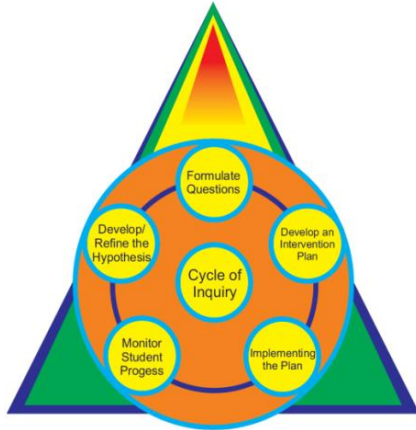


School Planning Document 2020-2021

Year of Plan	X	X	X	
	1	2	3	4

School Name: Brechin	
Principal: Tonia Collins	Vice-Principal: Marc Daneault
Date: November 2020	



Response to Intervention (RTI) is a framework that focusses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

School Community Context

Brechin Elementary remains one of the school district’s Focus Schools for the 2020-2021 school year. Our school community represents a diverse population, much like the community of Nanaimo. Our children represent five spoken languages at home: English, Afar, Arabic, Tagalog and Vietnamese. Approximately 27% of the school community identifies as having Aboriginal Ancestry, approximately 13% of our students are students with designated special education needs, and approximately 18% of our students receive support in English as a second language or as a second dialect. School breakfast and lunch programs used to feed at least forty students per day at Brechin, however due to Covid-19, these programs have moved inside classrooms – each day we collect data from teachers and provide food for those identified as needing more food. Currently we provide a daily ‘food bin’ prepared by our secretary and/or CYFSW and some teachers have started to include ‘daily breakfast’ in their soft start up. Given the complex needs of our students and families, our school team has established several meaningful partnerships with community agencies including Tillicum Lelum, Pacific Sports, Literacy Nanaimo and Vancouver Island University. Nanaimo Food Share, BC Agriculture in the Classroom Foundation, the Nanaimo Schools Foundation (they provide food for breakfast/lunches) and Frontrunners (they’ve been donating runners). We also have regular input from the Inclusion Team and our Special Education Teachers connect with our School Psychologist, Speech and Language Pathologist and Literacy Support Teacher at least 3 times a week to share data and determine ‘next steps’.

One of the strengths of our school community is the focus on maintaining a healthy school culture – even during these potentially unfriendly COVID times. We have a strong and dedicated Parent Advisory Committee and the exploration of trauma informed practice guides the staff’s work. Currently Brechin has 10 divisions with 11 Educational Assistants supporting classes and individual students. We have a part time Vice-Principal, part-time counsellor, a full-time Child Youth and Family Support Worker (CYFSW), a part time Literacy Specialist, part time Speech and Language Pathologist and almost two full time Student Support Teachers. Our Fine Arts teacher visits every class as does our Teacher -Librarian

(both almost full time) and both collaborate with one of our Special Education Teachers on how to best support ELL/ESD learners. Our Teacher Librarian and Literacy Coordinator also work as a team to access grants to support literacy and explore inquiry questions with a literacy focus. As a school community, we celebrate student success and support students to develop 'grit' or resiliency in that they may not be 'ready' yet, and to take 'failure' in stride and view it as a learning experience.

With all these strengths within our school, we must also mention our recognized four significant areas of need: 1. Social/emotional health 2. Numeracy 3. Reading/Literacy and 4. Student engagement.

While our 2020 Fall formative assessment data indicates a significant amount of our primary students are below beginning of the year expectations in the area of reading development. We notice that: 25 % of Kindergarten students have no sense of rhyme and very little letter knowledge, 50% of our Grade 1/2 students do not have letter sounds and many of our Grade 3/4 students struggle with long vowels and sight words. To attempt to address this need, our school is participating in data-informed one-on-one intervention (Tier 3) using the PRESS reading intervention program in 6 week cycles, Tier 2 group intervention (from similar Learning groups) to build on phonics and phonemic awareness (using lessons from Heggerty Curriculum) and using games and play-based activities, and Tier 1 class wide strategies or supports such as: direct, systematic instruction of phonics (ex: Jolly Phonics) and phonemic awareness (Heggerty), creating book bins, creating sound walls, working with the Teacher-Librarian on good fit books and purchasing de-codable books with the goal of removing 'guessing' from teaching reading, using Word Work a data informed hands on strategy to explore the meaning and patterns of words instead of 'traditional' spelling programs.

