

Brookwood School 2023/2024 Development Plan Results Report





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2023/2024 Development Plan Results Report

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

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)

Brookwood School's motto is, "Striving to be the best we can be!" This speaks to our desire to provide a positive, encouraging, and growth-orientated environment. As a school, we value collaborative learning environments that contribute to a school culture where effort, striving for success, and a growth mindset are celebrated, and where students learn the importance of always trying their best. We endeavor to help students improve and reach their full potential, both academically and personally.

Brookwood School is committed to providing high-quality education for all students. We are supported by our stakeholders, inclusive of parents, students, and staff, in working together to ensure our students achieve Parkland School Division's ultimate goal of student success and well-being. Our School Council provides valuable insight in assessing our progress and identifying areas for improvement. By working collaboratively, we can continue to ensure our school's goals align with the needs and priorities of our school community. Thank you to our Brookwood School Council and Brookwood School Association for their continued support in helping us to achieve our school goals!

The purpose of this report is to reflect on the data obtained throughout the 2023-2024 school year, recognizing our areas of achievement and areas for continued improvement in relation to our 2023-2024 Development Plan Goals. Reflection and consideration of the data gathered offers valuable information for ongoing growth and will provide insight to make informed decisions for school-based practices and resources in addition to guiding future planning.

Additionally, Alberta Education Assurance (AEA) data will be provided to evaluate success and identify areas for improvement at the school level while providing divisional (PSD) and provincial comparatives.

2023-2024 Development Plan Goals

Brookwood School's Development Plan and Results Reports are integral components of our school accountability and assurance.

Through thoughtful discussions, stakeholder feedback, and staff collaboration, Brookwood School maintained a strong focus on promoting literacy and numeracy development. Brookwood School's areas of focus for our 2023-2024 school year were identified in alignment with our Parkland School Division Education Plan.

Outcome 1: Students Demonstrate Success

Outcome 2: Students demonstrate Well-Being

Outcome 4: PSD Staff Expand Success in Literacy and Numeracy

Identified gaps in both literacy and numeracy led to Brookwood School's 2023-2024 Development Plan to include goals surrounding literacy and numeracy. Specifically:

- The percentage of students at or above grade level in reading will increase
- The percentage of students demonstrating competency in numeracy outcomes will increase



2023-2024 School Context

Located in the heart of Spruce Grove, Brookwood School served 536 (June 2024) students from Kindergarten to Grade Four during the 2023-2024 school year. As a dual-track school, Brookwood School is home to a K-4 Program, as well as a K-4 Christian Program. Brookwood School also housed four Parkland School Division Early Education classes.

During the 2023-2024 school year, our student population included the following:

- 5.4% of our students identified as English as an Additional Language (EAL) learners
- 10.1% of our students were coded with a Mild, a Moderate or a Severe learning disability
- 15.9% of our students were supported by an Individualized Education Plan (IEP); requiring accommodations academically and/or behaviorally

Attendance data for the year was positive, with an average attendance rate of 90.4%.

During the 2023-2024 school year Brookwood was staffed with 24 teachers (K-4), inclusive of a PE/Tech Specialist, Music Specialist, a Literacy/Numeracy Lead Teacher, 16 support staff, 4 office staff, a librarian, a school counsellor, 3 therapy staff, 3 custodians, and 5 Early Education staff.

2023-2024 Development Plan Goal Results

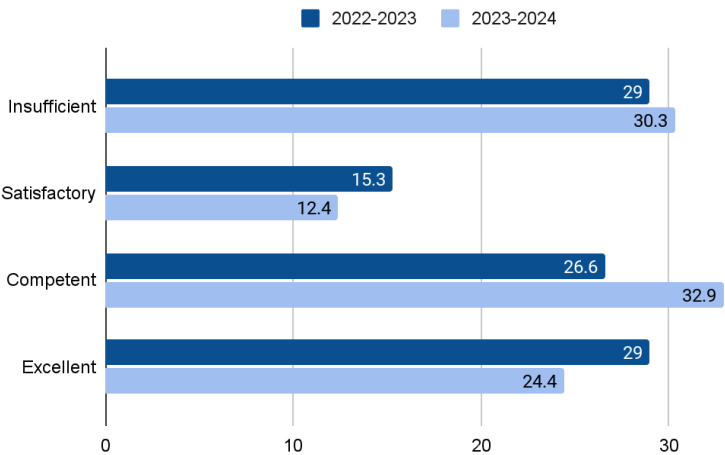
Literacy Results: Fountas & Pinnell Benchmark Assessment

