



SCHOOL EDUCATION PLAN FOR THE 2024-25 SCHOOL YEAR

SCHOOL: Brentwood Elementary

PRINCIPAL: Cherum Orr, Acting for Bill Schlacht

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centered 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 445 students.
- Staff includes 22 certificated and 12 support staff.

Programming Highlights:

Brentwood School has three programs—Regular, Logos Christian, and GOALS (Generating Occupational, Academic and Life Skills).

- LOGOS student numbers:
 - Kinder - 12
 - Grade 1 - 22
 - Grade 2 - 12
 - Grade 3 - 18
 - Grade 4 - 31
 - Grade 5 - 23
 - Grade 6 - 30
- Generating Occupational, Academic and Life Skills (GOALS)
 - 34 students
 - 3 classes each staffed with a teacher and an educational assistant
- Brentwood School is home to 36 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: Implement targeted strategies and informed practices for continued growth in reading and writing

STRATEGIES:

- Complete Baseline Writing Assessments within the first two weeks of September, Grades 1-6.
- Participate in the EIPS Writing Assessment Pilot Program in conjunction with Literacy Consultants
- Dedicating PL time to collaborate about writing exemplars and single point rubric assessment and triangulation of data
- Utilize literacy tools such as Jennifer Serravallo's Writing and Reading Strategies, Tim Rasinski's Mega Book of Fluency, Words their Way, Writer's and Reader's Workshop, Heggerty, UFLI, Fountas and Pinnell, EIPS Created Literacy Resources
- Leveled Literacy Instruction (LLI), book clubs, and guided reading as supports for small group instruction.
- Genre, decodable, and leveled book carts for grades 1 to 6
- When necessary, the DRT-2 and the RRST will be used to assess students to inform needed supports.

MEASURES:

- STAR reading assessments.
- English Language Arts and Literature PAT (Provincial Achievement Tests) results
- ECS EYE-TA
- The percentage of families who agree the literacy skills their child is learning at school are useful (Assurance Survey Alta Ed)
- The percentage of families who agree their child is demonstrating growth in literacy (EIPS Survey)
- Fountas and Pinnell
- DRT-2, RRST, and GoA Assessments (LeNs and CC3)
- EIPS Baseline Writing Assessments
- EIPS Term Writing Assessment

RESULTS:

STAR Literacy Data: See data package for results

Language Arts PAT results: See data package for results

EYE-TA (Early Years Evaluation Teacher Assessment) Data: See data package for results

94% of parents/caregivers agree that the literacy skills their child is learning at school are useful (Assurance Survey Alta Ed)

93% of parents/caregivers agree their child is demonstrating growth in literacy (EIPS Survey)



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The results reflect progress toward our objective of improving student results on the STAR as well as one year's growth in writing. The goal was to support all students' growth in literacy.

In the 2022-23 school year, staff had access to a broad range of assessments and data, aiding in identifying student struggles and specific skills requiring attention within small group instruction. Staff placed data on a Student Data Tracking Sheet that included the following:

- STAR reading and Guided Reading Levels, RRST (DIV 1), DRT (DIV 2), DRA on students in the red.

This data proved invaluable in helping teachers plan effectively.

STAR literacy data results showed an average of 1.1 years growth. The Language Arts Provincial Achievement Test results showed progress from the previous year. 100% students met the acceptable standard (Province 90.4%), while 22.2% of students achieved the standard of excellence (Province 22.3). 94% of parents/caregivers agree that the literacy skills their child is learning at school are useful (Assurance Survey Alta Ed). 93% of parents/caregivers agree their child is demonstrating growth in literacy (EIPS Survey). These achievements can be attributed to the hard work and dedication of our staff. Our school focused on small group instruction, Writers Workshop, Up The Ladder, and Phonics instruction. Book carts were purchased for division I classes that have leveled books for students to read. District literacy consultants lead some of our professional development days focusing on the new curriculum, Up The Ladder and Writers Workshop.

Brentwood staff participated in the early years literacy initiative and the middle years literacy initiative. Additionally, all staff attended professional development sessions on the new curriculum. These professional development sessions specifically targeted literacy and reading pedagogy, enhancing teacher skills, and directly impacting student learning.

The EYE-TA data and kindergarten RRST screeners helped us to identify students who would require extra support and informed our class placements and planning for the 2023-2024 school year.

