

Brookwood School 2024/2025 School Development Plan





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Principal: Karen Stride-Goudie
Assistant Principal: Stephanie Carrozza



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

Areas in Focus:	Teachers and Leaders Promote Literacy and Numeracy Supporting Student Success and Well-Being
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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.

Brookwood School (K - 4)

Located in the heart of Spruce Grove, Brookwood School serves approximately 525 students from Kindergarten to Grade Four. Brookwood School also houses four Parkland School Division Early Education classes.

Designed in 1970 as an open-area school, Brookwood School promotes a friendly and caring learning environment, where a high level of cooperation is nurtured amongst students and staff. Brookwood School is a dual-track school. We have a K-4 Program, as well as a K-4 Christian Program.

The Parkland School Division Christian Program is available to all families who want their Kindergarten to Grade 4 children taught in a non-denominational and spiritually nurturing environment. This program supports Christian values of the home by involving students in morning prayers, Bible readings, songs, and assemblies with a Biblical perspective.



School assemblies and Christian Program Chapels allow students opportunities to celebrate success, serve their school community, and build school culture.

Development Plan Participants

BROOKWOOD SCHOOL DEVELOPMENT PLAN STAKEHOLDERS



ADMINISTRATIVE TEAM

Principal: Karen Stride-Goudie
Assistant Principal:
Stephanie Carrozza



BROOKWOOD STAFF

26 Teachers
1 Inclusive Education Lead
19 Educational Assistants
2 Office Staff
1 Librarian
1 Counsellor
3 Custodians



BROOKWOOD STUDENTS

525 Students from
Kindergarten - Grade 4
46 Early Education Students
(Division run program housed in
Brookwood School)



BROOKWOOD STAKEHOLDERS

Parkland School Division:
- Executive Team
- Division Principals
- Division Specialists
- Centre for Education Staff
Brookwood School Council
Brookwood School Association
Brookwood Community



Brookwood School hosted a celebration to recognize its 50th year of operation in October 2023.



Ms. Dane (Teacher), Mrs. Bertrand (Parent) and Mrs. Weisenburger (School Counsellor) join our principal Mrs. Stride-Goudie representing Brookwood School at Parkland School Division's 2024 Education Planning Day.

ASSESSMENTS AND DATA SOURCES

Staff utilize the following assessments and resources; analyzing data to inform planning and lesson organization from the following sources



Kindergarten

- Brigrance
- QPAS
- Subitizing and Counting Screen
- Alberta Education Numeracy Screen



Grade 1 - 4 Reading Fluency and Comprehension

- Fountas & Pinnell
- LeNS
- CC3



Grade 1 - 4 Writing and Vocabulary

- Words Their Way Spelling Inventory
- Parkland School Division Writing Assessment



Grade 1 - 4 Mathematics

- Elk Island Numeracy Screen
- Early Numeracy Interview

Supporting Student Success and Well-Being

Brookwood School supports the Parkland School Division's ultimate goal of student success and well-being. We recognize that for students to be successful in their academic learning we must also attend to their emotional and mental well-being. Brookwood School promotes a friendly and caring learning environment, where a high level of cooperation is nurtured amongst students and staff.

