

School Education Plan and Results Report
2015-2018
Year 1



Motto

Great happens here!

Mission

Through a positive, child-centred approach, Brentwood School strives to educate the whole child to be a caring, responsible citizen, and a lifelong learner.

SECTION ONE – School and Division Goals

Set three SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals for the 2015-2016 school year (reference the Division's priority number and outcome that the goal supports).

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; outcomes 1,3)

GOAL 2: Create a learning environment that builds student citizenship and leadership capacity. (Priority 2; outcomes 1,3)

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.

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: Paul McKay

Counsellor: Corey Kropp

Brentwood School Quick Facts

- Brentwood School opened in 1966; this year we celebrate 50 years of serving our community.
- The school population is currently 490 students.
- Staff includes 27 certificated and fourteen support staff.
- The school budget is \$3 485 049 and 95% of the budget is spent on staffing.

Programming highlights:

- Brentwood School has two programs—regular and Logos Christian.
- Brentwood is home to two system programs—PALS and GOALS.
- Brentwood School is a Leader in Me school so our staff and students are trained in the 7 Habits of Highly Effective People. We work hard to be positive community leaders.

SECTION THREE: School Education Results Report (2014-2015)

What were the greatest challenges faced in 2014-2015?

Our greatest challenge faced in 2014-15 was a decrease in enrolment. Our enrolment decreased by 20 students and so we had less money in our budget. We cut one teaching position and formed a 2/3 combined class. During the year, our enrolment increased by ten students, mostly in the grade two and three area so we had large numbers in our grade 2, 3, and 2/3 classes.

Another challenge that we faced was the number of complex students in our school. In addition to students in system program classes, we have a number of students included in the regular classroom. Teachers often feel that they are not trained to deal with the complexity of needs in their classrooms. As an administration team we do try to support teachers by keeping the class sizes small so teachers can provide support. We also piloted the new ISP form last year which gave our teachers the opportunity to work through the new format with support from central office. In addition, we did provide staff with Professional Development opportunities and coaching. We also try to utilize the knowledge of our consultant; however, this is an area that is of concern because we feel that our staff needs more training and support.

A third concern we have is dealing with increased mental health issues in the school. We have many students who are experience anxiety and depression. Our counsellor is a wonderful resource and support for students, staff, and parents but we struggle to provide support for these families.

How, and to what degree, did those challenges impact planning for 2015-2018?

Although our enrolment did increase throughout the year; we did see a decrease in enrolment in our kindergarten for this school year. Currently, we have small classes in kindergarten and will graduate a large grade six class so our enrolment will drop again (by close to 20 students). We are situated in an older area and have more of a transient population so we will be faced with difficult decisions in the upcoming year.

In terms of meeting the needs of our complex students, we continue to have concerns. Our counsellor and consultant have been assisting teachers in the preparation of ISPs but we feel that we need to provide additional support in the form of Professional Development. The challenge is that we have a few dedicated days for professional development and many areas to address. The fall professional development days (Aug. and Oct.) were dedicated to the new report card and assessment because we are a pilot school. The next opportunity we have for in-service as a staff is in the spring.

Mental health issues continue to be a concern as we struggle to provide support for the students and their families. Our counsellor has set up some student groups and is providing some strategies to students but time is limited because she works part time at our school. We have access to community services in the form of Family Support Workers but sometimes getting families to access the support is a challenge.

In this section, list your goals. Your school goals must be linked to ONE of EIPS Outcome statements. Detail no more than 3 strategies per goal. Focus on the efficacy of the strategies. List the performance measures that you will use evidence of progress. All data tables will remain in Section Five.

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

Strategies:

- PLCs work on planning more engaging lessons and assessments.
- Greater collaboration between grade groups.
- Benchmark assessments at the beginning and end of the year.
- Collaborative marking to ensure consistency for the new report card

Performance Measures:

- Benchmarks (EIPS)
- Common summative assessments

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

Division Outcome: Our learning and working environments are welcoming, caring, and safe.
All staff and students have the opportunity and are supported in increasing their professional and leadership capacities.