The Fountas & Pinnell (F&P) Reading Assessment is a division-wide tool that helps teachers evaluate students' reading abilities. It involves having students read a series of books at different levels, followed by comprehension questions to assess their understanding. The results provide valuable information about a child's reading level, including their ability to decode words, recognize sight words, and understand the text. This helps teachers identify areas where a child may need additional support or challenges, guiding instruction to match the student's individual needs.

Data Collected	Grade	# of Students	At/Above Grade Level	Below Grade Level		Grade	# of Students	At/Above Grade Level	Below Grade Level
Fall 2023	1	93	84.9% (79)	15.1% (14)		3	103	54.4% (56)	45.6% (47)
June 2024	1	94	76.6% (72)	23.4% (22)		3	104	67.3% (70)	32.7% (34)
	<i>Change</i>		-8.3%	+8.3%				+12.9%	-12.9%
Fall 2023	2	110	52.7% (58)	47.3% (52)		4	110	56.4% (62)	43.6% (48)
June 2024	2	116	71.6% (83)	28.4% (33)		4	112	64.3% (72)	35.7% (40)
	<i>Change</i>		+18.9%	-18.9%				+7.9%	-7.9%

Reading 2023-2024
<p>Reading Levels Grades 1-4 Fall 2023:</p> <ul style="list-style-type: none"> 61.3% of students at or above grade level 38.7% of students below grade level
<p>Reading Levels Grades 1-4 June 2024:</p> <ul style="list-style-type: none"> 69.7% of students at or above grade level 30.3% of students below grade level
<p>Increase of 8.4% of students reading and comprehending text at or above Grade Level!</p>

Year Over Year Reading Achievement (%)



Literacy Results Interpretations and Reflections on Reading:

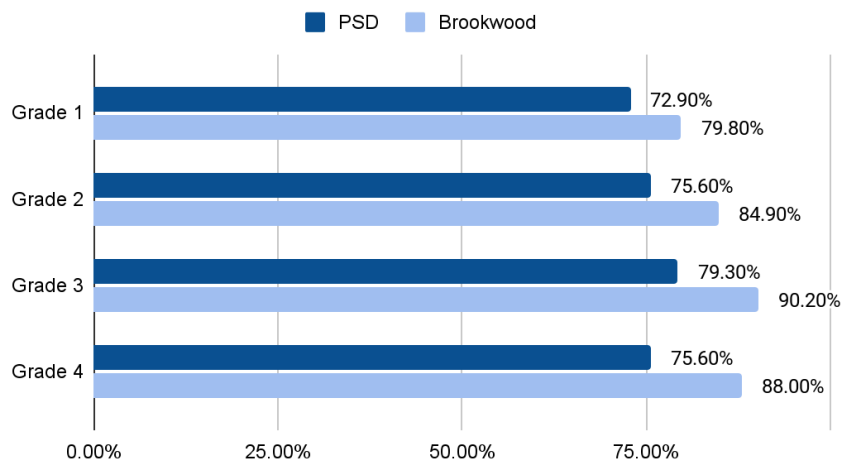
In Grade 1, there is a noticeable decline in the number of students meeting or exceeding grade level expectations, with a corresponding increase in students falling below grade level. This suggests that more students may have struggled during the second half of the school year as the learning and reading expectations grew. In Grades 2 and 3 we noticed a positive shift with an increase in students at or above grade level and a reduction in students below grade level. In Grade 4, there is a slight decline in the percentage of students at or above grade level, compared to Grade 3, though the reduction in students falling below grade level over the school year is a positive development.

When looking at our year-over-year data, the number of students achieving a satisfactory grade level score (12.4%) suggests that a considerable number of students may be on the cusp of meeting expectations, but still require additional support to ensure they do not fall behind in reading expectations.