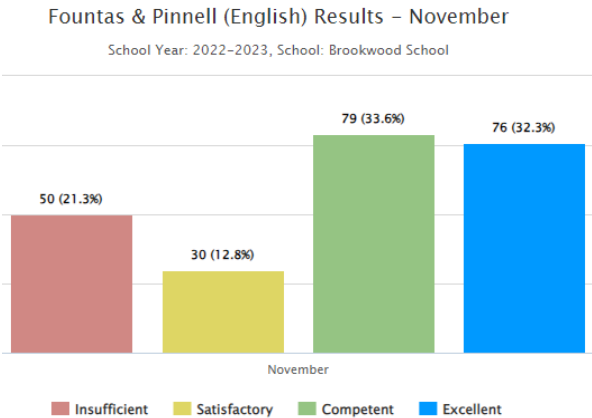


Strategies, Resources, and Support Measures

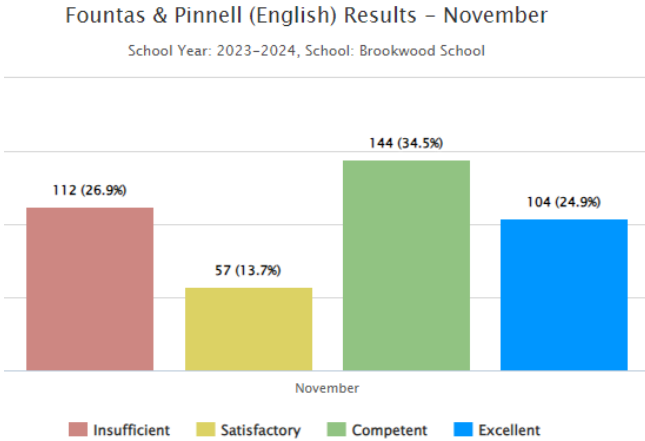
School Counsellor	Brookwood School employs a school-based counsellor supporting both students and staff. Our counsellor facilitates many wellness opportunities.
Self-Regulation Learning	Our school counsellor offers whole class Emotional Regulation Series lessons to classes. A new lesson series to address the further application of self-regulation skills and how to apply these skills in social situations will be available for the 2024-2025 school year through our school counsellor.
Wellness Supports	Our school counsellor creates a connection with all students via weekly morning announcements on emotional regulation strategies. This includes small learning stories and reminders, in addition to monthly strategies and slogans that focus on students' wellness. These morning announcements are followed up with e-mails to staff providing additional information and ideas to support the monthly theme along with the creation of a resource manual titled "75 Coping Strategies for Self-Regulation" provided to each class.
School Groups	A variety of extra-curricular student group opportunities are available to Brookwood Students including Cross Country Running Club, Spirit Team, Choir, Christmas Concert Acting, Running Room Games, and Chess Club.
Roots of Empathy	Through the Roots of Empathy program, students build skills of imagination and empathy to be able to solve society's problems.
Nutrition	Brookwood School is the recipient of grants to support nutritious foods, nutrition education, and equipment that allow us to provide food security to many students. Additionally, a local business has consistently provided an annual donation to ensure fresh fruit is available.
School Health Leads	Two staff members are Brookwood's designated School Health Leads who work collaboratively with the Division's Health & Wellness Facilitator to develop annual Comprehensive School Health action plans. These action plans are created to support healthy eating, active living, and mental well-being within our school community.

Literacy and Numeracy Goals

In November of 2022, approximately 78.7% of our students were reading and comprehending grade-level texts at a satisfactory or above level and 21.3% were achieving below the expected grade level.



In November of 2023, approximately 73.1% of our students were reading and comprehending grade-level texts at a satisfactory or above level and 26.9% were achieving below the expected grade level.



At Brookwood School, our goal is to have a greater number of our students reading and comprehending text at grade level. We expect to continue 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), CC3, LeNS, Words Their Way Inventory Screen, HLAT writing assessment, and the Elk Island Numeracy Screen, 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.

March 2024 Brookwood School Read-A-Thon Results
 Brookwood School Council and Association supports our school literacy and numeracy goals through student centered initiatives. The Read-A-Thon is one of those initiatives. As a fundraiser, money earned is invested back into our school and supports student success and well-being.
 Thank you Brookwood families for your partnership!



Strategies, Timelines, and Expected Measures

Measures of Success

A variety of tools are used to measure the success of our school-based literacy and numeracy goals. Through the use of these data sources and targeted strategies, it is our hope the percentage of students achieving at the expected grade level in literacy and numeracy outcomes will increase.

	Grade 1	Grade 2	Grade 3	Grade 4
Literacy Identified Strategies	<ul style="list-style-type: none"> Differentiated Guided Reading Groups and small group instruction Whole class instruction in Secret Stories Whole class instruction in Heggerty's Phonemic Awareness Curriculum Intensive Phonological Awareness (IPA) small group intervention Leveled Literacy Intervention (LLI) small group intervention 	<ul style="list-style-type: none"> Differentiated Guided Reading Groups and small group instruction Whole class instruction in Heggerty's Phonemic Awareness Curriculum Whole class instruction in Secret Stories Intensive Phonological Awareness (IPA) small group intervention Leveled Literacy Intervention (LLI) small group intervention 	<ul style="list-style-type: none"> Differentiated Guided Reading Groups Heggerty's Phonemic Awareness Curriculum - small group intervention (Bridge the Gap) Whole class instruction in phonics, spelling, and vocabulary instruction Leveled Literacy Intervention (LLI) small group intervention Precision Reading - one-on-one intervention 	<ul style="list-style-type: none"> Differentiated Guided Reading Groups Heggerty's Phonemic Awareness Curriculum - small group intervention (Bridge the Gap) Whole class Word Study for phonics, spelling, and vocabulary instruction Leveled Literacy Intervention (LLI) small group intervention Precision Reading - one-on-one intervention
Numeracy Identified Strategies	<ul style="list-style-type: none"> Whole Class differentiation in numeracy Small group instruction Building Thinking Classrooms lesson integration 	<ul style="list-style-type: none"> Whole Class differentiation in numeracy Small group instruction Building Thinking Classrooms lesson integration 	<ul style="list-style-type: none"> Whole Class differentiation in numeracy Small group instruction Building Thinking Classrooms lesson integration 	<ul style="list-style-type: none"> Whole Class differentiation in numeracy Small group instruction Building Thinking Classrooms lesson integration
Baseline and Year-End Assessment Tools	<ul style="list-style-type: none"> F & P LeNS CC3 Divisional Writing Assessment Elk Island Numeracy Screen Early Numeracy Interviews 	<ul style="list-style-type: none"> F & P LeNS CC3 Divisional Writing Assessment Elk Island Numeracy Screen Early Numeracy Interviews 	<ul style="list-style-type: none"> F & P LeNS CC3 Divisional Writing Assessment WTW Inventory Elk Island Numeracy Screen Early Numeracy Interviews 	<ul style="list-style-type: none"> F & P LeNS CC3 (at risk) Divisional Writing Assessment WTW Inventory Elk Island Numeracy Screen Early Numeracy Interviews

