



SCHOOL EDUCATION PLAN



SCHOOL: Brentwood Elementary

PRINCIPAL: Garry Russell

STAFF FTE		BUDGET	
Certificated	21.80	Salaries	\$2,818,880
		SES	\$120,309
		Total	\$2,939,189
		surplus	\$31,148

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote growth and success for all students
2. Enhance high-quality learning and working environments
3. Enhance public education through effective engagement

SCHOOL PROFILE AND CONTEXT

Brentwood School Quick Facts:

- The school population is currently 401 students.
- Staff includes 24 certificated and 10 support staff.

Programming Highlights:

- Brentwood School has three programs—Regular, Logos Christian, and GOALS.
 - LOGOS student numbers:



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- Grade 1 - 17 students
- Grade 2/3 combined - 25 students
- Grade 3/4 combined - 25 students
- Grade 5/6 Combined - 28 students
- Generating Occupational, Academic and Life Skills (GOALS)
 - 31 students
 - 3 classes each staffed with a teacher and an educational assistant
 - One class has two educational assistants
- Brentwood School is home to 34 First Nations Metis and Inuit students and 9 English Language Learners.



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EIPS PRIORITY: Promote growth and success for all students

SCHOOL GOAL: By building common language strategies, students will demonstrate growth in their reading and writing assessments during the school year.

STRATEGIES:

- Continue with programs such as Leveled Literacy Instruction (LLI), Words their Way, CAFÉ, Guided Reading, Book Clubs, Heggerty, Phonemic Awareness and Writers Workshop
- Cross-grade reading groups based on interest and ability
- Utilize the library learning common space to encourage creative endeavors that provide extensions to classroom lessons
- Teachers record on student tracking sheet that is reviewed regularly
- Benchmarking striving students using Fountas and Pinnell. Providing targeted Educational Assistant supports based on data from benchmarking.
- Writers Workshop program used in all Div. I classrooms. Teachers are supported through professional development provided by Heather Balog and Chrissy MacQuarrie . This program supports those students who are below grade level and challenges those who are above grade level.
- Brentwood runs a Literacy Intervention Pull Out Program. Students are identified for the program based on their STAR results and their guided reading levels. Students are placed into small groups and receive pull out instruction in LLI once a week for an 8 week treatment block.

MEASURES:

- Benchmarks (EIPS)—Improvement in scores on the STAR reading assessments.
- Increased number of students assisted through Leveled Literacy Intervention.
- Teachers will co-construct assessment criteria with students
- Evidence of growth in writing on assessments.
- STAR assessment
- Diagnostic reading assessment

RESULTS: (To be added for Results Review)



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EIPS PRIORITY: Promote growth and success for all students

SCHOOL GOAL: By using multi pronged assessments, teachers will implement targeted strategies so all students can demonstrate one years growth in numeracy.

STRATEGIES:

- Using number talks to engage learners
- Guided math, math benchmarking, daily-three/daily-math
- The creation of math groupings
- Utilize the materials purchased for Maker Space to encourage creative thinking and student engagement in STEM project based learning.
- Use of inquiry projects; framing assessments for real world applications
- Teachers record on student tracking sheet that is reviewed regularly
- Math benchmarking (CSL) each term
- Number talks used by all teachers in Div. I. Focus will be on training and supporting Div. II. teachers in number talks. All teachers have been provided with the Number Talks – Whole Number Computation book. Teachers will use the book as a resource for teaching Number talks. This program supports those students who are below grade level and challenges those who are above grade level.
- During staff meetings and professional development days, Barb Percy and our school numeracy lead, Darlene Shield will provide strategies for teachers to use when teaching numeracy.

MEASURES:



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- Assessments from math benchmarking kits all 3 terms
- MIPI assessment
- Evidence of growth on teachers formative and summative assessments

RESULTS: (To be added for Results Review)

EIPS PRIORITY: Enhance high-quality learning and working environments

SCHOOL GOAL: By supporting our students' mental health with mindfulness practices, social emotional learning (SEL) and trauma-informed classrooms, students at Brentwood will demonstrate more resiliency and self-regulation during the school day.

STRATEGIES:

- All teachers are accessing our Mental Health Capacity Wellness Coach and collaborating with them in delivering an SEL program
 - teachers are modelling the emotional literacy language and approaches used by our Wellness Coach
 - common SEL language across DIV 1 and DIV 2
- Building teacher capacity by providing PD at staff meetings and during professional development days for teachers on:
 - mental health literacy
 - benefit and implementation of mindfulness practices in their classroom
 - trauma informed classrooms and teaching strategies as universal best practices for all of our students

MEASURES:

- Using the pre/post survey from the SEL programs our Wellness Coach uses with our classes
- Surveys of:
 - parents
 - school staff
 - students



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- Accountability survey
- Attendance reports
- Office referrals
- Data collected by school counsellor re: frequency and nature of counselling sessions

RESULTS: (To be added for Results Review)

LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
✓	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g. Lead teacher; Instructional coaching , literacy/ numeracy assessment, small group student support.</p> <p>Identify your plan for FTE and how this will address learning gaps.</p> <ul style="list-style-type: none"> - AP and Counsellor FTE used to relieve teachers - teachers provide small group literacy/numeracy support for at-risk students - counsellor will create tracking sheet with student, STAR, MIPI and number of interventions received by student - counsellor will follow up with teacher and student re: academic progress based on interventions received 	\$16 945.00



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	<ul style="list-style-type: none"> - counsellor will participate in striving-learner meetings with admin to discuss interventions provided for at-risk students 	
		Total Allocated \$16 945.00

SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
<input checked="" type="checkbox"/>	<p>Hiring of additional teacher FTE (e.g. increasing the FTE of FSLW or Counsellor) to enhance the support for students</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students.</p> <ul style="list-style-type: none"> - counsellor’s FTE will be increased - counsellor will provide small psychoeducational groups re: anxiety, social skills training, self-regulation skills, healthy coping skills and resiliency - counsellor will provide 1-on-1 support for students who are at-risk - counsellor will meet with families to provide holistic support in collaboration with community resources 	\$11 630.00



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	<ul style="list-style-type: none">- counsellor will provide professional learning for staff re: trauma-informed classrooms, mindfulness training, and mental health literacy	
		Total Allocated \$11 630.00