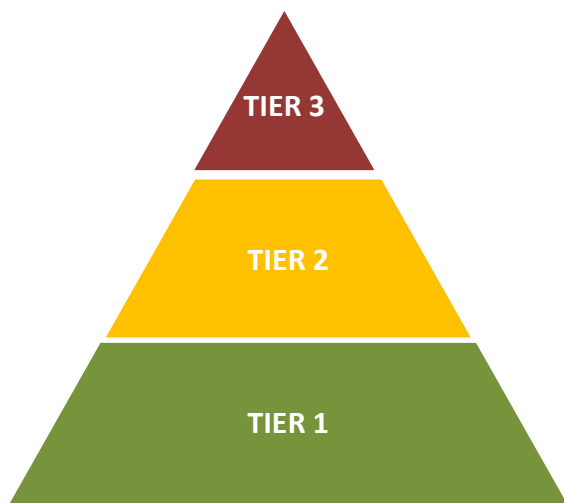


Name of School BrantfordElementaryDate of Visit Feb. 5, 2019Team Members Kurt Gurney, Jenn Taylor, all staff & PAC Exec.

Year of Plan

1 X2    3    Other    **Response to Intervention**

Intensive Interventions

Targeted Interventions

Universal Interventions

**HIGHLIGHTS:** What distinguishes your school? What are you proud of?At Brantford, we strive to **SOAR**:**S – Supportive and Inclusive**

We support each other, as a staff, as a community, and as a family.  
 We take pride in each other's accomplishments and work together to grow and develop.

**O – Opportunities for Growth & Leadership**

We believe in offering students and staff various ways to develop, grow, & lead. We offer various opportunities for students to find their passions, further develop their talents, and explore their tremendous potential.

**A – Attitude and Effort**

We have a growth mindset and believe that everyone is able to develop through hard work and a positive attitude. We self-regulate our emotions and take ownership of our attitude in order to achieve the best outcome in all situations.

**R – Respect for all**

At Brantford, we show respect for others, for our environment, and for ourselves. We strive to be empathetic, caring, and helpful whenever we can. We listen to others, make amends when mistakes are made, and strive towards thinking "WE" before "ME".



Ecole Brantford Elementary is a stable and growing community with a low student transition rate. Our school was recently expanded and renovated in Sept. 2010 in order to accommodate a new French Immersion Program, which just this year will see it's first "graduating" class from Brantford. The population of 388 students is inclusive of 220 English students and 168 French Immersion students.

The newer building was designed according to "Leadership in Energy and Environmental Design" (LEED) standards with a layout to facilitate collaboration, common gathering areas, team teaching, and a warm and inviting space to learn as a community.

Like all Burnaby schools, we have a diverse population with families representing a variety of cultures and socioeconomic status. Approximately 20% of our students are English Language Learners (70 students), with 90 - 100 families indicating that English is not their home language.

We have an increased number of students with Ministry Designations this year (21 students, 12 of which are low-incidence), and all are fully integrated into regular classrooms where they receive differentiated instruction and support from teachers, Educational Assistants, and Learning Support staff.

Our staff is extremely competent and constantly differentiates instruction for all students (adapting, modifying, challenging) to allow our students to thrive and continually improve. And through an incredibly supportive parent group and dedicated staff, we are able to put important interventions in place to support all our learners and build a greater sense of community. This sense of community is continually strengthened by things such as:

- buddy classes and class monitoring by older students
- morning announcements by students
- weekly collaboration time (Mondays @ 2:00)
- Fun Fridays in January & February
- district team sports, clubs (coding club, chess club, Sun Run, knitting club), and intramural program
- Celebration of Learning assemblies (run by students)
- regular "theme" days and Spirit Club run events
- increasing after-school programs from Chinese School, Sports, Robotics, Master Chef, and Shadbolt Art classes
- outstanding PAC sponsored events such as Multicultural Night, Movie Nights, ADST opportunities, Healthy Snack days, Community Welcome BBQ & games, and the extremely popular Spring Carnival, just to name a few

**GOAL / GOALS: Why was this goal(s) chosen?**

We have worked closely with staff and parents to look at a variety of data to come up with the following goals based on the following reasons. Keep in mind, that later in this report, you will see reasons why we have further refined our goals based on data collected this year.

**GOAL 1:** To improve student skills in writing.

Looking at report card, school-wide writes, FSA data, and teacher observations, our students seem to flourish in Math, but struggle with reading, and especially writing.

