math time in intermediate grades to accommodate intermediate math.

Student Learning Plans are in place for students in grade 4-7 who require additional/ongoing support. These students are tracked year to year with adjustments to their support, based on their individual success and needs.

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

Fluidity in small-group interventions allows students to receive instruction at their appropriate level and when required. Based on student successes/concerns.

How is the data informing next steps?

Ongoing assessments are monitored regularly and support/interventions/programs/strategies are adjusted to meet individual needs. This involves district staff, school staff, parents and often community agencies.

TEAM meetings are held weekly to review individual as well as group needs. Teachers are well aware of TEAM, its function and the role it plays in supporting students.
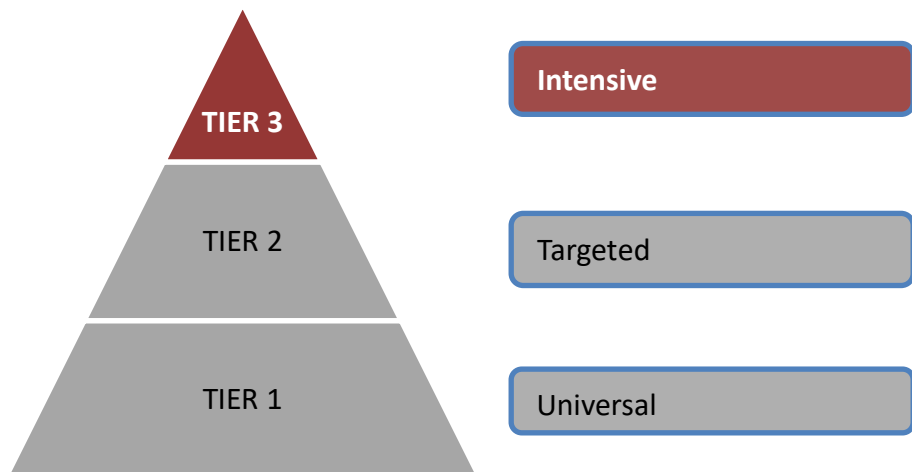
Based on your Tier 2 assessment data, which students require more targeted interventions?

Approximately 10% of our students are on IEP's. These vary from social/emotional to physical/academic with many comprising all four components. Assessing/monitoring is done continually as many of these students receive 1 on 1 EA support or classroom support from our EA's based on class configurations. These students have an IEP/AIP/SLP and documents support which is formally reviewed twice during the school year with parental input.

What individualized interventions are you implementing to support these students?

- LST/EA – Small group intervention groups in LA, math, working at students' instructional level.
- Links to Literacy
  - K Phonological support programs involving classroom teachers and LST. Specific interventions for K students in spring who may require additional reading support in gr. 1 – LST provides intervention April – June.
- LST Assessment February – to provide consistency for Links program.
- Support Groups – Social skill support groups with counselor (ED grant).
- Fast Forword – Auditory processing computer program that assists in stimulating brain elasticity.
- Calcularis – actively engage in learning with interactive manipulatives that connect students to math learning in new ways. Calcularis students explore, reason, make connections and develop critical thinking and problem solving strategies
- KTEA testing.
- Use of iPad – Specific apps to support individual needs – ELL/LST/LEP.
- Read Well – Reading intervention program c/w materials/resources pre-lit. gr. 4.
- Soar to Success – Reading intervention program c/w materials/resources gr. 2-6.

- Leaps & Bounds – Math support for students who struggle with specific concepts or skill development. Less language based with more computation (gr. 4-6).
- Jump Math – Math support for students who struggle with the language of math – all computation/less language based (gr. 1-7).
- Levelled Literacy Intervention (LLI) kits.
- Kurzweil 3000.
- Grade 1 Indigenous students have the opportunity for Reading Recovery.

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

- Individual student files on all students receiving LST support
- Daily informal observations by CT/EAs
- Weekly LST and EA conversations
- Counsellor/LST observations using district data collection forms – as needed
- PM Benchmark – requiring records kept on each student
- LST individual report or information embedded in the body of the report card
- SEL Rubric yearly

Based on the program used, student assessments, teacher observation and Teacher/EA/LST discussions – charges/adaptations are made on an individual or group basis. Data/success determines a change which happens on an ongoing basis throughout the year.

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

- Ensure instruction is at instructional level for students
- Explicit style of teaching, strategies for students to use
- Visuals
- iPad use and Apps to support/augment student learning

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

These students are having success while working one to one with adult support or while working in small groups. Technology has helped student engagement in learning foundational skills. LLI has been successful with students in both Tier 2 and Tier 3.

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:

_____   _____

_____   _____

_____   _____

_____   _____