



## 1. GENERAL SCHOOL STORY:

General Brock Elementary, a small, culturally diverse school located in Vancouver, British Columbia, serves students in Kindergarten to Grade 7. The school is comprised of three buildings – A building is the original Brock School House, B building is home to four classrooms and the C building is where the main office, library and gym are located. The student enrollment for 201-2020 -2021 is 241 students who come from a variety of cultural and socio-economic backgrounds. Projections for the 2021-2022 school year show student enrollment as relatively the same as the 2020-2021 school year.

Approximately ten percent of our students receive English Language support at school. In addition, Ministry Designated students are integrated into the regular classrooms. These students require a wide variety of program supports which are provided by both Resource Teachers and School, Student, Support Workers (SSSWs). A resource team model supports staff and students.

In addition, Brock offers a variety of programs and services to support and enrich student learning. The Reading Recovery Program, an early intervention literacy initiative, addresses children’s reading needs and provides literacy strategies to support student learning. We are a Heart-Mind Well-Being school with all staff committed to helping students develop strong social and emotional skills. Our School-Based Team meets regularly to discuss the learning needs of individual students who have been referred by classroom teachers. To enrich student learning we are fortunate to have the SPEC (Society Promoting Environmental Conservation) Ecological Literacy Program for all classes that take place outside in our Brock gardens and at the Riley Park Community Gardens. In addition, we are part of the Robert Bateman Nature Sketch Program. Students are fortunate to work with an artist from the Robert Bateman Foundation. Nature Sketch “aims to inspire an appreciation of the natural world using a pencil and a sketchbook, offering a cultural lens for exploring the outdoors”. Art lessons take place outside in our outdoor classroom, gardens and neighbouring parks.

A dedicated staff of teachers and support staff work together to provide a strong academic program, social, sports and music education for all students. Our vision of success for learning is that our students become independent, responsible, and confident learners who are willing to take risks, think critically and solve problems peacefully. The school Code of Conduct is “Be Safe”, “Be Fair”, “Be Kind”. Our Code of Conduct provides students and parents with in-depth information regarding expectations and consequences for student behavior.

In addition to the regular Kindergarten to Grade 7 program we are home to four district programs: Elementary Learning Support Program (ELSP), Social Emotional Learning Class (SELCL), Intensive French for Grades 6 and 7 and the Challenge Centre. The two district special education programs support children with learning disabilities and students social and emotional needs. Intensive French offers an accelerated Core French language program in addition to a compacted and enriched curriculum. The Challenge Centre provides a variety of enrichment opportunities for students across the district.

There are a variety of after-school and extra-curricular activities offered for our students which include sports, physical literacy and enrichment programs. Due to COVID-19 these programs have been suspended and/or operate virtually. Brock has developed strong relationships with our community partners; VSB Community Links Team, Little Mountain Neighbourhood House (LMNH) and Tupper Secondary School. These partnerships offer a variety after school programs for students. We also have onsite after school care provided by Brock Junction.

Brock School has been fortunate to have established strong partnerships with our parents, through the Parent Advisory Council. PAC is supportive and actively involved within the school community.

Along with all other Vancouver schools, our school supports the district’s Aboriginal Enhancement Agreement. Throughout the grades, we incorporate Indigenous content in a wide variety of curriculum areas.

GOAL 1: To improve writing skills.

GOAL 2: District-Wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

## 2. WHAT DID WE SEE?

**Indicators and Targets:** Due to the COVID-19 Pandemic, our Fall grade-wide write assessment was deferred until February 2021. In addition to the February grade-wide write, teacher observations, and teacher/student conferencing were used as a baseline to set target goals and measure progress. For students in grades K to 7, grade-wide write assessment data and Communicating Student Learning (CSL) progress reports were used to determine current levels of achievement and progress throughout the year. In the Fall Term, student writing assignments and journals were used to provide a baseline for student achievement. In Term 2, student writing assignments and grade-wide write assessment data was used to measure student progress and success for each student in grades K to 7. The results were then used to serve as indicators, targets and to measure success. The validity of the results are questionable as we do not have Fall 2020 data to compare with our Spring 2021 data and some students' scores ranged in between performance indicators (eg: range between NYM and M or M and FM, M and E). In Spring of 2019 these results were not tallied. However, in February 2021 these results were combined into the NYM, M, FM, E categories. In addition, students have advanced a grade and new Kindergarten students are reflected in the February 2021 data. At the Intensive French grades 6 and 7 level, we have new students from the district joining our school. This information also impacts data as a number of these students are new to Brock and have not been in attendance at the school from Kindergarten to grade 5.