Classroom collected data also indicates that a significant amount of students are below grade expectations in the area of numeracy. In order to address this recognized need, our staff continues to identify critical grade level outcomes in alignment with the revised BC Curriculum. In addition, the teaching team has selected instructional resources, math manipulatives, and is developing common assessments that monitor student progress. In addition, some classes have designed small group, targeted instructional time to address skills that need additional practice.

Brechin has a culture of learning. We teach Growth Mindset (that sometimes we are just not ready yet), are exploring the EASE curriculum for anxiety, Successful Learner Traits competency-based framework to reveal what success could look like, and Mindfulness. The staff are deliberate learners alongside their students. Many staff members are engaging in research backed practice to foster evolution of practice, and adjust their instruction based on this research – not just personal belief systems or "this is how we've always done it".

What are our goals?

In keeping with the focus schools' project and our professional reflections with our school community, we have identified three goals as our focus for the 2020-2021 school year. They are as follows:

1. All of our students will move forward in their reading skills as measured by the PARS (Primary Assessment of Reading) and reading fluency assessment tools. Our intermediate students are using HIP (High Interest Passages) Assessment which provided information on grade level placement, fluency and comprehension assessments.
2. All students will try to master grade level numeracy exit outcomes identified by Brechin Teaching Team.
3. Students will be supported in demonstrating authentic engagement in their learning with an increased sense of an internal locus of control (which will positively impact social/emotional well being) as reported by teacher observation and student self-reporting.

How do we want to get there? What steps should we take? How will we know that we have had an impact?

1. Full utilization of RTI framework for literacy and behaviour – maintain Tier 1 support during core instructional blocks and provide tier 2 and 3 support outside of core blocks. The team is incorporating a whole language approach (Leveled Literacy Intervention) and intervention is now focused on explicit and systematic instruction delivered at least 4 times a week based on pre-assessment data and monitored throughout. The School Based Team is using the data collected from the PARS to highlight students in need, provide interventions, then re-assess to determine next steps. At the start of the school year the focus is on Grade 2/3 students with the intent to target students who have been here for 2 years of intervention yet are still not meeting expectations. The Kindergarten and Grade 1 students will receive intervention in the new year (however Kindergarten intervention 'looks different' than the other grades).
2. Develop school wide language and engagement strategies including the use of "I can" statements, improve writing skills by using ideas such as those in SMART Reading and Reading Power.
3. Continue to monitor student performance in the areas of literacy and numeracy and utilize data to guide implementation of interventions and target instruction.
4. Continue to use Positive Behavior System (safe, respectful and responsible), the WITS (walk away, ignore, talk it out, seek help) Program and continue to utilize Tier 1 behaviour interventions and strategies to educate students and try to provide skills to prevent conflict from happening or restore relationships when it does. During COVID times, we also recognize that many students are experiencing trauma from their changed lives. Brechin staff respond by spending more than a 'typical' time on building community and promoting social/emotional literacy by: practicing mindfulness and growth mindset, some work on breathing strategies, future exploration of meditative or mindful walk/talks, exposing the classroom to calming scenery and music, reading

social/emotional strengthening books and watching videos, playing gentle music to ease with transitions, providing a physical outlet at Big Recess for older grades (within their Learning Group) by opening up the gym, having our administrators/CYFSW/counsellor out at recess to help navigate conflict resolution, having one of our Gr 6/7 classes run the weekly announcements (part of STEM curriculum for Mr. Drown's students) and running a weekly RADIO show to highlight upcoming events and keep that 'we can still do stuff together' feeling. We also support students by providing friendship navigation groups, 'expected behaviour' lunch groups and some one-on-one skill development or check ins with the counsellor and CYFSW.