Through continuous progress monitoring, we remain committed to using small groups to target students identified as “at-risk of falling behind” (satisfactory achievement) to address specific skill gaps and provide scaffolding. Additionally, small group intervention can be used for enrichment, ensuring that all students, regardless of their current level, continue to progress and grow in their reading abilities.

Literacy Results: Divisional Writing Assessment

PSD to Brookwood Writing Achievement (March 2024 - % of students satisfactory and above)



Writing 2023-2024

Writing Levels Grades 1-4 Fall 2023:

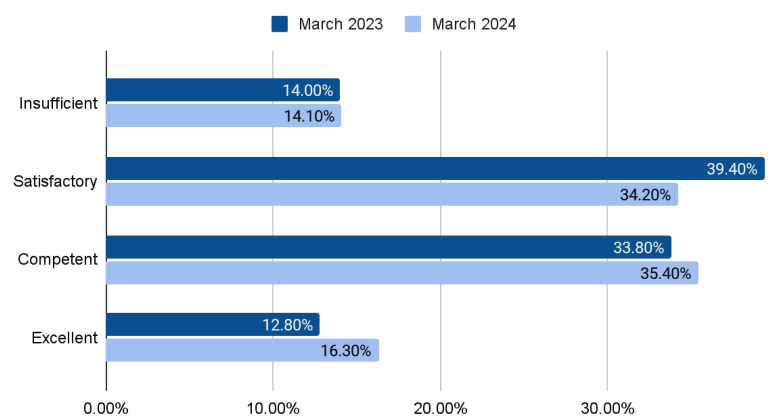
- 81.9% of students at satisfactory or above grade level
- 18.1% of students at an insufficient grade level

Writing Levels Grades 1-4 June 2024:

- 85.9% of students at satisfactory or above grade level
- 14.1% of students at an insufficient grade level

Increase of 4.0% of students writing at a satisfactory or above grade level!

Year Over Year Writing Achievement (%)



Literacy Results Interpretations and Reflections on Writing:

Writing assessment results reflect the shortest period between assessment dates, with only four months between the two assessments. During the 2021-2022 school year, Brookwood School implemented the use of a program called, “The Writing Revolution”. We believe our focus on writing over the past three school years, implementation of specific writing strategies and structures, along with focused Professional Development for staff, have brought us to a place where Brookwood students consistently achieve above divisional averages in the area of writing.

Numeracy Results: Elk Island Numeracy Screen

The Elk Island Catholic Schools Numeracy Screen is a tool used to assess a student’s math skills and understanding. It helps teachers identify where a child is in their math learning, looking at areas like number sense, basic operations (addition, subtraction, multiplication, and division), and problem-solving skills. The results give a clear picture of a student’s strengths and areas where they may need extra support. This information helps guide classroom instruction and ensures that students are getting the right level of challenge to grow their math abilities.

**Please note, this screen assesses students’ achievement of math skills of the Grade prior.*

For example, the Grade 1 screen assesses students’ knowledge of Kindergarten math skills and outcomes.

Grade	# of Students	Data Collected	Universal Strategies	Targeted Intervention Strategies	Individualized Intervention Strategies
1	88	Sept. 2023	73.9% (65)	19.3% (17)	6.8% (6)
1	90	May 2024	97.8% (88)	1.1% (1)	1.1% (1)
<i>Change</i>			+23.9% (+23)	-18.2% (-16)	-5.7% (-5)
2	110	Sept. 2023	70% (77)	16.4% (18)	13.6% (15)
2	97	May 2024	93.8% (91)	3.1% (3)	3.1% (3)
<i>Change</i>			+23.8% (+14)	-13.3% (-15)	-10.5% (-12)
3	102	Sept. 2023	77.4% (79)	10.8% (11)	11.8% (12)
3	101	May 2024	84.1% (85)	5.9% (6)	10.0% (10)
<i>Change</i>			+6.7% (+6)	-4.9% (-5)	-1.8% (-2)
4	110	Sept. 2023	58.2% (64)	19.1% (21)	22.7% (25)
4	113	May 2024	82.3% (93)	8.0% (9)	9.7% (11)
<i>Change</i>			+24.1% (+29)	-11.1% (-12)	-13.0% (-14)

