

School Education Plan and Results Report 2018-22 Year 1



Mission:

To inspire students to realize their potential through unique opportunities and teamwork in an engaging environment. Brentwood is a diverse community of learners that grows tomorrow's leaders today.

Motto:

Growing tomorrow's leaders today.



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: More students are actively engaged in their learning achieving a minimum of one-year growth in literacy and numeracy. (Priority 1: Goal 2; Outcomes 1, 2)

GOAL 2: Create a respectful learning environment that promotes leadership, global citizenship, and cultural awareness. (Priority 2; Goal 1; Goal 3)

GOAL 3: Student learning is supported through effective parent engagement. (Priority 3; Outcome 1)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Christine Romanko

Assistant Principal: David Roper

Counsellor: Michelle Waddell

Brentwood School Quick Facts:

- Brentwood School opened in 1966. This year we celebrate 53 years of serving our community.
- The school population is currently 448 students.
- Staff includes 25 certificated and 9 support staff.
- The school budget is \$3 168 359 and 96% of the budget is spent on staffing.
- We received \$47 848 in Classroom Improvement Funding that is allocated for counsellor time and Professional Development.

Programming Highlights:

- Brentwood School has two programs—regular and Logos Christian.
- Brentwood is home to two system programs— Generating Occupational, Academic and Life Skills (GOALS). There is a Division 1 class and Division 2 class.

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

Goal 1: More students are actively engaged in their learning, achieving a minimum of one-year growth in literacy and numeracy.

Literacy

--Students showed growth in STAR reading assessment results at the end of the year.

--Two Literacy Lead Teachers had release time and worked with staff by modeling lessons and in servicing them to use various strategies (CAFÉ, Words Their Way, Levelled Literacy Intervention (LLI)) for teaching literacy and meeting student needs.

--All Teachers and Educational Assistants trained to use Levelled Literacy Intervention kits.

Numeracy

--Teachers used the assembled math kits to instruct students.

--Teachers experimented with leveled groupings for math within their grade group.

--Creation and implementation of the math benchmarking kits helped target where students were struggling with numeracy.

Provincial Achievement Test results were very high in all the four core subjects. The number of students in the Excellence category was above Elk Island Public Schools (EIPS) and provincial standards.

Goal 2: Create a learning environment that builds student citizenship and leadership capacity.

Student Leadership & Wellness

--Continued to provide leadership opportunities for our students in the form of clubs and events.

--Assemblies are student run

--Student and staff awareness and support for the Environment Club. The club received recognition for its proactive work collecting fruit and vegetable scraps for the Piggy Pails.

--Student run intramurals under the guidance and supervision of staff.

--Students participated in: Battle of the Books, Science Olympics, Speech Competition, Young Author's Conference, and many Running Club Events.

--'Houses' (cross grade groupings) were implemented and students were able to model positive behavior and leadership during school events.

Goal 3: Increasing knowledge and appreciation among all students and staff of First Nations, Métis, and Inuit cultures.

--Lead teacher provided instruction in all classrooms modeling lessons focused on teaching about the Indigenous culture.

--Continued to work with Elder Wilson Bearhead. We had fewer visits but focused much more on culture and understanding.

--Completed our Project of Heart

--All students participated in a Round Dance to celebrate National Indigenous Peoples Day on June 21.

--Increased student understanding of the history of residential schools in Canada.

--Increased empathy for all cultures.

Goal 4: Student learning is supported through effective parent engagement.

Communication with Parents

--Ongoing, we focused on getting parents to access our website to find information. Website is updated three times a week to stay current.

Connecting to Community

--Continued with the partnership with Sobeys to promote healthy eating.

--Grade 4 Logos students had monthly visits to Silver Birch Lodge to interact with seniors.

--Grade 2 students visited the Clover Bar Seniors Center at Christmas time to sing carols.

--Grade 2 students made jars of cookie ingredients and distributed to our neighbors in the community.

Challenges:

--Decrease in enrolment so the budget is affected, less money to work with.