**GOAL 2:** To support learners in the area of social emotional learning (SEL).

Students and staff will develop strategies to identify, express, and regulate emotions in ways that help us "**SOAR** in the Brantford Style" (be supportive & inclusive while creating opportunities for growth/leadership, having positive attitude and effort and respect for all"

- Individual level: identify feelings and regulate them
- Classroom level: my actions and attitude can affect others
- School level: contributing to a positive school environment through leadership opportunities helps my peers

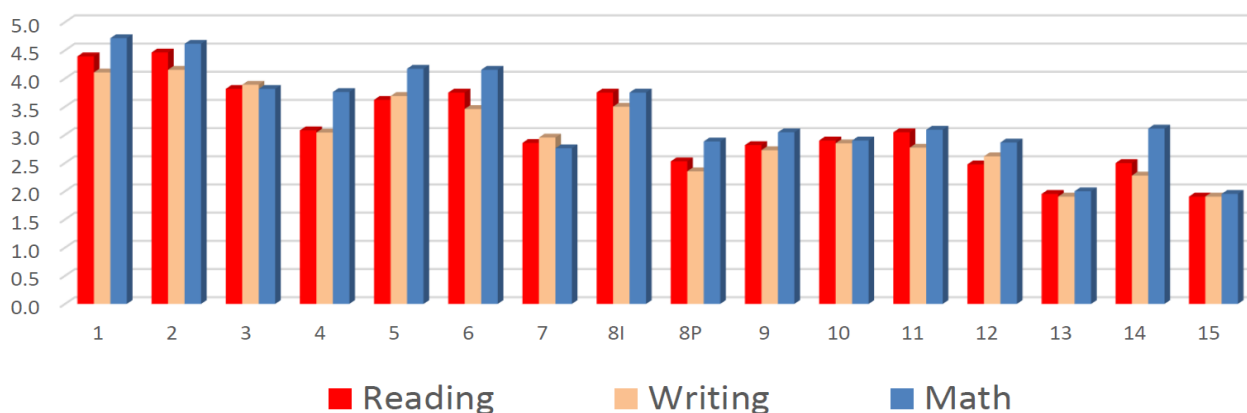
**What data/evidence supports your selection of this goal(s)?**

In addition to the data gathered in previous years along with observations, some more recent information is as follows:

**Report Card Marks:**

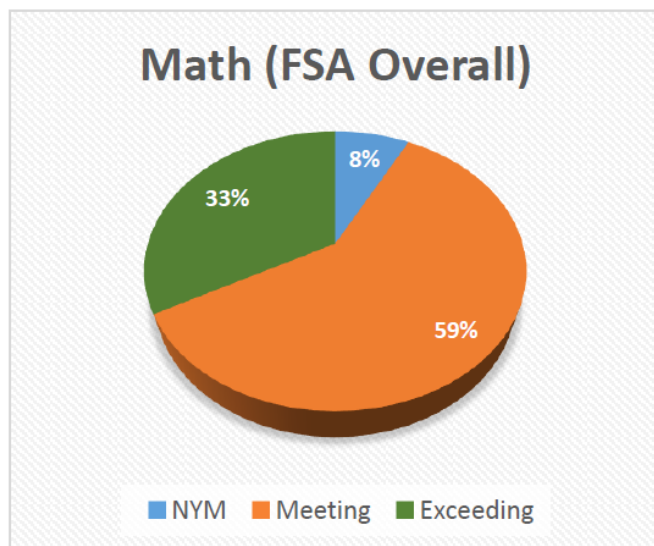
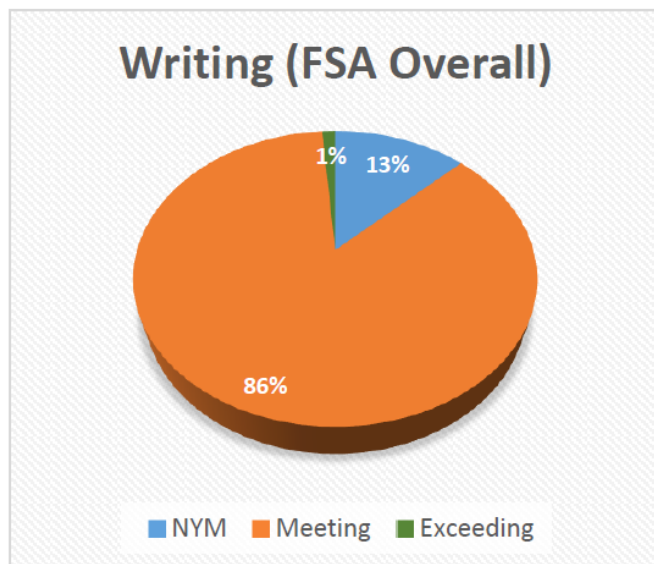
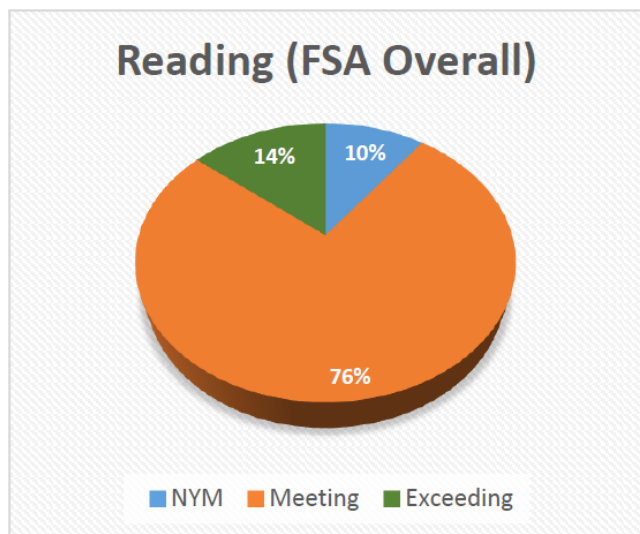
As you can see by a summary of report card marks in the 3 academic areas, Math stands out as an area of success for our students, whereas in comparison, Writing is an area of struggle.