Identifying Potential Challenges and Providing Context

Time	<ul style="list-style-type: none"> Professional Development time will be provided during our weekly embedded collaborative time with grade-level teachers and for all staff during our PD days throughout the year. Time will be provided for staff to attend PD to support their learning in literacy and numeracy. Time will be provided for teachers to observe and learn in their colleagues' classrooms.
Resources	<ul style="list-style-type: none"> Our schedule allows for weekly embedded collaboration time for grade-level teacher teams. Various literacy and numeracy resources to support whole and small group instruction have been purchased by Parkland School Division. Support from our school-based leadership team, school counsellor, our PSD Division Principals, and Teacher Facilitators in literacy and numeracy are necessary to assist staff in building capacity and utilizing assessment resources, as well as understanding the research behind it. Teachers will continue to utilize online learning platforms (RazKids, Mathletics, Generation Genius, See Saw, and Google Classroom). We appreciate the partnership of our Brookwood School Council and Association in financially supporting these platforms.
Organizational Culture	<ul style="list-style-type: none"> 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 and pedagogy 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	<ul style="list-style-type: none"> Teachers continue to plan, teach, and differentiate their whole class and small group lessons for their students. Small group instruction will be critical to achieve improvements in literacy and numeracy achievement. Through our Leveled Literacy Intervention Program, we have allocated 20 minutes per day for students in our small-group literacy interventions Regular attendance is critical to ensure students are receiving the necessary instruction, support, and interventions consistently. It is important for parents to read with their children daily at home. This consistency will have a very positive impact on improving students' overall reading ability and comprehension.

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 the work we are doing is effective.

Teaching Practices	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 by sound research • Our school-based Literacy and Numeracy Lead teacher has worked to set up and organize a Literacy/Numeracy Resource Centre where resources will be housed for staff members to access and utilize
Assessment Data	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

We will continue to work together with our students, parents, and staff to reach our targets in Literacy and Numeracy. In addition, we are excited to continue to build our school’s community spirit within our dual track school; home to a K-4 Program and the K-4 Christian Program.



Biblical throughlines, used in some Christian Program classrooms, integrate discipleship attributes and characteristics in teaching.

Professional Development Planning

	Summary Plan	Timeline
Literacy	<p>PD and Training in Early Literacy & Literacy Interventions</p> <ul style="list-style-type: none"> • Led by Division Principal, Teacher Facilitator for Literacy, and Brookwood Literacy Lead Teacher <ul style="list-style-type: none"> ○ Small Group Instruction ○ Phonemic Awareness ○ Literacy Intervention and Resource PD <ul style="list-style-type: none"> ■ (IPA, Heggerty, UFLI, Hochman & Wexler [The Writing Revolution]) ○ Literacy Assessment PD Videos 	<p><i>August - June PD Days</i></p> <p><i>Weekly collaborative time for grade level teams</i></p>
Numeracy	<p>PD and Training in Provincial Numeracy Screening Assessments and Numeracy Screening Interviews</p> <ul style="list-style-type: none"> • Led by Division Principal and Teacher Facilitator for Numeracy • All teachers - Grades 1 - 4 <p>PD and Training in Numeracy Interventions</p> <ul style="list-style-type: none"> • Numeracy Lead Teacher 	<p><i>December - April</i></p> <p><i>Weekly collaborative time for grade level teams</i></p>
Collaborative Response	<p>Collaborative Response PD Intro & Framework</p> <ul style="list-style-type: none"> • Led by Brookwood's Collaborative Response Team (CRT) • Time at staff meetings will be allocated to sharing this work with staff • Continued use of collaborative structures and frameworks within embedded Collaborative Response work times • Data will continue to be used to drive instructional practices and resource selection 	<p><i>August - June Collaborative Response Team Times</i></p>
Supporting Student and Staff Wellness	<p>School Counsellor-Led Sessions</p> <ul style="list-style-type: none"> • Sessions supporting social-emotional well-being, student wellness, and trauma-informed best practices <p>School Health Leads</p> <ul style="list-style-type: none"> • Collaborate with other school leads and Divisional Health and Wellness Facilitator 	<p><i>August - June PD Days</i></p> <p><i>Weekly collaborative time for grade level teams</i></p>