--Budget decrease effected our counsellor time; we reduced time from 0.7 to 0.4; so there was less support for teachers working with complex students, also less support for parents seeking support.

--Less money for technology, we have not been able to upgrade our technology to the level of some of our neighboring schools due to budget.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

We utilized our Classroom Improvement Funding (CIF) to increase our counsellor time from 0.4 to 0.6.

We also used CIF funding to support Professional Development (PD) of staff. The fund will pay for substitutes so staff can attend outside PD sessions. We will also use these funds for release time so teachers can work with lead teachers and district consultants to improve practice.

-No release time for Lead Teachers.

We have allocated some of our budget to purchase and upgrade technology.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: More students are actively engaged in their learning, achieving a minimum of one-year growth in literacy and numeracy.

Division Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

- Keep up with programs such as Leveled Literacy Instruction (LLI), Words their Way, CAFÉ, Guided reading, Readers Workshop and Writers Workshop, WeeRead/ReadTogether, etc...
- Cross-grade reading groups based on interest and ability
- Using number talks to engage learners
- Continue using guided math, math bench marks, daily three/daily math
- The creation of math groupings
- Utilize the library learning common space to encourage creative endeavors that provide extensions to classroom lessons
- Utilize the materials purchased for Maker Space to encourage creative thinking and student engagement.

Performance Measures:

- Benchmarks (EIPS)—Improvement in scores on Math Intervention Programing Instrument (MIPI) & STAR reading assessments.
- Increased number of students assisted through Leveled Literacy Intervention.
- Lead teachers will co-construct assessment criteria with students
- Evidence of students using math kits.
- Evidence of growth in numeracy and literacy on assessments.
- Evidence that the Learning Common is being utilized.

School Goal 2: Create a respectful learning environment that promotes leadership, global citizenship, and cultural awareness.

Division Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Strategies:

- Continue with student led activities within the school
 - o Snack Shack, Grade 6 leaders, Intramurals led by students; wellness activities led by students, cross grade buddying for reading
 - o Continue wellness activities and partnerships in our houses
- Continue utilizing Elder Wilson and allowing him to come into our classrooms to provide teachings for our students
- Linking Generations—students have the opportunity to work with volunteers (retired community members) on a variety of activities on a monthly basis.

- Invite Constable Leclerc, volunteer RCMP officer, in to do class presentations and assist with school wide celebrations and activities.
- Continue with all of the Wellness activities/Green team experiences
 - o Activities such as MAC Track, Running room games, Piggy Pails, Recycling, etc.
- Continue with enrichment opportunities both within and outside of the school
 - o Battle of the books, Speech competition, Young Authors' Conference, Science Olympics
- Continue inviting members of our community to the school to provide educational experiences to our students—Wee Read Volunteers; Linking Generation volunteers; RCMP volunteer; DARE instructor; ATB
- Acts of service for the community
- Continue with the Indigenous teachings within the classrooms; Indigenous EduKits; visits from Elder Wilson
- Participate in activities promoting cultural understandings of all groups including Indigenous.

Performance Measures:

- Students will express positive feelings about their experience in clubs on surveys.
- Student involvement/leadership is visible
- Fewer discipline issues
- Community members report that they feel welcome in the school.

School Goal 3: Student learning is supported through effective parent engagement.

Division Outcome: Student learning is supported and enhanced through parent engagement.

Strategies:

- Continue the connection with our Parent Council with what improvements need to be funded within the school
- Continue connecting in ways that make it easily accessible for our parent/guardians
 - o E-mails, Remind, Class DOJO, Google Classroom, etc.
- Keep encouraging parent volunteering within the school
 - o Within classrooms, Wellness activities, Assemblies, Chapels, etc.
- Attendance at Parent Teacher Student conferences, Meet the Teacher night, ISP Conferences
- Continue giving as much advanced notice as possible for Parents of events that are occurring within the school
- Become more active on social media; Twitter

Performance Measures:

- Better results in the Accountability Pillar
- More parents complete survey requesting feedback
- More parents are visible in the school
- Increased attendance at school functions

