



Brookwood School  
**2022/2023 School Development Plan**

Principal: Karen Stride-Goudie  
 Assistant Principal: Rosanne McIntyre

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

Area in Focus:	<b>Teachers and Leaders Promote Literacy and Numeracy</b>
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**Our Vision:**

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

**Our 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.*

**Development Plan Participants**

Leadership Team - Karen Stride-Goudie, Rosanne McIntyre

Brookwood Staff - *Analyzing data from:*

- *Brigance (ECS)*
- *QPAS Results (ECS)*
- *Alberta Education Numeracy Screening Assessment (Gr. 1-4)*
- *Fountas & Pinnell (Gr. 1-4)*
- *LeNS (Gr. 1 - 4)*
- *CC3 (Gr. 1 - 4)*
- *WTW Results (Gr. 1-4)*
- *HLAT (narrative writing)*

Students grades 1 - 4 - *Completing literacy and numeracy assessments*

Parkland School Divisional (PSD) Staff:

PSD Division Principal and Teacher Facilitator for Numeracy

- *Leading PD in Numeracy Assessments, Consulting with Leadership Team in Numeracy*

PSD Division Principal and Teacher Facilitator for Literacy

- *Leading PD in Literacy, Consulting with Leadership Team in Literacy*

## Identifying Literacy and Numeracy Goals

At Brookwood School, approximately 58% of our students are reading at or above grade level and 42% are achieving below grade level in literacy. Our goal is to have a greater number of our students reading at grade level. We expect to experience growth in literacy achievement with the intervention measures we are putting in place.

Through the Brigance, QPAS, Fountas and Pinnell Reading Assessments (F&P), Alberta Education Numeracy Screening Assessment, CC3, LeNS, Words Their Way Inventory Screen, and the HLAT writing assessment, we have identified gaps in students' learning in both literacy and numeracy. We will be targeting these gaps through whole class and small group instruction, and small group interventions.

## Identifying Potential Challenges and Providing Context

### Time.

- Professional Development time will be provided during our weekly collaborative time with grade level teachers and for all staff during our PD days throughout the year.
- Time will be provided for staff who wish to attend PD to support their learning in literacy and numeracy.
- Time will be provided for teachers to observe and learn in their colleague's classrooms.

### Resources

- Our schedule allows for weekly embedded collaboration time for grade level teacher teams.
- Professional Development has various costs: substitute teacher coverage, registration fees and the purchase of resources.
- Various literacy resources to support the required interventions have been purchased.
- Support from our school-based leadership team, our PSD Division Principals and Teacher Facilitators in literacy and numeracy are necessary to assist staff in learning and utilizing new assessment resources, as well as understand the research behind it.

### Organizational Culture

- It will be crucial that we continue to assess and identify areas of concern in literacy and numeracy.
- Our goal is for all staff to increase their understanding of how to improve student achievement in literacy and numeracy.
- As a school we are learning to collaborate through the lens of student achievement.
- The support of PSD Division Principals and Teacher Facilitators will continue to be essential.

### Context

- Teachers continue to plan, teach and differentiate their whole class and small group lessons for their students.
- Small group interventions will be critical to achieve improvements in literacy and numeracy achievement.
- Through our Levelled Literacy Intervention Program, we have allocated 20 minutes per day for students in our small group literacy interventions
- It is important for parents to read with their children on a daily basis at home. This consistency will have a very positive impact on improving students' overall reading ability and comprehension.
- Student attendance is critical to ensure the students are receiving the necessary support and interventions on a consistent basis.
- Teachers will continue to utilize online learning platforms as well as prepare at home learning packages, when necessary, for students who are at home due to sickness.

## Identifying Strategies, Timelines and Expected Measures

### Literacy

Identified Strategy	Grade	Expected Outcome	Assessment Tool & Timeline
<ul style="list-style-type: none"> <li>● Differentiated Guided Reading Groups</li> <li>● Intensive Phonological Awareness (IPA) small group intervention</li> <li>● Whole class instruction in Secret Stories (phonemic awareness)</li> <li>● Whole class instruction in Heggerty's Phonemic Awareness Curriculum</li> <li>● Small group intervention</li> </ul>	1	% of students that will be at grade level in reading and phonemic awareness:  Grade 1 - More than 65%	F & P LeNS CC3  June, 2023
<ul style="list-style-type: none"> <li>● Differentiated Guided Reading Groups</li> <li>● Intensive Phonological Awareness (IPA) small group intervention</li> <li>● Levelled Literacy Intervention (LLI) small group intervention</li> <li>● Whole class instruction in Heggerty's Phonemic Awareness Curriculum</li> <li>● Whole class instruction in Secret Stories (phonemic awareness)</li> </ul>	2	% of students that will be at grade level in phonemic awareness and reading:  Grade 2 - More than 65%	F & P LeNS CC3  June, 2023
<ul style="list-style-type: none"> <li>● Differentiated Guided Reading Groups</li> <li>● Levelled Literacy Intervention (LLI) small group intervention</li> <li>● Whole class and small group instruction in Heggerty's Phonemic Awareness Curriculum (Bridge the Gap)</li> <li>● Heggerty's Phonemic Awareness Curriculum - small group intervention</li> <li>● Precision Reading - one on one intervention</li> </ul>	3	% of students at or above grade level in reading:  Grade 3 - More than 70%	F & P LeNS CC3  June, 2023
<ul style="list-style-type: none"> <li>● Differentiated Guided Reading Groups</li> <li>● Levelled Literacy Intervention (LLI) small group intervention</li> <li>● Whole class and small group instruction in Heggerty's Phonemic Awareness Curriculum (Bridge the Gap)</li> <li>● Precision Reading - one on one intervention</li> </ul>	4	% of students at or above grade level in reading:  Grade 4 - More than 60%	F & P LeNS CC3  June, 2023

