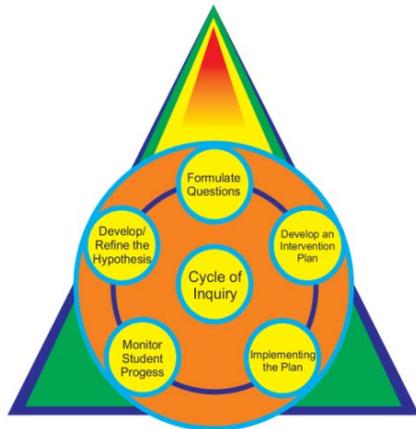


School Planning Document 2017-2018

Year of Plan	X	X		
	1	2	3	other

School Name: Brechin
Principal: Kim Hart
Date: December 2017



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 four focus schools for the 2017-2018 school year. Our school community represents a diverse population, much like the community of Nanaimo. Our children represent six spoken languages at home, English, Afar, Arabic, Polish, Tagalog and Vietnamese. Approximately 34% of the school community identifies as having Aboriginal Ancestry, approximately 20% of our students are students with designated special education needs, and approximately 25% of our students take English as a second language or as a second dialect. School breakfast and lunch programs feed at least forty students per day at Brechin. Given the complex needs of our students and families, our school team has established several meaningful partnerships with community agencies including Tillicum Lelum, Big Brothers/Big Sisters, Literacy Nanaimo and Vancouver Island University. New programming at our school includes Chillzone, Baby Bulldogs, Game On, Rainbows and Dealing with Big Emotions.

One of the strengths of our school community is the focus on maintaining a healthy school culture. We have a strong and dedicated Parent Advisory Committee. The concept of team and the motto “Work hard, Have fun, Make a Difference” guides the staff’s work. We have a full-time counsellor and a full-time Child Youth and Family Support Worker. Students are supported through a PBIS system “We are Team Brechin, We are Respectful, We are Responsible, We are Safe.” As a school community, we celebrate student success and emphasize the need for grit (stick-with-itness). We have seen a significant increase in parent participation in school events.

With all these positives 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 2017 Fall formative assessment data shows a positive trajectory from the fall 2016 data, more than 50% of our primary students are below beginning of the year expectations in the area of reading development. In order to address this need, our school is participating in “Joyful Literacy Intervention”,

is utilizing the Leveled Literacy Intervention as a Tier 3 Reading intervention, and is integrating Lexia into classrooms as an element of Tier 2/3 intervention.

In addition, fall formative data indicates that school wide more than 60% of our students are below grade expectations in the area of numeracy. In order to address this recognized need, our staff has used the PLC structure 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.

What's our goal?

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 2017-2018 school year. They are as follows:

1. Our primary students will be fully meeting reading expectations by the end of grade 3 as measured by the NLPS Literacy Assessment and PM Benchmarks.
2. All students' will master grade level numeracy exit outcomes identified by Brechin Teaching Team.
3. Students will demonstrate 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.

What's our inquiry question?

"Will a school wide focus on the BC Core Competency Positive Personnel and Cultural Identity increase positive student engagement thus leading to increased academic performance in the areas of numeracy and literacy?"

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.
2. Utilize PLC structure for teams to focus on reviewing the Positive Personnel and Cultural Identity Competency, develop school wide language and engagement strategies including the use of the "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 3 behaviour interventions and strategies to educate students, prevent from happening and restore relationships.