



Brookwood School (460 King Street, Spruce Grove, AB T80 9G2-3942)

Development Plan Results Report - Fall 2023

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: **Student Achievement**

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.

Our Ultimate Goal:

Student Success and Well-being

Results Report Participants:

- Brookwood Staff
 - Analyzing data from:
 - Brigrance (ECS)
 - QPAS Results (ECS)
 - Alberta Education Screening Assessment (Numeracy) (Gr. 1-4)
 - Elk Island Catholic Schools Math 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 Division Staff - Division Principals and Teacher Facilitators
 - Leading PD sessions and videos in Literacy and Numeracy
 - Consulting with the Literacy and Numeracy Administrative Team



Student Achievement

Our literacy and numeracy data indicates that our students are not meeting all of the learning outcomes set out by the province of Alberta. As school leaders striving to meet this standard, it is essential that Student Achievement in Literacy and Numeracy be the primary focus of our Development Plan for the 2023/24 school year.

2023-2024 Continuing Targets

It is essential for Brookwood School to align with Parkland School Division's focus on student achievement. Our baseline data clearly showed that there are gaps in student learning at Brookwood School in both numeracy and literacy.

2023-2024 Development Plan

Key elements of focus in our development plan include: using evidence to inform the teaching of literacy and numeracy, ensuring resources are rooted in research, and providing PD opportunities for staff. Transparency of data collection was also important as it helped us stay accountable to the data, ensuring we were doing our best to target kids where they needed to be supported in their learning.

Our literacy development plan centered on staff Professional Development focussed on Fountas and Pinnell benchmarking, Intense Phonological Awareness (IPA), Secret Stories, Heggerty Phonemic Awareness, and The Writing Revolution. This PD was facilitated during our Professional Development Days throughout the year. To focus on writing, we had four lead teachers trained in "The Writing Revolution" in grades one to four. Some learning sessions were offered as a whole staff, while others were offered to smaller grade-level groupings. During these sessions, we were led through the research supporting the resources, assessments, and correlating learning activities to support the development of literacy skills.

Data collection in Literacy and Numeracy has been and will continue to be a key area of focus. In numeracy, we collected data in September 2022 using the Provincial Numeracy Screening Assessment and in September 2023, we used the Elk Island Catholic School Math Assessment. In literacy, we collected Fountas & Pinnell Reading levels in September 2022 in grades two to four, in November 2022 for grade one, and in June 2023 for all students in grades one to four. This data is being used to identify where gaps may be in our literacy and numeracy instruction.



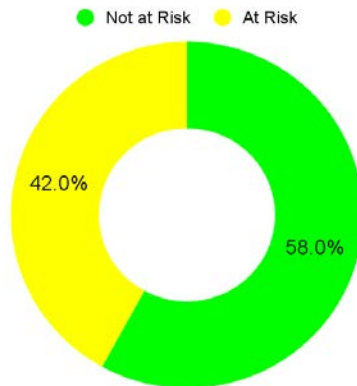
Grade 2 students participate in Heggerty phonemic practice activities.

School-Based Data Summary

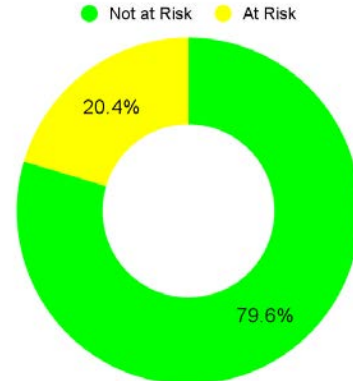
Phonics and Decoding (Gr. 1-3)

LeNS (English Letter-Name Sounds) & CC3 (Castles and Coltheart 3 [Word Reading Test])

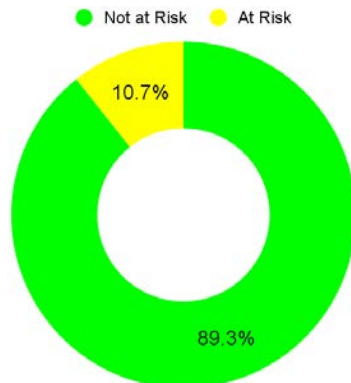
Gr. 1 LeNS Sept. 2023



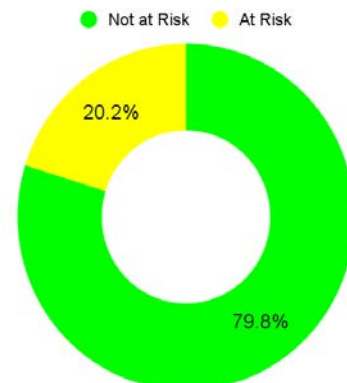
Gr. 2 LeNS Sept. 2023



Gr. 2 CC3 Sept. 2023



Gr. 3 CC3 Sept. 2023



Literacy Observations: Phonics Skills

- When looking at the LeNS and reading level data combined:
 - We are seeing growth and progress in phonological and phonemic awareness skills (LeNS and CC3 data), particularly at Grade 2 and 3 levels where approximately only 20% of students are considered at risk
 - However, reading level data for those same students (Grades 2 and 3) demonstrates a much higher percentage of those students (47.7% and 34.3% respectively) reading below the expected grade level
 - This indicates we need to continue focusing on building language comprehension, along with our increased phonics focus, to build overall student reading abilities

