



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Brentwood Elementary

PRINCIPAL: Garry Russell

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

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 400 students.
- Staff includes 22 certificated and 9 support staff.

Programming Highlights:

Brentwood School has three programs—Regular, Logos Christian, and GOALS.

- LOGOS student numbers:
 - o Kindergarten – 6 students.
 - o Grade 1/2 combined - 19 students.
 - o Grade 2/3 combined - 20 students.
 - o Grade 4/5 combined - 27 students.
 - o Grade 5/6 Combined - 26 students.
- Generating Occupational, Academic and Life Skills (GOALS):
 - o 26 students.
 - o 3 classes each staffed with a teacher and an educational assistant.
- Brentwood School is home to 16 First Nations Metis and Inuit students and 5 English Language Learners.



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SCHOOL GOAL 1:

Build common language strategies which will improve student results on the STAR as well as one year's growth in reading and writing. Data will be collected in October, January and June.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 3 Enhance High-Quality Learning and Working Environments; Quality Infrastructure for All.

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

STRATEGIES:

- Continuing 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.
- Utilize the library learning common space to encourage creative endeavors such as Makerspace kits that provide extensions to classroom lessons.
- Teachers record assessment data on student tracking sheets that are reviewed regularly.
- Benchmarking striving students using the RRST and DRT. Providing targeted Educational Assistant support based on data from benchmarking.
- Writers Workshop program used in all Div. I and II classrooms.
- Teachers are supported through professional development provided by Supports For Students.
- Literacy Intervention Pull Out Program in Div. I. Students are identified for the program based on their STAR, RRST (Reading Readiness).
- Screening Tool) assessment, teacher recommendations and their guided reading levels.
- Striving students in Div. II will complete the DRT-2 assessment to assess areas they require support in.

MEASURES:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: language and communication.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.



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SCHOOL GOAL 2:

By using multi-pronged assessments and instruction, teachers will implement targeted strategies so all students can demonstrate one year's growth in numeracy. Data will be collected in October, January and June.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 3 Enhance High-Quality Learning and Working Environments; Quality Infrastructure for All.

STRATEGIES:

- Guided math, daily-three/daily-math, fluency kits, vertical surfaces.
- 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 assessment data on student tracking sheets that are reviewed regularly.
- Star Math assessments on all students before each term report.
- Number talks used by all teachers in Div. I and II. 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.
- Supports for Students will provide professional development for teachers during staff meetings and professional development days.

MEASURES:

- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.



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SCHOOL GOAL 3:

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

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 2 Goal 3 Enhance High-Quality Learning and Working Environments; Quality Infrastructure for All.

STRATEGIES:

- All teachers are accessing our Mental Health Capacity Builder and collaborating with them in delivering an SEL program:
 - o teachers are using emotional literacy language and approaches used by our Mental Health Capacity Builder 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:
 - o mental health literacy.
 - o benefit and implementation of mindfulness practices in their classroom.
 - o trauma informed classrooms and teaching strategies as universal best practices for all our students.

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 my school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of families satisfied with the special support their child receives at school.
- Social-Emotional Competency Short Form Assessment - Students complete a self-assessment on their social/emotional skills.