**During the 2022-2023 school year the Alberta Provincial Numeracy Screens were used to obtain data. During the 2023-2024 school year, the Elk Island Numeracy Screens were used to obtain data to monitor numeracy growth. As a result of different assessment usage, year-over-year comparisons are not currently available.*

Numeracy 2023-2024

Numeracy Supports Grades 1-4 Fall 2023:

- 69.5% of students required universal strategies
- 16.3% of students required targeted intervention strategies
 - 14.2% of students required individualized intervention strategies

Numeracy Supports Grades 1-4 June 2024:

- 89.0% of students required universal strategies
- 4.7% of students required targeted intervention strategies
 - 6.3% of students required individualized intervention strategies

Decrease of 19.5% in students requiring targeted or individualized intervention strategies.

Numeracy Results Interpretations and Reflections

Grades 1 and 2 saw significant improvement in universal strategies suggesting students' confidence in foundational numeracy skills increased. Both targeted and individualized intervention strategies saw reductions, indicating a positive sign of overall numeracy growth.

Grade 3 saw modest growth in universal strategies. Although the improvement is less dramatic than in Grades 1 and 2, it is still a positive trend. The decrease in the targeted intervention group was relatively modest, while the slight decrease in individualized intervention (just 1.8%) suggests there may be a stable group who may need highly personalized support.

Grade 4 saw the largest gain in students reaching the universal strategies category. This suggests a significant number of students were able to develop and build confidence in basic math skills related to Grade 3 learning outcomes. Additionally, there was a substantial decrease in targeted and individualized support.

While the Elk Island Numeracy Screen assesses mathematical outcomes of the previous grade, the strong increase in students requiring universal strategies and the decrease in students requiring targeted or individualized interventions suggests a positive trajectory toward increased numeracy proficiency across all grade levels.



Professional Learning

Professional Learning for the 2023-2024 school year was planned to aid in the achievement of school-based literacy and numeracy goals, while also ensuring we are providing a safe, welcoming, and caring environment for students.

Brookwood staff Professional Learning included, but was not limited to:

- **Literacy**
 - Analysis and Interpretation of Literacy Screens
 - Divisional-Based Literacy Work
 - PSD Literacy Scope and Sequence
 - PSD Writing Assessment: Procedure, Rubric, and Interrater Reliability Marking
 - PSD Divisional Principal and Instructional Services Facilitators
 - The Writing Revolution Check-Ins and Grade-Level Collaboration
 - Alberta Education Reading Intervention Lessons
 - Structuring Small Groups: Strategies for Instruction and Scheduling
 - School-based Literacy Lead