### Grade Averages by Division (Reading, Writing, Math) 1st Term



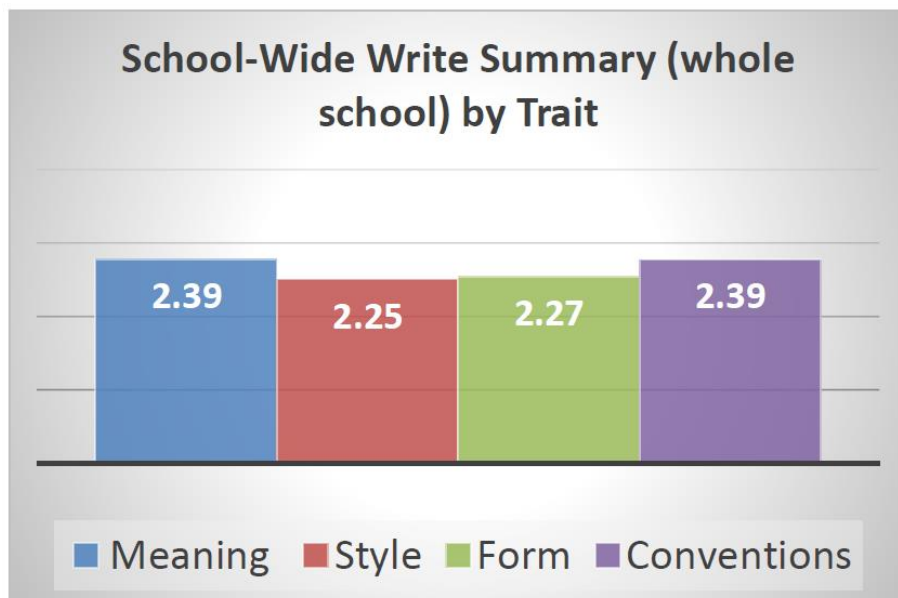
**FSA 2017 results** (keep in mind this is a small sample of only grade 4's and 7's)

As you can see, Math again stands out as an area of strength, whereas Writing is the weakest of the 3 areas tested.



#### School Wide Write Assessment

When we pull apart the data collected regarding the 4 traits of writing, there is no **significant** difference between Meaning, Style, Form, or Conventions.



When it comes to our second goal (SOCIAL EMOTIONAL LEARNING), we've used mainly observations, teacher reporting, and the School Climate Survey as the data to guide our goal.

## School Bonding

Sample item: "Most mornings I look forward to going to school"  
What these results mean:

### HIGH

Children who usually indicated that statements like "Most mornings I look forward to going to school" or "My school is a nice place to be" were "always", "almost always" or "often" true were generally considered to experience a high level of bonding to their school.

### MEDIUM

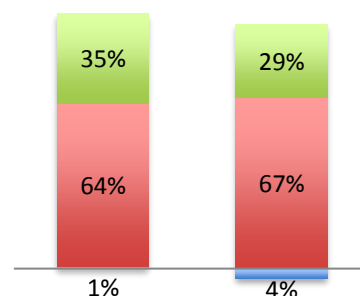
Children who indicated a mix of positive and negative responses to these statements were generally considered to experience a moderate level of bonding to their school.

### LOW

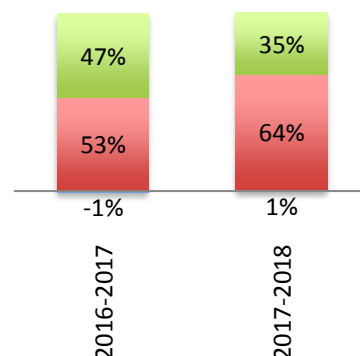
Children who usually indicated that these statements were "not at all", "almost never" or "hardly ever" true were considered to generally experience a low level of bonding to their school.

Your School  
2017-2018

All Schools  
2017-2018



Your School



## Impulsivity

Sample item: "I often act on the spur of the moment without stopping to think"

What these results mean:

### LOW

Children who usually indicated that they "really disagree" or "disagree" with statements like "I often act on the spur of the moment without stopping to think" or "I don't devote much thought and effort to preparing for the future" were considered to report low levels of impulsive behaviour.