Staff were surveyed to see what areas in literacy they would like support in. Most staff stated they would like support in teaching students how to write fiction and non-fiction. To address this, we have consulted with our district literacy consultant and have scheduled her to provide professional development at our December staff meeting. In January and February, literacy consultants will work with teachers in grade groups to support them in teaching writing. Substitutes will be provided during grade group meetings to provide teachers collaborative time with the consultants.



SCHOOL EDUCATION PLAN FOR THE 2024-25 SCHOOL YEAR

EIPS' PRIORITY: Promote growth and success for all students

SCHOOL GOAL: Implement targeted strategies and informed practices for continued growth in numeracy.

STRATEGIES:

- The utilization of Guided math, daily math, math groupings and other strategies to provide differentiated instruction and support for students.
- The utilization of VNPS, Math Fact Fluency kits, number talks, and other strategies to create thinking classrooms in math.
- Uses of multimodal learning opportunities such as the use of manipulatives, online applications, math journals, games, and hands-on activities to increase learning and engagement.
- Professional Learning to support new curriculum during staff meetings, professional learning days, classroom visits with consultants, and school-based numeracy leads.

MEASURES:

- The percentage of students who demonstrate one year of growth in: STAR Math.
- Evidence of growth on teacher's formative and summative assessments
- The percentage of families who agree the numeracy skills their child is learning at school are useful (Assurance Survey Alta Ed)
- The percentage of families who agree their child is demonstrating growth in numeracy (EIPS Survey)
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT

RESULTS:

Growth in STAR Math assessments done in fall and spring: See data package for results

Evidence of growth on teacher's formative and summative assessments:

Math PAT results: See data package for results

88% of families agree the numeracy skills their child is learning at school are useful (Assurance Survey Alta Ed)

90.67% of families agree their child is demonstrating growth in numeracy (EIPS Survey)

Brentwood continues to show excellent achievement on the Provincial Achievement Tests with 98.1% of students who wrote both parts achieving the acceptable standard (province 76.9%) and 34.6% achieving the standard of excellence (province 18.8%).



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Our STAR math results show an average of 0.9 years growth. With the adoption of STAR math this year, teachers began to look at the data available from this assessment to help inform their practice, group students into small groups, and tailor instruction to meet the student needs. We will continue to build on refining how to use this data this year through sessions at staff meetings and collaborative groups.

Along with the excellent PAT results for Numeracy and positive STAR Math results, our parents also expressed a high degree of confidence when answering the district survey question: My child's demonstrating growth in numeracy, where 90.67% of parents responded positively.

Our Alberta Government Assurance measures indicated that 88% of parents said that the numeracy skills their child was learning at school are useful. While this number is a reduction from the previous year of 100% it is the result of 1 individual disagreeing and 1 indicating they do not know.

100% of teachers report that they are using Number Talks regularly in class as part of their formative assessments, and 88% are using small group instruction to meet the individual needs of their students.

As part of our professional learning last year, we had our numeracy consultants come out and work with our teachers on using Vertical Non-permanent Surfaces (VNPSs). 76.5% of our teachers surveyed are now incorporating the use of VNPSs into their numeracy lessons. Further, our teachers have identified that to support the use of VNPSs and thinking about numeracy they would like some additional professional development with Building Fact Fluency, so we have scheduled that as part of our numeracy PL (Professional Learning) for this year.



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EIPS PRIORITY: To Enhance Public Education Through Effective Engagement.

SCHOOL GOAL: To increase engagement with stakeholders through enhanced communication, school events, parent council activities, and student groups as informed through various measures including district and provincial surveys.

STRATEGIES:

- Meet the teacher prior to the beginning of the school year to welcome parents and students.
- Increase communication effectiveness through the use of revamped school newsletters, continuation of social media posts, and class newsletters.
- Emphasis on community engagement events such as Read in Week, Week of Inspirational Math, Art Gallery Walk, First Nations Métis and Inuit events, Literacy or Numeracy Evenings, Christmas Concert, school assemblies, and chapels.
- Involving student in activities outside of the classroom with groups like sports teams, clubs and leadership opportunities.
- Strong collaboration with school council to increase parent and community engagement through a number of key events throughout the year which may include, family dance, movie night, hot lunch, and Brentwood in Motion.
- Involvement with community partners such as Linking Generations, Strathcona County Library, BBS, FRN, and BGC

MEASURES:

- Assurance Survey Data
- EIPS Survey Data

RESULTS:

