

# School Education Plan and Results Report

## 2018-22

### Year 2



**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 454 students.
- Staff includes 24 certificated and 12 support staff.
- The school budget is \$3 168 359 and 95% of the budget is spent on staffing.

### **Programming Highlights:**

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

## **SECTION THREE: School Education Results Report (2018-19)**

### **Areas of School Success**

#### **Literacy**

- Students showed growth in STAR results.
- One teacher in each grade piloted Readers’ Workshop.
- Continued to use LLI to assist students.
- 5 teachers attended the Readers’ Workshop Summer Institute.

#### **Numeracy**

- Teachers provided leveled and small group instruction to students.
- Teachers began using Number talks in their instruction.

#### **FNMI**

- Did some collaboration with Pine Street on our FNMI instruction.
- Students attended a presentation by Dallas Arcand at Pine Street School
- Grade five students participated in a workshop provided by Jacqueline Guest with Pine Street students.
- Students participated in a Circle Dance led by Elder Wilson Bearhead; Pine Street students joined in.
- Activity day to celebrate Indigenous Day on June 21—students participated in ten activities.
- Teachers utilized the Edukits to supplement instruction.

#### **Student Leadership & Wellness**

- Continued to provide leadership opportunities for our students in the form of clubs & events
- Student run assemblies
- Environment 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, Young Author’s Conference, and many Running Club Events.
- Students participated in elementary school tournaments: volleyball, basketball, badminton
- Houses in operation (cross grade groupings) students model positive behavior and leadership during school events.
- Student leaders assisted with hot lunch program, assisting parents with delivering food to classes.
- Students took an active role in fundraising with the School Council—raised over \$11 000 to purchase mats for the gym.

### Leadership Capacity

—Staff continue to take on Leadership Responsibilities-Literacy Leads have presented to staff in other schools; teachers/counsellor volunteered for system committees

--Two staff currently enrolled in master's programs

### Communication with Parents

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

-Weekly email to update parents.

-Brentwood is active on all different types of social media (Facebook, Twitter, Instagram) to keep parents informed

### Connecting to Community

-Several classes involved in the Linking Generations Program—seniors volunteer in the classrooms.

-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.

-Welcomed neighbors to our Winter Celebration—people from the neighborhood came to check out our outdoor activities and we invited them to come in and join the indoor activities.

### 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
- Cross-grade reading groups based on interest and ability
- Some teachers attended the Readers' Workshop Summer Institute to increase knowledge
- 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
  - Snack Shack, Grade 6 leaders, Intramurals led by students; wellness activities led by students, cross grade buddying for reading
  - Continue wellness activities and partnerships in our houses
- Continue utilizing Elder Wilson and welcoming 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
  - Activities such as MAC Track, Running room games, Piggy Pails, Recycling, etc.
- Continue with enrichment opportunities both within and outside of the school
  - 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.
- Continue to have students participate in elementary tournaments for volleyball, basketball, and badminton.
- Continue to host the elementary badminton tournament.
- Students continue to assist parents with the hot lunch program by delivering and distributing food to the classrooms.
- Students continue to support fundraising efforts of the School Council.

**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
- Host some community based events at the school—ie movie night, literacy night, numeracy night, etc.
- Continue connecting in ways that make it easily accessible for our parent/guardians
  - E-mails, Remind, Class DOJO, Google Classroom, etc.
- Keep encouraging parent volunteering within the school
  - 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, Instagram, Facebook

**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)											
		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	88.5	9.8
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	92.2	19.7	83.2	17.8
Mathematics 6	BWD	90.1	28.2	91.8	23.3	84.3	9.6	88.5	18.0	87.9	27.3	86.9	36.1
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	83.1	18.5
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	80.1	15.3	71.6	14.8
Science 6	BWD	90.1	45.1	90.4	35.6	86.7	32.5	90.2	39.3	89.4	45.5	88.5	42.6
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	89.5	42.2
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	86.7	33.6	77.4	29.2
Social Studies 6	BWD	87.3	25.4	87.7	20.5	79.5	14.5	90.2	36.1	89.4	47.0	88.5	29.5
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	84.8	32.1
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	82.8	25.6	76.1	25.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.9	90.0	92.7	88.8	92.5	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	95.7	96.3	97.6	98.5	96.0	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	92.5	88.1	95.0	86.5	96.2	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	75.5	85.7	85.5	81.3	85.1	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	BWD					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.0	85.4	88.3	83.9	84.8	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	97.1	95.0	98.8	93.8	94.4	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	80.0	79.5	90.0	83.3	87.5	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	68.8	81.6	76.0	74.4	72.4	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	74.0	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.8	70.0	82.6	86.8	77.3	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	92.9	93.8	93.8	92.3	88.0	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	66.7	46.2	71.4	81.3	66.7	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

### Overall School Culture Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	BWD					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.2	91.9	95.2	96.3	89.9	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	95.4	100.0	97.1	94.9	97.3	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	81.3	78.4	91.7	98.1	75.5	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	94.0	97.3	97.0	94.9	96.7	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	79.3	83.7	80.7	74.0	79.6	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
<b>Teacher</b>	82.4	88.2	81.6	71.5	76.4	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
<b>Parent</b>	76.2	79.3	79.7	76.6	82.8	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	81.7	79.4	86.6	76.0	81.9	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
<b>Teacher</b>	85.7	68.8	82.4	65.4	76.0	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
<b>Parent</b>	73.3	76.5	87.5	72.2	81.3	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
<b>Student</b>	86.0	92.9	90.0	90.4	88.3	79.5	79.5	79.5	79.5	82.7	80.7	81.5	81.1	80.2	79.4

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	BWD					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	82.3	71.5	78.2	77.5	70.8	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
<b>Teacher</b>	83.6	85.9	96.4	88.4	90.2	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
<b>Parent</b>	81.0	57.1	60.0	66.7	51.3	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

## 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	82.3	71.5	78.2	77.5	70.8	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
<b>Teacher</b>	83.6	85.9	96.4	88.4	90.2	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
<b>Parent</b>	81.0	57.1	60.0	66.7	51.3	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

#### 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.

In 2019, we directed fundraising toward upgrading our gymnasium by purchasing new mats. The new mats are mounted on the walls using Velcro strips. Facilities painted our gym and gave it a new fresher look.

Staff work with our school council members to promote and support events sponsored by the Fundraising Society like the Dance Off, Spring Dance and Brentwood in Motion. This year we hope to host more community based events so we can invite our families into the school more often.

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.