### MEDIUM

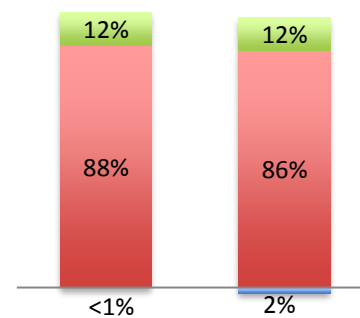
Children who indicated a mix of positive and negative responses to these statements were considered to report moderate levels of impulsive behaviour.

### HIGH

Children who usually indicated that they "really agree" or "agree" were considered to report high levels of impulsive behaviour.

Your School  
2017-2018

All Schools  
2017-2018



# Self-Centeredness

Sample item: "If things I do upset people, it's their problem not mine."

What these results mean:

## LOW

Children who usually indicated that they "really disagree" or "disagree" with statements like "If things I do upset people, it's their problem not mine" or "I will try to get things I want even when I know it's causing problems for other people" were considered to have low levels of self-centeredness.

## MEDIUM

Children who indicated a mix of positive and negative responses to these statements were generally considered to experience a moderate level of self-centeredness.

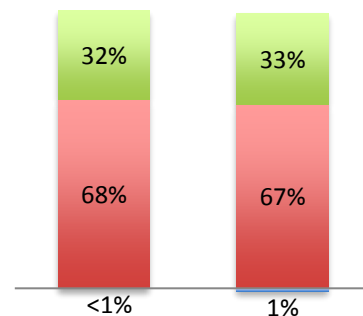
## HIGH

Children who usually indicated that they "really agree" or "agree" with these statements were considered to be more concerned with their own wellbeing than that of others.

*Note: High levels of self-centeredness were considered negative.*

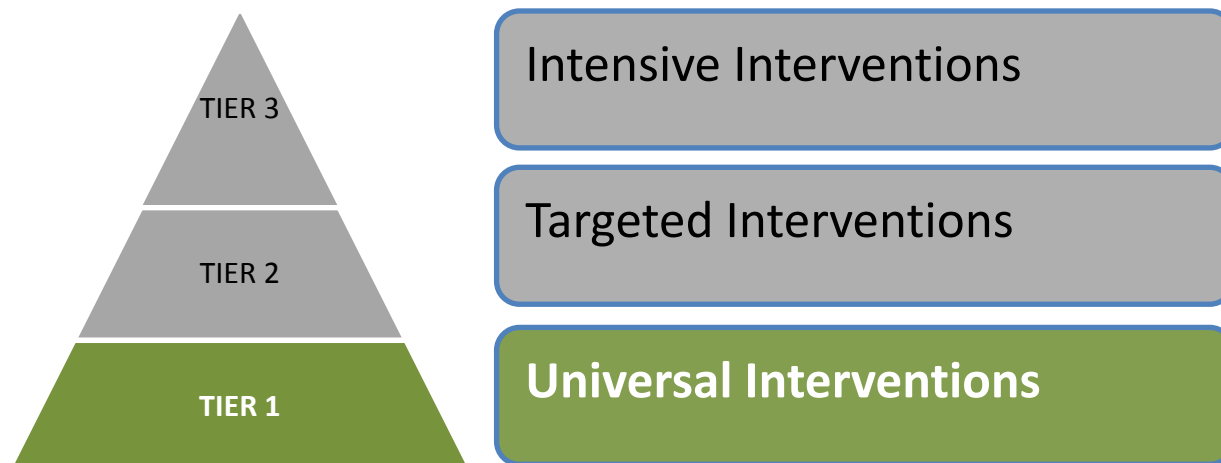
Your School  
2017-2018

All Schools  
2017-2018



## Key take-aways:

- In the spring of 2017, nearly half (47%) of the students at Brantford reported a high level of school bonding, but this number declined in 2018 to about one third (35%).
- Even though the findings are similar throughout all schools, we feel Self-Centeredness is something that needs to be improved, especially when our SOAR motto is founded on Supportive, Inclusive, Respect, and moving away from thinking "ME" to thinking "WE" first.



What is in place to support all students?

### Writing

*6 Traits of Writing program*  
*Writing Power (Adrienne Gear)*  
*WORDS contest*  
*Writing Anchors*  
*Words Their Way*  
*Lessons That Change Writers*  
*Word banks for students*  
*Writer's Workshop*  
*Integrating technology (laptops, SMARTBoards, iPads) with Google being a highly utilized platform for all students*  
*Performance Standards shared with students & parents*