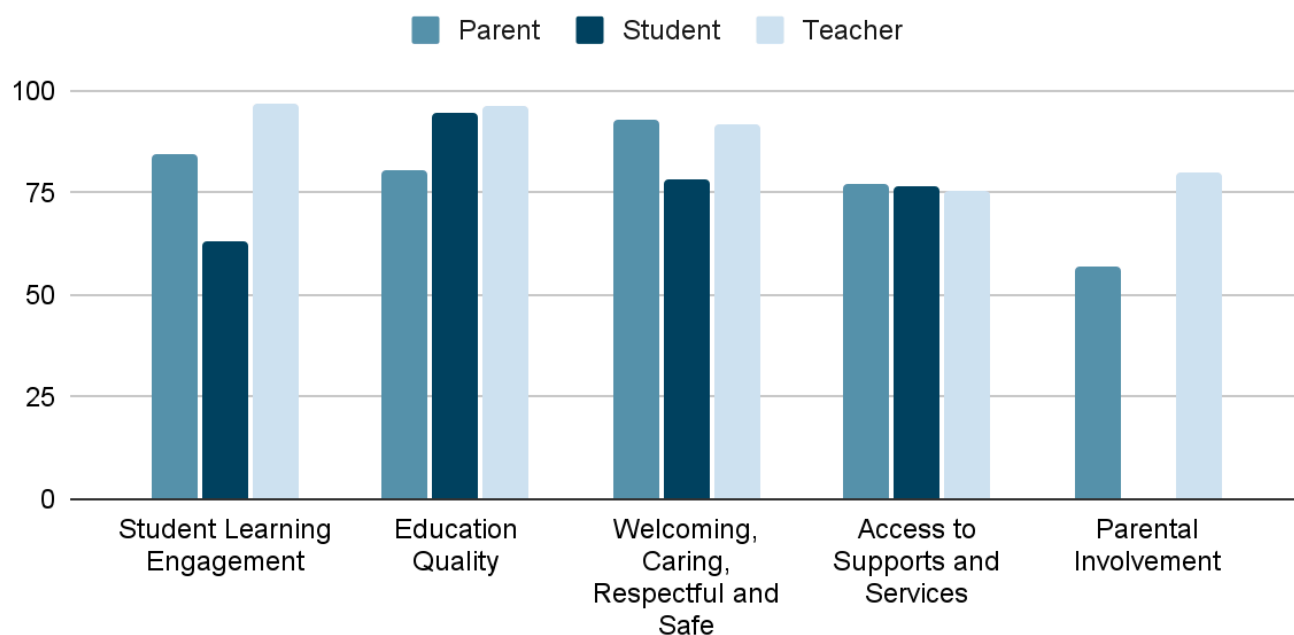
- **Numeracy**
 - Analysis and Interpretation of Numeracy Screens
 - Divisional-Based Numeracy Work
 - New Math Curriculum Training and Resource Development
 - Math-Up Resource Access and Exploration
 - PSD Divisional Principal and Instructional Services Facilitators
 - Basic Fact Skill Development and Assessment through Games
 - Building Thinking Classrooms: Teaching Practices for Enhancing Learnings and Increasing Engagements
 - Structuring Small Groups: Strategies for Instruction and Scheduling
 - Counting Collections and Choral Counting
 - Number Lines and Clothesline Math
 - School-based Numeracy Lead

- **Student Mental Health and Well-Being**
 - Student Regulation Strategies
 - 5-Point Scale for Emotional Regulation

Alberta Education Assurance Measure Results

The Government of Alberta issues the Alberta Education Assurance survey annually to gather feedback on what is working well and to identify areas for improvement. The results of this survey assist us in understanding the views and feelings of our school community members, including parents, students, and teachers. In the Spring of 2024, the province shared the annual survey with Brookwood families, students, and staff. For this survey, 139 Brookwood School members participated, inclusive of 13 parents, 104 students (Grade 4), and 22 staff members. Parent completion of the survey is voluntary and it is important to note the 13 parents who participate represent a small proportion of our Brookwood families. Increased survey completion by parent stakeholders would help to provide a more accurate representation of our achievement of the measures surveyed. While most of our results have been maintained, or shown some improvement, Parental Involvement will be an area of focus for Brookwood School.

Alberta Education Assurance Measure Results for Brookwood School: Spring 2024



Student Learning Engagement

While overall engagement levels have experienced minor fluctuations over the past five years, overall engagement levels were maintained compared to previous years. The 2024 results show that students reported the lowest percentage among the three surveyed groups (parents, students, teachers) in perceived engagement of learning at school at 63%, which was a slight increase from the year previous (59%). Conversely, teachers (97%) and parents (84.2%) generally perceived a higher level of student engagement, which is a positive sign signaling optimism in these stakeholders. Achievement in these areas is in alignment with provincial results and averages.

Education Quality

The percentage of parents satisfied with the overall quality of basic education decreased from the previous year. While parent satisfaction rates in this domain are lower than the provincial average, they remain higher than the divisional average. The results show the percentage of students satisfied with the overall quality of basic education remains very high at 94.7%, a slight increase from the previous year (93.4%). This is significantly higher than the results of both the province (84.9%) and the district (82.3%). As a school, we are very proud of these results, demonstrating student happiness and optimism toward their schooling experience at Brookwood. Teacher satisfaction levels with the overall quality of basic education remained high at 96.2%, representing a slight increase from the previous year (95.0%). These results are slightly higher than both the provincial (93.9%) and district (94.1%) averages.