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	BWD	88.7	22.5	87.7	28.8	90.4	19.3	91.8	21.3	89.4	34.8	90	30
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	92.2	19.7		
Mathematics 6	BWD	90.1	28.2	91.8	23.3	84.3	9.6	88.5	18.0	87.9	27.3	90	30
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	80.1	15.3		
Science 6	BWD	90.1	45.1	90.4	35.6	86.7	32.5	90.2	39.3	89.4	45.5	90	30
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	86.7	33.6		
Social Studies 6	BWD	87.3	25.4	87.7	20.5	79.5	14.5	90.2	36.1	89.4	47.0	90	30
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	82.8	25.6		

These results include all students eligible to write the PATs; however, GOALS students are exempt from writing.

Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	BWD					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.1	87.9	90.0	92.7	88.8	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	96.6	95.7	96.3	97.6	98.5	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	96.4	92.5	88.1	95.0	86.5	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	83.2	75.5	85.7	85.5	81.3	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	BWD					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	84.8	82.0	85.4	88.3	83.9	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	98.9	97.1	95.0	98.8	93.8	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	87.1	80.0	79.5	90.0	83.3	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	68.6	68.8	81.6	76.0	74.4	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	74.0

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	BWD					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.8	79.8	70.0	82.6	86.8	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	94.4	92.9	93.8	93.8	92.3	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	57.1	66.7	46.2	71.4	81.3	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	BWD					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.1	90.2	91.9	95.2	96.3	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	99.1	95.4	100.0	97.1	94.9	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	80.4	81.3	78.4	91.7	98.1	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	90.9	94.0	97.3	97.0	94.9	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	BWD					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.8	79.3	83.7	80.7	74.0	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	82.6	82.4	88.2	81.6	71.5	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	80.9	76.2	79.3	79.7	76.6	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	BWD					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.0	81.7	79.4	86.6	76.0	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	77.8	85.7	68.8	82.4	65.4	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	82.4	73.3	76.5	87.5	72.2	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	80.0	86.0	92.9	90.0	90.4	79.4	79.5	79.5	79.5	79.5	81.2	80.7	81.5	81.1	80.2

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	BWD					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.5	82.3	71.5	78.2	77.5	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	89.9	83.6	85.9	96.4	88.4	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	69.1	81.0	57.1	60.0	66.7	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	BWD					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.5	82.3	71.5	78.2	77.5	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	89.9	83.6	85.9	96.4	88.4	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	69.1	81.0	57.1	60.0	66.7	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan:

Parent involvement in this plan started in June 2018 when the administration met with the executive of the School Council to discuss how we could get more parents engaged in the school activities and the Brentwood Elementary School Council (BESC). Our discussion led to an agenda item related to parent involvement at the last meeting of the school year. Parents, staff, and administration at the meeting brainstormed ways to get parents involved. One of the ideas administration presented was getting parent feedback and support for the transitioning of the library to a Learning Commons.

Parents expressed concern about the music room carpet, the risers, and the décor of the room. Due to the age of the carpet, facilities decided to redo the carpeting but when they began work they noticed that the risers were rotting so they disposed of them. Staff suggested fundraising to purchase new risers. Staff organized the second annual Dance Off and the Brentwood Elementary Home and School Association (BEHSA) supported the event by promoting the event and taking care of the fundraising portion. The event was a huge success raising enough funds to replace the risers.

We continued to promote the Wee Read project at School Council and invited parents and community members to come and volunteer to read with kindergarten students. We felt if we got more people into

the school, they would be more aware of what was happening. We had a favorable response to the program and are continuing with the program this school year.

At the September School Council meeting, we discussed the EIPS Three Year Plan and the school board trustees indicated that EIPS will continue with the same goals as their last plan. I also informed parents that we would continue to work on our goals but may 'tweak' them to suit our focus.

The School Education Plan was discussed with the executive and will be presented at the October School Council meeting. In addition, the executive of the Brentwood Elementary School Council (BESC) was invited to the formal presentation of the SEP and results which will occur at the Results Review in November.