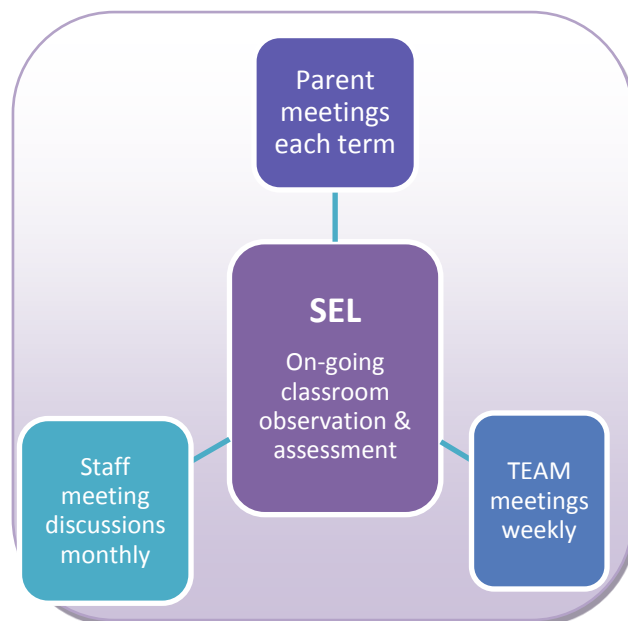
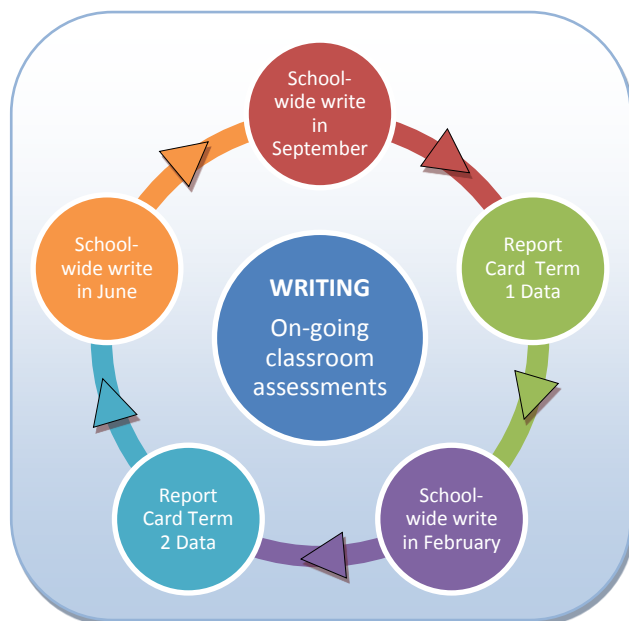
### Social Emotional Learning

Regular class meetings (many involving the school counselor)  
 Restitution  
 Developing attachment through working closely with students & families  
 Providing various adults to help deal with conflicts as they arise  
 FRIENDS program  
 Mind Up  
 Spirit Days  
 Large variety of leadership opportunities and clubs  
 Realistic goal setting

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

- On-going classroom assessments
- Report Card data for Writing (Term 1, 2, and 3)
- School-wide write assessments 2 times/year (Oct & May)
- Writing competitions

- On-going classroom assessment & observation
- Meeting with parents each term to set goals and gauge progress
- TEAM meetings to set programs and plans for identified students
- School Climate Survey



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

### Writing

- Beginning 2 years ago, all staff were provided "6 Traits of Writing" (English) or "La trousse d'écriture" (French)
- Based on School-Wide Writing data, levelled Writing groups were formed school wide which meet 3 days/week (includes Admin, LSS, ELL support)
- Last year we implemented a school-wide writing competition to promote writing
  - Greater use school-wide of pre-planning (graphic organizers, partner talk, etc...)
  - Class discussions pre-writing
- Much greater use of technology (all grades 2 – 7 are using Google Classroom)
- More competitions (WORDS, BCTELA, etc...)
  - Publishing writing
  - Bi-Weekly Newsletters

### Social Emotional Learning

Based on staff discussions, issues brought forth by families, and results found from the School Climate Survey, we have started to target self-regulation and understanding how their actions affect others as the key areas of focus.

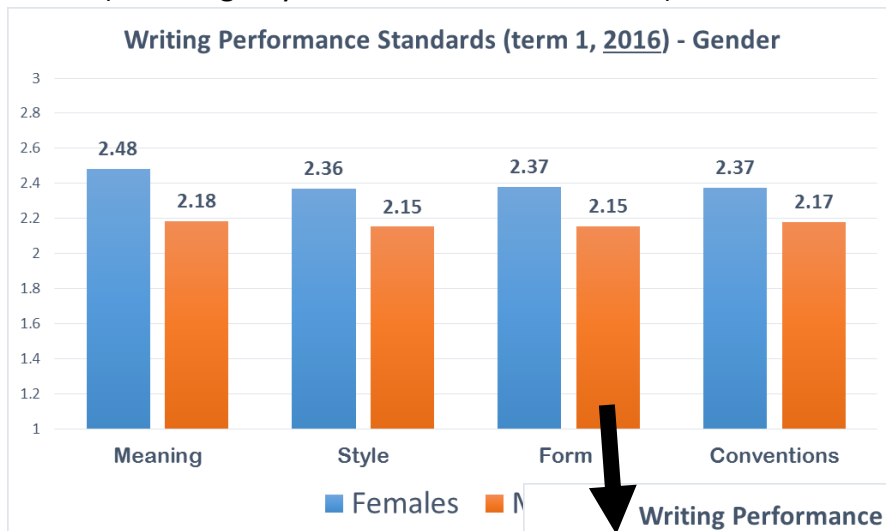
As a result, we've implemented the following strategies:

- Mind Up (2 Primary classrooms)
  - Realistic goal setting following report cards
    - Regular class meetings
    - Second Step Program
- Healthy Hearts, Healthy Minds
  - RULER approach
  - Bi-Weekly Newsletters
- Pro-D and staff meeting focus on SEL and strategies staff can use



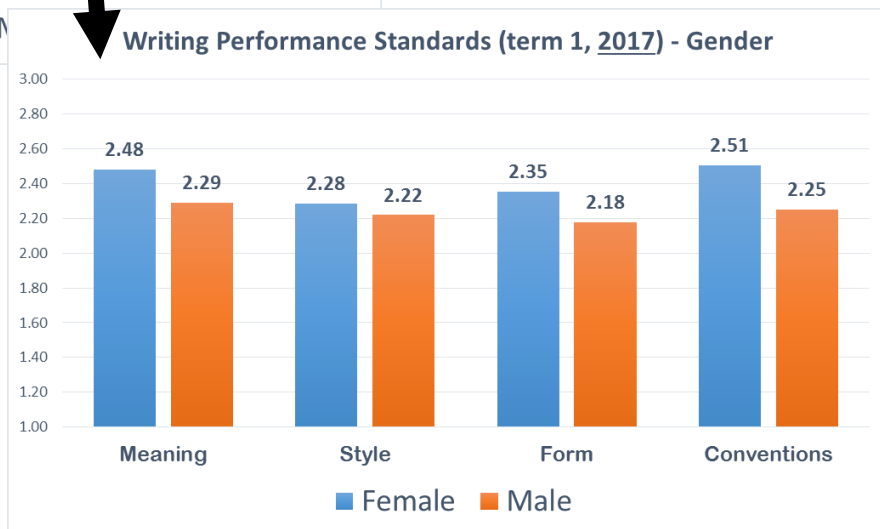
### How is class-wide data informing your next steps?

Based on Performance Standards, the School-Wide Writing assessments indicate that there is no significant variation when it comes to student performance in the 4 Writing Traits (Meaning, Style, Form, and Conventions) as mentioned above.



However, when you separate the data by gender, you can see that last year, there was a larger discrepancy between genders that seems to be shrinking a bit this year. This could be due to the introduction of

“competition”, more information going home about our Writing goal, and the increased use of “pre-writing” activities (all of which has been shown to help male writers especially).



Regarding our Social Emotional Learning Goal, we are very lucky at Brantford to have a student population that, for the most part, is extremely Socially Responsible, Respectful, and Kind. There are very few office referrals, and suspensions and large disciplinary actions are rare to non-existent.

For our SEL goal, assessment for this has been quite a challenge. We have been lucky in the fact that we had the UBC School Climate Survey done (refer to attachment), and we have specifically target self-regulation and understanding the impact our actions and words have on others. As well, a cohort involving the

2018 - 2019

## School Team Visit Form

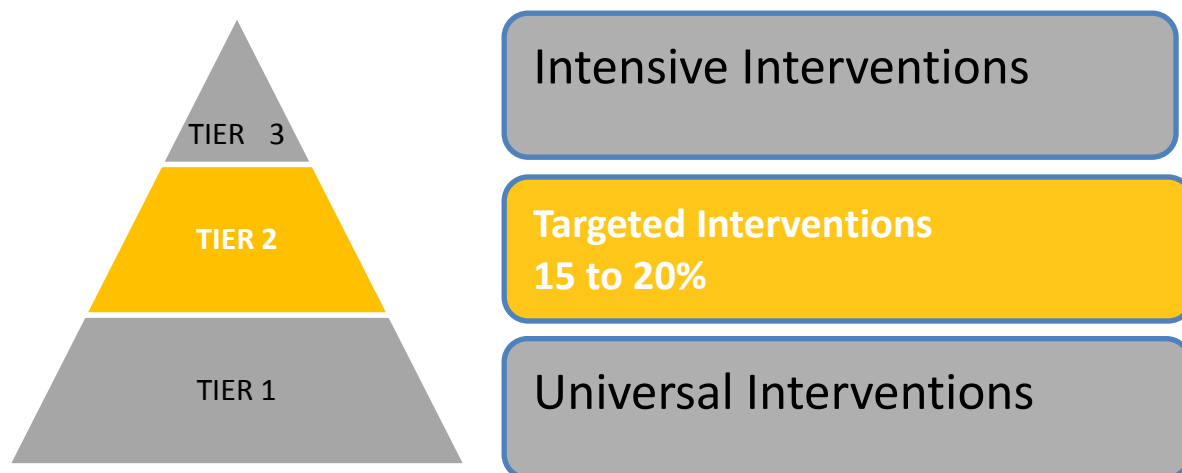


principal, the counsellor, and 2 teachers have been part of the SEL cohort working with Miriam Miller this year.

