

**Brookwood School Development Plan - Baseline 2020-2021**

Area of Focus	Student Achievement
Supplementary Areas of Interest	Care, Respect and Safety Indigenous Understanding and Foundational Knowledge

**Part 1: ESTABLISHING OUR BASELINE**

**Vision:**

- Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

**Mission:**

- We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

**Value:**

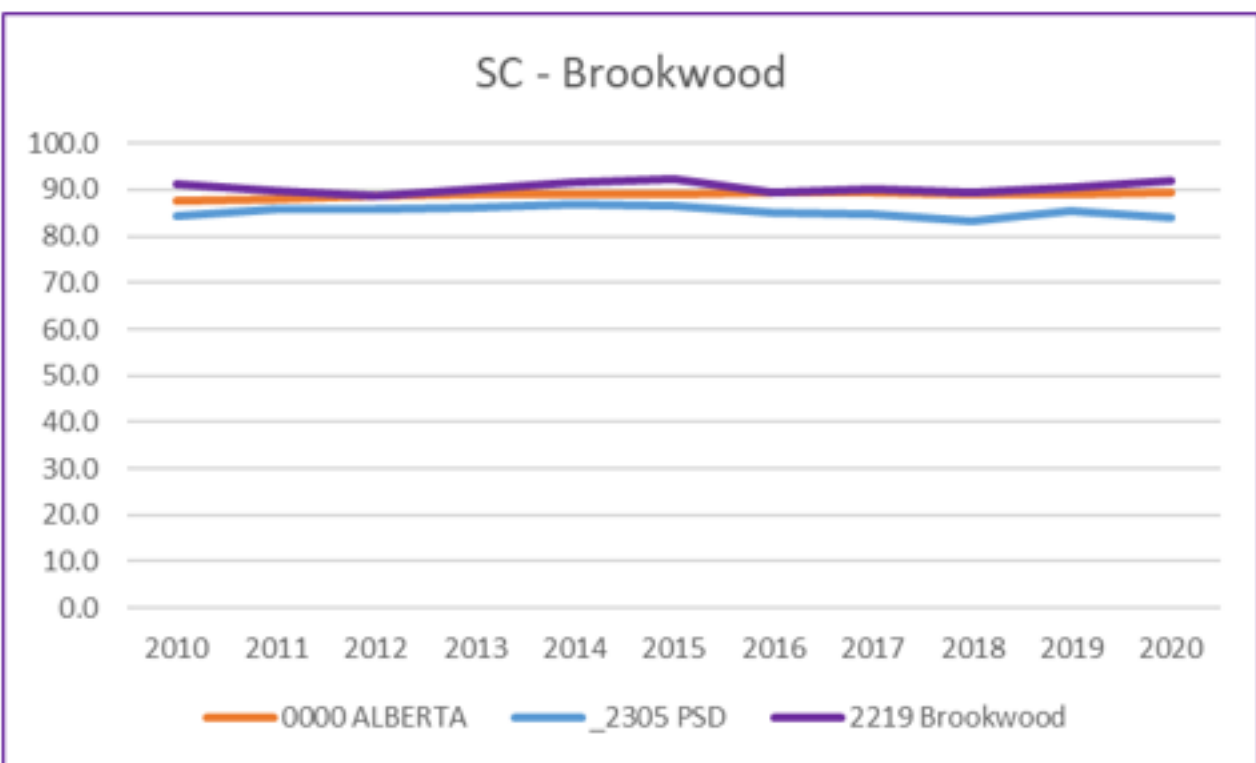
- Learning opportunities that are:
  - Purposeful
  - Essential
  - Relevant
  - Authentic
  - Responsive
- Excellence in achievement
- Trustworthy, respectful relationships
- Resilience with self-awareness

*"All student learning must be meaningfully connected to the Alberta Programs of Study and all students must demonstrate foundational skills, and strengths in literacy and numeracy" (Annual Education Plan, 2020, p. 22).*