Reading (Gr 1 - 4)

Fountas & Pinnell (F & P) Comparative Data Beginning of Year (2022) - End of Year (2023)

Grade	Time of Year	At or Above Grade Level	Below Grade Level		Grade	Time of Year	At or Above Grade Level	Below Grade Level
1	Fall 2022	51.7%	48.3%		3	Fall 2022	70.0%	30.0%
1	June 2023	77.4%	22.6%		3	June 2023	68.4%	31.6%
2	Fall 2022	69.7%	30.3%		4	Fall 2022	53.6%	46.4%
2	June 2023	77.2%	22.8%		4	June 2023	60.2%	39.8%

Literacy Observations: Reading Skills

- Overall, as a school, based on June 2023 data, our F & P reading results for students are as follows:
 - 71% of our students are reading at or above the expected grade level
 - 29% of our students are reading below grade level
- Our current Grade 4 population had the highest percentage of students not reading at the expected grade level (39.8%).
 - Our Grade 4 students experienced the largest impact of learning disruption as a result of COVID-19, when this student group was in kindergarten and grade one

Brookwood students access a variety of supports to develop literacy skills.

Students utilize Epic Books as a reading option.

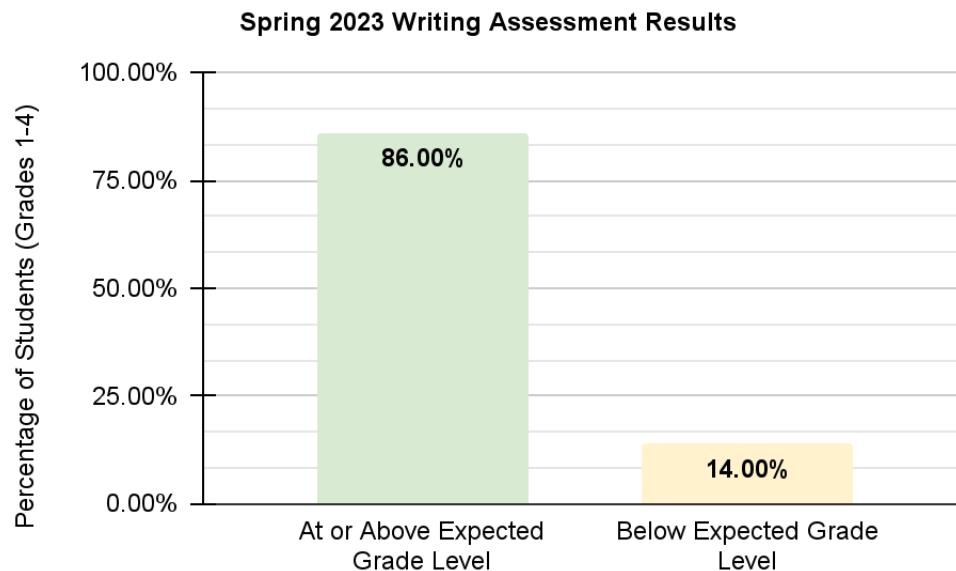


Staff utilize Secret Stories, multisensory phonics instruction, to develop phonics skills for reading and writing.

Students participate in a guided Levelled Literacy Intervention lesson.

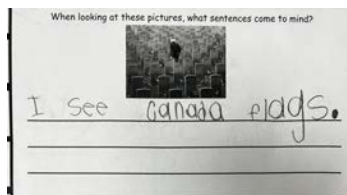
Writing

Parkland School Division - Divisional English Writing Assessment (March 2023)

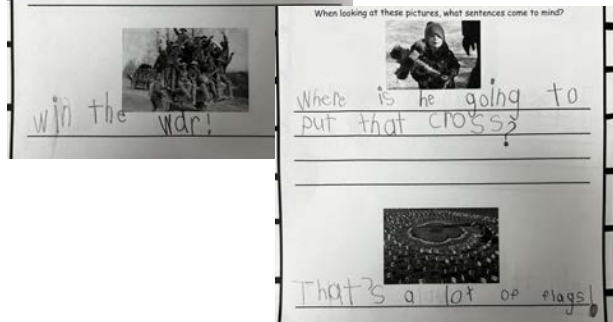


Literacy Observations: Writing Skills

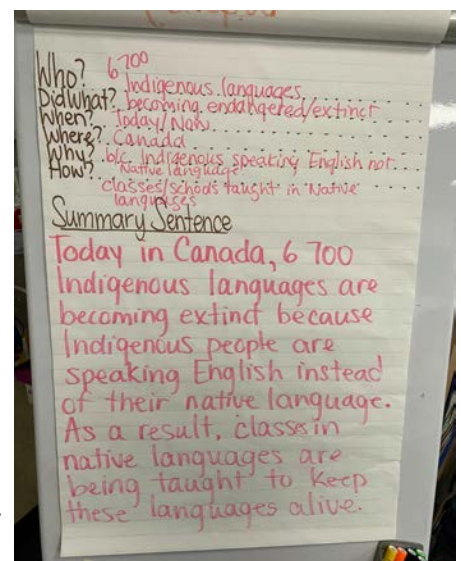
- When examining our divisional writing assessment data, it is noted that only 14.0% of students scored insufficient
 - We believe this is a testament to the professional development and work done by teachers over the past year in implementing strategies from The Writing Revolution
 - The Writing Revolution method strives to embed writing content within all content areas to develop skills of writing, critical thinking, reading comprehension, oral language, and knowledge acquisition



Left: Grade 1 students practice using different types to describe or respond to content-related images.