So far this year, we have been using the results from our School Climate Survey, along with teacher observations to identify students in need of adult support and interventions for things such as anxiety and self-regulation.

### Observations:

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

### **Writing**

Those students (male and female) that have been assessed as Not Yet Meeting and Minimally Meeting Expectations on Writing Performance Standards and or receiving Emerging or Developing on their report cards.

### **Social Emotional Learning**

Those students either identified on the School Climate Survey as “Students that would like help” and those identified as Socially or Emotionally needy by parents and/or staff

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

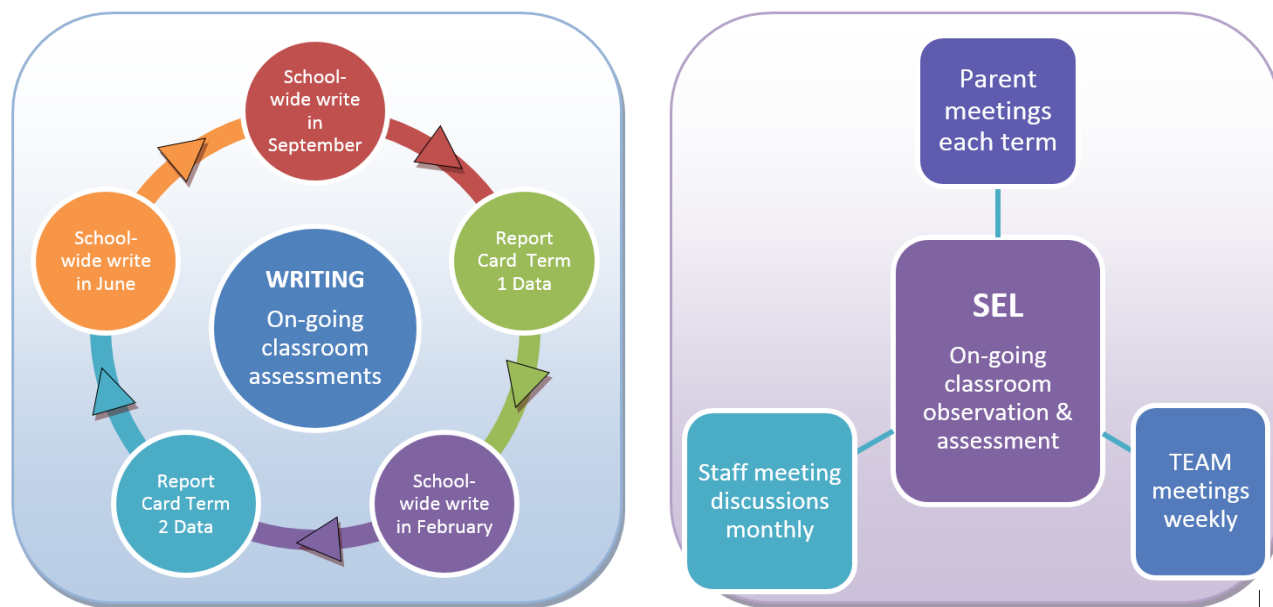
### **Writing**

1. Differentiated instruction at their level (using resources such as “Writing Power”, “Lessons That Change Writers”, “Words Their Way”, “Levelled Literacy Interventions”, “Writing 44”)
2. ELL students also receive regular ELL in class and pull-out support
3. Also receive Learning Support 1 – 2 times/week, usually in small groups
4. Increased use of technology (Speech to Text, Google Docs, etc...)

### **Social Emotional Learning**

1. Those students identified on the School Climate Survey have met with our counselor or principal, and some continue to
2. These students, along with any identified by teachers as “needy”, are often brought to TEAM for extra support and strategies
3. Taught specific breathing strategies to manage and regulate emotions
4. Small social groups run by counsellor

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



For Tier 2 students in Writing, we are following the same format and frequency for monitoring progress as with Tier 1, with the exception that on-going classroom assessments are a little more targeted. In addition, with extra support personnel in place (LSS, ELL, Librarian, and principal), there are more staff members involved in the assessing and monitoring progress (for example, on-going assessment and intensive work with Levelled Literacy Interventions and the 6 Traits of Writing).

Regarding our Tier 2 students and our Social Emotional Learning Goal, again, we use a similar format and frequency for monitoring progress with a more targeted approach that also involves our counsellor. We continue with regular discussions involving the staff to assess the progress being made and if adjustments need to happen. In addition, a portion of each COL (Celebration of Learning) Assembly is devoted to recognizing students for supporting our SEL goals, especially in relation to SOAR. For those students that are struggling at the Tier 2, parent meetings are set up and the students are brought to TEAM.