Brookwood strives to create a welcoming and supportive environment for all students.



Brookwood student art is displayed for the division's annual Visual Arts Celebration

Required and Supplementary Resources in Literacy and Numeracy

Literacy Resources

	Anticipated Impact
Secret Stories	Students in Kindergarten, Grade 1, and Grade 2 will receive whole class instruction in multi-sensory phonics. This will support building phonemic awareness.
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.
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.
Fountas & Pinnell Leveled 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.
Heggerty - Phonemic Awareness Curriculum	Students in Grades 2 and 3 groups will receive instruction to support the acquisition of phonemic awareness.
Heggerty - Phonemic Awareness Curriculum (Bridge the Gap)	Students in Kindergarten - Grade 2 will receive instruction to support the acquisition of phonemic awareness.
University of Florida Literacy Institute (UFLI) Foundations	Students in Grade 1 will receive lessons that teach the foundational skills necessary for proficient reading.
Words Their Way (Word Study)	Students in Grades 1, 2, 3, and 4 leveled groups will receive targeted word study instruction to support the development of orthography, phonics, and vocabulary.

Numeracy Resources

	Anticipated Impact
Elk Island Numeracy Screen	A locally developed math assessment that is based on the Mathematics Learning Progression Strands. Aids in identifying gaps in student learning in numeracy
Numeracy Screening Interviews	Assessment is used to identify specific gaps in numeracy learning and understanding. Facilitates the implementation of small group interventions.
Building Math Fluency Mathematics Toolkits	Students in Grades 1, 2, 3, and 4 will receive instruction to support the acquisition of deep conceptual understanding of the operations and fact fluency.

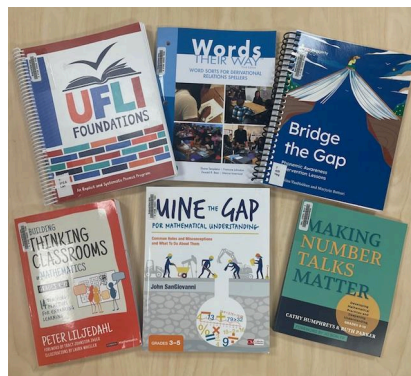
Supplementary Resources: Online Learning Platforms

	Anticipated Impact
RazKids	Students in Grades 1, 2, and 3 will have access to this individualized digital learning platform, both at school and at home, to support reading skill development.
Mathletics	Students in Grades 1, 2, 3, and 4 will have access to this digital learning platform, both at school and at home, to support classroom learning outcomes and build confidence through a personalized learning environment.
Generation Genius	Teaching resource that supports science and math curriculum outcomes through targeted educational videos and STEM hands-on learning activities.

Supplementary Resources: Christian Program

	Anticipated Impact
Teaching for Transformation Throughlines	A framework available to Christian Program classrooms that allows for the development and integration of Christian learning experiences across all subject areas, inclusive of literacy and numeracy learning opportunities.

Students participate in differentiated small-group literacy instruction.



Evidenced-based literacy and numeracy resources.

Students read and interact with texts at their individual ability levels.



Mathletics offers numeracy support.



Brookwood's Numeracy Lead guides students to explore math concepts using hands-on and illustrative thinking.

Raz-Kids offers literacy support.





Brookwood School promotes a friendly and caring learning environment. Students come together as a community demonstrating ways they can share kindness. Students participate in school assemblies, Gr. 4 Leadership, and Spirit Team.



Students in the Parkland School Division Christian Program participate in activities in a spiritually nurturing environment where Biblical teachings are integrated into everyday learning and chapels.



Brookwood students have the opportunity to participate in the Grade 3 and 4 choir, as well as sing or be an actor in Brookwood's annual Christmas production.



At Brookwood School, students have the opportunity to participate in extracurricular activities including the Running Room Games, Terry Fox Run, and Cross Country Running Team.