The results below indicate an increase in student performance particularly in the areas of FM and E.

Spring Data March 2019 – Regular Stream including Intensive French grades 6 and 7 students

NYM - 17	Meeting - 47	Fully Meeting - 21	Exceeding - 6
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Winter Data - February 2021 - Regular Stream including Intensive French grades 6 and 7 students

NYM - 11	Meeting - 72	Fully Meeting - 61	Exceeding - 44
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### Support and Activities throughout the year:

- Daily writing instruction and assignments to strengthen students' writing skills (i.e. journals, posters, novel studies, grammar activities, publishing of mini-books, cold writes, writing portfolios)
- Focus on different types of writing (eg: poetry writing, essay writing, basic sentence structure/grammar)
- Technology used to increase student ability and knowledge (i.e. spell check, laptops, iPads)
- A variety of projects were incorporated to highlight student learning and writing (i.e. poetry unit, art projects incorporating writing, book projects, diaramas)
- School-wide bulletin boards showcasing student learning
- Expanded the use of drama
- Enhanced communication within grade groups and discussions focused on the implementation of the new curriculum
- Grammar editing program used in multiple classrooms (Evan-Moor)
- Broadened our use of technology especially in the use of our IPAD's in our reading/writing programs (i.e. online programs – Raz Kids, storybird, typing.com)
- Coordination of resource team support by grade groups
- Enrolling teachers identified students requiring additional writing support
- Students were grouped for small group study and literacy circles
- Regular conversations, formal and informal, amongst teachers (whole group and grade-groups) at meetings regarding school goals, activities, assessment data, identification of areas needing improvement and student growth

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### 3. WERE WE SUCCESSFUL?

- Increase in student engagement in writing tasks
- Teacher observations/daily monitoring of writing samples
- Teacher assessment of quality of student writing (i.e. story writing, journals)
- Increase in the number of students willing to share their writing with their peers and/or publicly (i.e. class presentations)
- Increase the number of teachers working collaboratively with the Teacher Librarian to plan and implement units and teach strategies to further enhance writing skills
- Increase participation in primary teams meetings throughout the year to develop a plan to increase and build writing resources/materials to support programs
- Regular resource team meetings to discuss student progress, support and programming in the areas of literacy/writing
- Resource teachers regularly connecting with teachers to discuss student progress, support and co-teaching activities

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### 3. HOW HAVE WE SHARED?

- MS TEAMS Classrooms
- My Blueprint
- Regular communication with parents (i.e. MS TEAMS Classroom, conferences, email, phone calls, websites, newsletters, twitter, reminder notices, PAC meetings)
- Showcase student work in the school newsletter, Twitter, TEAMS Classrooms
- Communicate student learning and progress (i.e. PAC meetings, staff meetings, primary/intermediate meetings, resource team, SBT)
- Classroom and hallway displays that focus on student writing projects/assignments

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### 4. WHAT ARE OUR NEXT STEPS?