Strategies:

- Lighthouse Committee (adults) work with the Lighthouse Club (students) to ensure that all students have opportunities to be involved in school activities.
- Role modeling by students for students.
- Digital Citizenship focus on instructing students what responsible digital citizenship is (modeling responsible use of technology, session from Saffron on safe internet use, teachers learning and exploring the use of Minecraft in their instruction).

Performance Measures:

- Students express positive feelings about their experience in clubs when surveyed.
- Student involvement/leadership is visible
- Behaviour of students is tracked (fewer discipline issues)

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

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

Strategies:

- Special Events in classrooms and in the school.
- Informing parents in a variety of ways: Remind App; e-teacher pages; website; email; agenda
- Invite more Parents to Volunteer: health & wellness; running club; classroom; Brentwood in Motion; input into the transitioning of the library in to a Learning Commons.

Performance Measures:

- Better results in the Accountability Pillar
- 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	
		2011		2012		2013		2014		2015	2015		
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Brentwood	90.7	16.0	93.5	22.6	85.1	12.2	89.7	22.1	94.1	30.9	96	33
	EIPS	92.7	23.4	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	91.4	21.5		
Mathematics 6	Brentwood	80.0	29.3	90.3	33.9	82.2	23.3	91.2	27.9	98.5	25	100	27
	EIPS	85.2	26.4	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	80.7	15.5		
Science 6	Brentwood	86.7	34.7	90.3	35.5	83.6	31.5	91.2	45.6	98.5	38.8	100	40
	EIPS	88.4	37.9	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	84.6	28.1		
Social Studies 6	Brentwood	80.0	22.7	85.5	25.8	83.6	20.5	88.2	25.0	94.1	22.1	96	24
	EIPS	82.7	26.9	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	77.7	20.1		

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.															
	Brentwood					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	87.4	91.5	92.8	92.1	87.9	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	94.3	100.0	98.3	96.6	95.7	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	91.6	89.4	97.5	96.4	92.5	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	76.4	85.0	82.5	83.2	75.5	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	Brentwood					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.3	83.5	87.6	84.8	82.0	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	96.9	100.0	100.0	98.9	97.1	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	86.3	79.4	86.3	87.1	80.0	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	60.7	71.2	76.5	68.6	68.8	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

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.															
	Brentwood					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	86.1	70.0	75.0	75.8	79.8	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	100.0	83.3	100.0	94.4	92.9	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	72.2	56.7	50.0	57.1	66.7	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Overall School Culture Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	Brentwood					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	89.9	95.1	94.1	90.1	90.2	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	100.0	100.0	100.0	99.1	95.4	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	81.4	87.5	87.5	80.4	81.3	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
Student	88.2	97.9	94.8	90.9	94.0	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4

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.															
	Brentwood					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	84.1	88.3	85.3	81.8	79.3	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	91.1	95.8	89.6	82.6	82.4	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	77.1	80.8	81.1	80.9	76.2	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

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.															
	Brentwood					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	91.6	86.4	79.5	80.0	81.7	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	100.0	83.3	66.7	77.8	85.7	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	94.7	84.4	86.7	82.4	73.3	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	80.0	91.4	85.3	80.0	86.0	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	Brentwood					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	82.1	84.0	75.1	79.5	82.3	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	100.0	100.0	90.0	89.9	83.6	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	64.2	67.9	60.3	69.1	81.0	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Parent involvement in this plan started in June when the administration met with the executive of the Parent Council to discuss how we could get more parents engaged in the school activities and parent council. 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.

At the September Parent Council meeting, we discussed the EIPS Three Year Plan and the focus on literacy and numeracy. Parents also told the administration they were pleased to see that we would continue to focus on student leadership and would continue to support the Leader in Me initiative.

The School Education Plan was discussed with the executive and will be presented at the October Parent Council meeting. In addition, the executive of the Parent Council was invited to the formal presentation of the SEP and results which will occur later.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.