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

- Students that are progressing well will be moved to Tier 1 universal instruction.
- Similarly, any students that are floundering at Tier 2, will be brought to TEAM to discuss plans that can be put in place to meet the needs of the struggling student. Of course, this discussion would always include our supportive parents.

**Social Emotional Learning**

- Staff continues to build connections with students and encourage them to be more involved in school activities (Intramurals, competitions, Chess Club, Sports teams, Leadership initiatives, YoYo Club)
- We have found that a few students continue to have difficulty self-regulating and self-managing. Our wonderful counselor is forming various social skills groups along with helping in classrooms where this support is warranted

**How is the data informing next steps?****Writing**

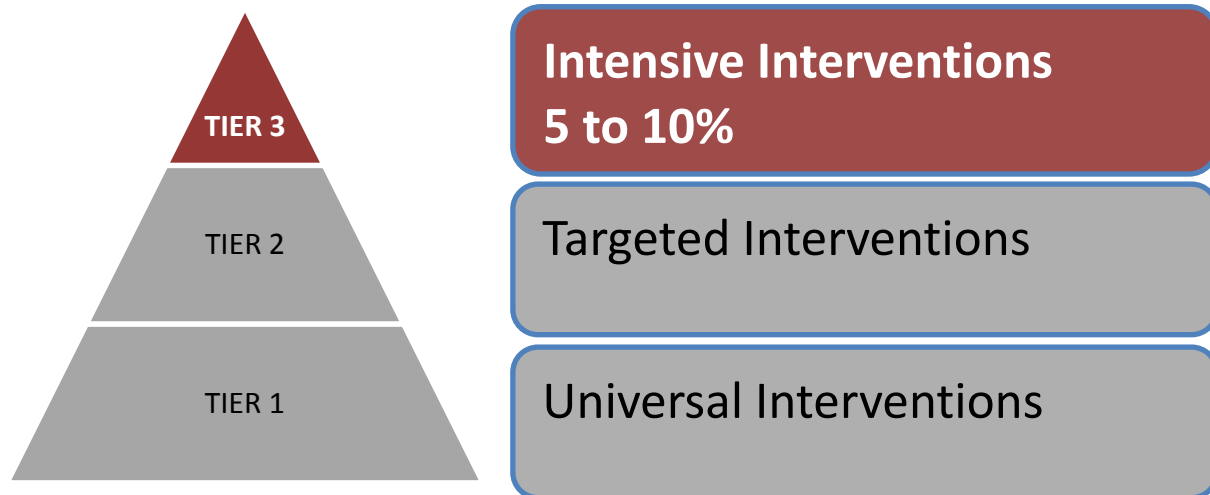
- Our Performance Standard Assessments of our School-Wide Write, along with our Report Card Writing, FSA results, and Writing competitive results, give us a good indication if our Writing initiatives are making a positive impact.

**Social Emotional Learning**

- Although we find parent and staff observations invaluable, the fact that we need to use these observations demonstrates the need for a more comprehensive SEL assessment. We will continue to tweak how we assess and will look into using an online version to involve our parents as well.

**Observations:**

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

### Writing

Any student that is currently found to NYM standards at 2 or more grade levels below their current grade is receiving Tier 3 support, such as:

- Students with special needs that have Individual Education Plans are receiving Intensive Interventions.
- As well, we have level 1 ELL students that are also receiving support daily.
- More recently, we are looking at a handful of younger primary students that are presenting as having difficulty & will need more intense interventions

### Social Emotional Learning

We have a few students needing **on-going** Tier 3 support with our Social Emotional Learning Goal (based on data and observations from parents, teachers, counsellors and learning support staff).

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

- Adjusted EA schedule based on needs
- Regular pull-out and in-class support from LSS/ELL/principal
- Regular assessment and adjustment of IEP goals (each term)
- Providing parents with activities and resources to carry on activities at home
- Levelled Literacy Intervention, RAZZ kids, & Reading Recovery

**Social Emotional Learning**

- Adjust their time table to allow for greater success at school (taking on special projects)
- Adjusted EA schedule based on needs
- TEAM approach involving various staff members and parents
- “Social Skills Group” working on social skill development with counselor

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

Almost all originally identified Tier 3 students have shown noticeable improvement with IEP goals and writing in general (identifying letters, sounds, etc...), but we will continue to implement strategies for continued success.

We have more recently identified some possible students with potential Literacy issues in K and grade 1 that were not originally assessed Tier 3. As a result, we are involved in very early primary interventions to help with writing acquisition.

**Social Emotional Learning**

Simply based on staff and parent feedback, there has been some improvement for the few students receiving intensive interventions. This is thanks, in large part, to a dedicated staff and an extremely supportive parent community.

Will begin to look at providing **more** structured and monitored lunch time activities, leadership opportunities, and opportunities for student success to be celebrated such as the new intramural program introduced this year.

**Observations:**

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**SCHOOL TEAM VISIT SUMMARY REPORT**

**SCHOOL:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Recommendations:**

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**Planning Implications:**

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**Names of the Visiting Team Members:**

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