Due to COVID our next steps will involve revisiting our writing goal. The writing goal most likely will not be included in our school plan next year as we have had this goal for three years and feel social emotional learning needs to be addressed school-wide. This year, we have been involved in the Heart-Mind Well-Being (HMWB) Project. Due to COVID we were unable to fully implement the domains of the project and we recognize the importance and need to further develop students' social emotional learning. To foster student growth and achieve further success in the areas of self-management, self-awareness, relationship skills, social awareness and responsible decision-making it is important for us to implement social emotional learning (SEL) school-wide. This includes reactivating our HMWB/SEL committee so that we can work on developing a SEL plan that focuses on school-wide consistency and implementation of school-wide initiatives. This plan may involve ensuring all students have access and exposure to mindfulness education and practice, consistent language using the Zones of Regulation and explicit teaching of SEL programs. Additionally, parent support and education in social emotional literacy will be key to student success. As a staff we will need to meet to discuss how can we improve student demonstration of social emotional competencies using the CASEL Wheel and integrating it with the HMWB domains (Gets Along with Others, Alert and Engaged, Compassionate and Kind, Secure and Calm, Solves Problems Peacefully).

Our possible inquiry question: How does the implementation of SEL programming and the use of common language along with daily mindfulness school-wide improve students' ability to demonstrate social emotional competencies and the HMWB domains?

Suggested Strategies:

- Meet as a team to discuss a focus around school-wide consistency and implementation of school initiatives and consistent language (i.e. CASEL Wheel, HMWB – social emotional learning and related programs)
- Reactivate HMWB/SEL committee with the committee meeting regularly and reporting out to staff
- Develop a SEL scope and sequence for Brock
- Ongoing discussions/ meetings (i.e. Staff Meetings, SAC, primary/intermediate team meetings) to discuss school-wide social emotional learning program implementation with the focus to ensure all students have exposure to mindfulness education and practice daily, consistent language using zones of regulation by all staff and students and explicit teaching of SEL programs, and mindful minutes throughout the day
- Consistent school-wide SEL expectations and consequences
- School-wide indoor mindful eating and snack to develop social skills and healthy living simultaneously
- Increase outdoor experiential learning opportunities with a continuation of SPEC ecological literacy and Robert Bateman Nature Sketch programs for all students
- School staff – Principal, teachers, area counsellor, resource teachers, support workers, SLP connect with one another regularly and set up parent meetings to discuss students' social/emotional well-being, self-regulation difficulties, social emotional literacy
- Parent Education (i.e. PAC presentations -SEL Education, HMWB, CASEL Wheel, SPEC, Nature Sketch, resources regular updates in newsletter, showcase student work, etc)
- SEL experts support staff (i.e. workshops, presentations)
- Second Step Program implemented in all grades
- Stay connected with the HMWB project leaders and staff to help support our work



*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.*

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## 5. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS FOCUS?

- Professional development activities - speakers and district workshops
- Increase use of Indigenous resources/materials in our library collection (i.e. increasing book collection, teacher resources)
- Indigenous student leadership participation in virtual events (i.e. Remembrance Day Assembly)
- Novel Studies (i.e. reading Indigenous stories/novels – Fatty Legs, sharing legends)
- School-wide participation in Orange Shirt Day
- Indigenous Projects (art, novel studies, writing, etc) with work displayed in the hallways
- Teachers embedded Indigenous content in cross-curricular activities
- Sharing of Indigenous perspectives when discussing different issues (i.e. environment and pollution and its impact on plants, animals, river – salmon)
- Teaching units (i.e. Art – totem poles, Artifacts, Coast Salish twining and form line drawing)
- Worked collaboratively with the VSB Indigenous Department on projects (i.e. Drum Making, Drum Beater Workshops)
- First Peoples' Principles of Learning guides teachers in their teaching
- Grades 6/7 classes involved in virtual Lifting Black Voices Youth Conference to learn about anti-racism, Black History, social justice issues

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## 6. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

- Professional development activities - speakers and district workshops
- Indigenous author talk and/or performances (when we can move back into face to face presentations)
- Connect and collaborate with the district Indigenous Team to support Indigenous learning
- Connect with district Indigenous Education Department to work with teachers and classes (eg: special projects, weaving, medicine wheel, etc)
- Indigenous Land Acknowledgement at assemblies
- Provide school-wide opportunities for students (i.e. storytelling, performances, field trips)
- Register classes for events (i.e. Talking Stick Festival, First Peoples' Festival, Children's Festival Indigenous Play)
- Continue to build our Indigenous library collection/resources