### Numeracy

Identified Strategy	Grade	Expected Outcome	Assessment Tool & Timeline
<ul style="list-style-type: none"> <li>• Whole Class differentiation in numeracy</li> <li>• Small group instruction</li> </ul>	2 - 4	% of students demonstrating competency in numeracy outcomes will increase.	Alberta Education Provincial Numeracy Screening Assessment  Numeracy Interviews  Sept., 2022

## Professional Development Planning

Anticipated Focus	Summary Plan	Timeline
Literacy	PD and Training in Early Literacy <ul style="list-style-type: none"> <li>• Led by Division Principal and Teacher Facilitator for Literacy               <ul style="list-style-type: none"> <li>- Small Group Instruction</li> <li>- Phonemic Awareness</li> <li>- Literacy Intervention PD                   <ul style="list-style-type: none"> <li>- (IPA, Heggerty, Hochman &amp; Wexler)</li> </ul> </li> </ul> </li> </ul> PD and Training in Literacy Interventions <ul style="list-style-type: none"> <li>• Literacy Lead Teacher</li> </ul> Literacy Assessment PD Videos <ul style="list-style-type: none"> <li>• Created by Division Principal and Teacher Facilitator</li> </ul>	<i>August - June PD Days</i>  <i>Weekly Collaborative Time for Grade Level Teams</i>
Numeracy	PD and Training in Provincial Numeracy Screening Assessments and Numeracy Screening Interviews <ul style="list-style-type: none"> <li>• Led by Division Principal and Teacher Facilitator for Numeracy</li> <li>• All teachers - Grade 1 - 4</li> </ul> PD and Training in Numeracy Interventions <ul style="list-style-type: none"> <li>• Numeracy Lead Teacher</li> </ul>	<i>December - April</i>  <i>Weekly Collaborative Time for Grade Level Teams</i>
Collaborative Response	Collaborative Response PD Intro & Framework <ul style="list-style-type: none"> <li>• Led by Brookwood's Collaborative Response Team (CRT)</li> <li>• Led by Division Principal (Student Supports &amp; Services)</li> <li>• Time at each staff meeting will be allocated to sharing this work with staff</li> </ul> Monthly training for administration team and lead teachers with Jigsaw Learning	<i>August - June PD Days</i>  <i>August - June</i>

## Identifying Required Resources in Literacy and Numeracy

### Literacy

Resource	Anticipated Impact	Access
Secret Stories	Students in grades Kindergarten, 1 and 2 will receive whole class instruction in multi-sensory phonics. This will support building phonemic awareness.	Purchased for all Kinder, Grade 1 and 2 teachers
Intensive Phonological Awareness (IPA)	Students in grades 1 and 2 intervention groups will be given 20 min/day of targeted phonological awareness support. It is expected that these students will acquire the phonological understanding needed to boost their achievement in reading.	Purchased this resource and created kits for use with the intervention groups
Flyleaf Decodable texts	Students in grades 2 and 3 intervention groups will be given 5 min/day of reading instruction using decodable texts. This will support sight word acquisition, phonemic awareness and recognition of how patterns support reading.	Purchased various resources for use with the intervention groups
Fountas & Pinnell Levelled Literacy Intervention Kits	Students in grades 2, 3 and 4 intervention groups will be given 20 min/day of targeted instruction. It is expected that these students will improve in their phonemic awareness, accuracy, reading fluency and reading comprehension, which will boost their achievement in reading.	Purchased this resource for use with the intervention groups
Heggerty - Phonemic Awareness Curriculum	Students in grades 2 and 3 groups will receive instruction to support the acquisition of phonemic awareness.	Purchased this resource
Heggerty - Phonemic Awareness Curriculum (Bridge the Gap)	Students in grades 3 and 4 will receive instruction to support the acquisition of phonemic awareness.	Purchased this resource

### Numeracy

Resource	Anticipated Impact	Access
Alberta Education Provincial Numeracy Screening Assessment	Initial assessment given to all students in September. The purpose is to identify gaps in student learning in numeracy	All teachers have access
Numeracy Screening Interviews	Assessment used to identify specific gaps in numeracy learning and understanding. Implementation of small group interventions.	All teachers (Gr 1- 4) Numeracy Lead Teacher

## Reaching Our Targets

We will know that the targeted measures being put in place to improve student achievement in Literacy and Numeracy are working when our assessment data shows this. We have many gaps in understanding for both literacy and numeracy for a number of our students.

The following are some of the observable outcomes we would expect to see that will let us know that what we are doing is working.

### Teaching Practices

- Small group differentiated instruction in literacy and numeracy
- Teachers are responsive to the needs of their learners
- Teachers understand the continuum of learning in both literacy and numeracy

### Resources

- Resources used in literacy and numeracy are chosen because of the research supporting their effectiveness
- Continuity of resources used throughout grade levels
- Interventions are supported in sound research

### Assessment Data

- Percentage of students achieving at or above grade level in literacy and numeracy will improve
- Teachers use the data to guide their instruction.
- Teachers will group and plan for their students based on the gaps and strengths in literacy and numeracy

### Collaboration

- Collaborative grade level team planning time provides teachers with the opportunity to come together to focus on student learning.
- Teachers will examine student work and create a plan to target student needs.
- Collaborative grade level team planning time allows for reflective and responsive practice as well as opportunities to celebrate student success.