**Analysis of the Accountability Pillar Results**

Measure Category	Measure	Brookwood School			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and caring	92.0	90.5	90.1	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	92.0	87.5	86.1	Very High	Maintained	Excellent
	Education Quality	92.7	94.7	94.7	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	79.4	84.0	78.4	High	Maintained	Good
	Citizenship	86.9	90.4	87.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.9	83.4	76.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.7	85.8	81.2	Very High	Improved	Excellent

Further analysis of the data indicates which areas require extra focus and **why** we will choose the areas in our development plan. Although our area of focus is Student Achievement, our Supplementary areas include Care, Respect and Safety and Indigenous Understanding and Foundational Knowledge. From the above data, we have identified a need to continue to focus on creating a safe and caring environment.



In addition, our present situation and an analysis of the choices families are making in terms of online or in our building, brings the priority of safety to the forefront. We acknowledge that we must communicate with parents and create environments where parents are confident their children can return safely to our building.

**Analysis of The Thought Exchange 2019/2020**

**Parents / Guardians appreciate the following about our school:**

- Small class sizes
- Counsellors and support staff
- Fantastic staff
- Variety of extracurricular activities (choir, cross-country running, leadership team, drama, spirit team, etc.)
- School instills kindness, acceptance and inclusion
- Very friendly office staff
- Communication provided by PSD is exceptional (email, website, etc.)
- Excellent school
- Amazing for my kids to have a Christian Program (MCP)
- No concerns, both of my children have had great years there
- Communication (school and classroom based)

**Parents / Guardians have concerns about the following regarding our school:**

- Gymnasium and other parts of the school could use some updates
- More funding for kids that need more help
- Not enough PT/OT support
- The parking lot - drop off and pick up zone

→ Overall, Brookwood School is a very positive place for students, staff and parents.

**Benchmark Assessments**

**Fountas and Pinnell (2020) - Reading Assessment Results**

GRADE	At Grade Level		Above Grade Level		Below Grade Level	
Grade 2	9/72	12.5 %	26/72	36 %	37/72	51 %
Grade 3	18/92	20 %	23/92	25 %	51/92	55 %
Grade 4	30/103	29 %	25 /103	24%	48 /103	47 %

*\*Due to CoVid-19, we do not have Fountas and Pinnell data for 2019.*

**Mathematics Intervention Programming Instrument (MIPI) Results:**

GRADE	Does Not Require Attention		May Require Attention		Requires Attention	
Grade 2	47 / 66	71 %	13 / 66	20 %	6 / 66	9 %
Grade 3	41 / 93	44 %	21 / 93	23 %	31 / 93	33 %
Grade 4	25 / 99	25 %	41 / 99	41 %	33 / 99	33 %

**Part 2: ENVISIONING THE OUTCOME -**

**Relevant Concerns:**

- 51 % of grade two students, 55 % of grade three students and 47 % of grade four students are reading below grade level
- These percentages indicate a need to focus on literacy intervention, provide opportunities for guided reading groups and continue levelled literacy intervention
- MIPI results: 9 % of grade two students, 33 % of grade three students and 33 % of grade four students require attention in their numeracy skills.
- These percentages indicate a need to analyze the data, focus on the areas of concern and develop a plan that focuses on targeted numeracy gaps in learning.

**Roadblocks and Hindrances:**

- March - June 2020 transition to emergency online learning.
- Staff have identified gaps in learning particularly for their struggling learners. They identify a discrepancy between those students who continued to engage in learning during the online platform and those that did not - noticing a definite gap in learning.

Further analysis of what the specific needs of the students are is imperative. As well, this information will impact student accommodations and guide teaching and learning.

**Desired Outcome Statements for Student Achievement:**

- By June 2021, Brookwood School will increase their *At Grade Level Fountas and Pinnell* assessment results by 10 %.
- By September 2021, Brookwood School will increase their *MIPI diagnostic assessment results - Does Not Require Attention* by 10 %.

As we move along the continuum of learning we will reevaluate, be open to feedback and suggestions, analyze data and constantly strive to improve student achievement.