Welcoming, Caring, Respectful, and Safe

Brookwood School has consistently maintained a welcoming, caring, respectful, and safe environment. The results from 2024 represent a significant increase (7.3%) from previous years of parents indicating strong agreement that the environment at Brookwood is welcoming, caring, respectful, and safe. Student ratings have remained relatively stable, fluctuating between 76.4% and 78.3% over the past five years. This suggests that while students generally perceive the environment positively, there has been less noticeable improvement compared to parents or teachers. Teachers consistently rated the environment highly, with scores in the 90% range over the years. In this domain, Brookwood School outperforms both the provincial and divisional averages. Creating a school environment that is welcoming, caring, respectful, and safe is something we greatly pride ourselves on at Brookwood.

Access to Supports and Services

Providing supports and services necessary for students to succeed in their education, remains a priority for Brookwood School. While parent ratings have shown a significant improvement since 2022, there has been a consistent decline in student perceptions during the same time. Finally, teacher ratings improved year-over-year (75.5% from 67.1%), but are significantly below the provincial average (85.6%). The data suggests that while Brookwood School provides relatively strong access to supports and services, there are areas where improvement may be needed, particularly in addressing the concerns raised by students and teachers.

Parental Involvement

Both parent and teacher ratings relating to satisfaction with parental involvement in decisions about their child's education declined in the past year and are below both the divisional and provincial averages. Parents ratings have dropped from 70.0% in 2020 to 57.1% in 2024 and teacher ratings have declined from 97.8% in 2020 to 79.8% in 2024. The data suggests that there is room for significant improvement in promoting parental involvement at Brookwood and targeting this domain should be a priority.

New Curriculum Considerations

New English Language Arts and Math Curriculums

In September 2023, the Government of Alberta's new curriculum was implemented for English Language Arts and Literature and Mathematics Grade 3 - Grade 6. This was following the Government of Alberta's new curriculum being implemented for English Language Arts and Literature and Mathematics in K - Grade 3 in September 2022.

Whenever a new curriculum implementation occurs, there is a period of transition as staff and resources adapt to the new curriculum. Targeted professional development was provided to teachers across the division as well as support from Division Principals in Literacy and Numeracy. However, there are challenges in this process as well. Curriculum changes often result in learning gaps or the need to "catch-up" in certain skills or areas as a results of outcomes moving between grade levels. We will continue to monitor data in the coming years to determine if scores change as the curriculum becomes more familiar and any gaps that may have resulted as a result of the change.

Key Strategies and Supports

Attendance

- Our 2023-2024 attendance average of 90.4% was strong, but we continue to place focus on attendance rates which strongly impact student success and well-being

Collaborative Response

- Embedded time is provided for grade-level teaching teams to facilitate professional conversations to meet the learning needs of students and meet with Literacy/Numeracy leads.

Data

- Intentional analysis of data to inform instructional strategies and resource allocation/use
- Identification of student learning gaps to target key areas of instructional focus
- Staff will use inter-rater reliability practices to ensure consistency in assessment practices

Professional Development

- Focused and targeted to development goals in literacy and numeracy, while promoting student success and well-being
- Collaboration with Division Principals and Lead Teachers to support key development areas of literacy and numeracy

Small Group Instruction

- Intentional use of small group instruction in literacy and numeracy to provide targeted support based on data collection in a setting promoting focused attention and active participation

Divisional Scope and Sequence

- Adherence to the PSD developed literacy scope and sequence to ensure comprehensive coverage of curricular outcomes, continuity of learning, and consistency

School Counsellor

- Maintained FTE of our school counsellor to address social and emotional wellness needs of students by providing both one-on-one student support and whole-class learning opportunities

Next Steps

Maintained Literacy and Numeracy Focus

- There remains room for improvement for foundational literacy and numeracy skills developed in the early years environment, and the goals remain for the 2024-2025 school year in alignment with PSD's Education Plan Outcome 1: Students and Staff Demonstrate Success
- In response to literacy baseline data, we have implemented the use of University of Florida Literacy Institute resources to improve literacy outcomes for students learning to read
- In response to numeracy baseline data, we are targeting fluency with basic number operations and understanding of place value Grades 1-4

Student Orientation to School - Questionnaire (SOS-Q)

- Use of this tool at the Grade 4 level during the 2024-2025 school year to identify underlying issues that may be impacting student learning engagement scores

Parent Engagement

- Reported parental involvement rates were very low and need to be an area of focus for the 2024-2025 school year.