Right: Grade 4 students use the summary sentence strategy to review their learning in class and demonstrate comprehension of learning outcomes.



Numeracy

Alberta Provincial Numeracy Screens

Grade	At-Risk (Jan. 2023)	Not at Risk (Jan. 2023)	At-Risk (June 2023)	Not at Risk (June 2023)
1	11.8%	88.2%	12.0%	88%
Grade	At-Risk (Sept. 2022)	Not at Risk (Sept. 2022)	At-Risk (June 2023)	Not at Risk (June 2023)
2	15.1%	84.9%	17.6%	82.4%
3	32.0%	68.0%	26.8%	73.2%
4	30.1%	69.9%	28.9%	71.1%

Elk Island Catholic Schools Math Assessment

Grade	Month/Year	% Does not Require Attention	% Requires Some Attention	% Requires Significant Attention
1	Sept., 2023	73.9%	19.3%	6.8%
2	Sept., 2023	70.0%	16.4%	13.6%
3	Sept., 2023	77.4%	10.8%	11.8%
4	Sept., 2023	58.7%	18.3%	22.9%



Grade 1 students participate in a number-line activity led by our school Numeracy Lead.

Grade 2 students work to reconstruct a 100 chart while identifying number patterns.



Numeracy Observations:

- In 2022, according to the Alberta Provincial Numeracy Screen:
 - After the first screening administration:
 - 77.7 % of students were not at risk in numeracy skills
 - 22.3 % of students were at risk in numeracy skills
 - After the second screening administration:
 - 78.7 % of students were not at risk in numeracy skills
 - 21.3 % of students were at risk in numeracy skills
 - The number of students identified as at risk decreased in both the Grades 3 and 4
- In September 2023, we utilized a new assessment tool: The Elk Island Catholic Schools (EICS) Math Assessment. We look forward to having comparative data in September 2024.
- According to the EICS Math Assessment:
 - 69.7% of students do not require attention
 - 16.1% of students require some attention (targeted interventions)
 - 14.2% of students require significant attention (individualized interventions)
- There is a significantly higher percentage of students at the Grade 4 level who are identified as requiring significant attention in numeracy skill acquisition
- Overall, Brookwood students demonstrate good foundational skills in numeracy



Students participate in Counting Collections activities to build foundational numeracy skills.

Alberta Education Assurance Measure Results

Survey Completed in Spring 2023 (Results Reported and Released in October 2023)

Result Highlights: Areas of Strength

Measure: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Brookwood School		Measure Evaluation			Province Wide	
	Number of Respondents	Percentage	Achievement	Improvement	Overall	Number of Respondents	Percentage
Overall	109	79.6%	High	Maintained	Good	257 231	80.3%
Parent	8	70.0%	Intermediate	Maintained	Acceptable	31 869	79.4%
Student	84	74.9%	Very High	Maintained	Excellent	193 015	71.3%
Teacher	17	93.9%	High	Maintained	Good	32 347	90.3%

Measure: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Brookwood School		Measure Evaluation			Province Wide	
	Number of Respondents	Percentage	Achievement	Improvement	Overall	Number of Respondents	Percentage
Overall	108	92.7%	Very High	Maintained	Excellent	257 584	88.1%
Parent	8	89.6%	Very High	Maintained	Excellent	31 890	84.4%
Student	83	93.4%	Very High	Maintained	Excellent	193 343	85.7%
Teacher	17	95.0%	Intermediate	Maintained	Acceptable	32 351	94.4%

Measure: Percentage of teacher, parent and student agreement that students are: safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school.

	Brookwood School		Measure Evaluation			Province Wide	
	Number of Respondents	Percentage	Achievement	Improvement	Overall	Number of Respondents	Percentage
Overall	109	87.3%	High	Maintained	Good	257 278	87.5%
Parent	8	89.7%	Very High	Maintained	Excellent	31 879	88.1%
Student	84	80.7%	High	Maintained	Good	193 049	81.5%
Teacher	17	91.5%	Intermediate	Maintained	Acceptable	32 350	93.0%

Result Highlights: Areas of Growth

Measure: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Brookwood School		Measure Evaluation			Province Wide	
	Number of Respondents	Percentage	Achievement	Improvement	Overall	Number of Respondents	Percentage
Overall	109	73.5%	Very Low	Maintained	Concern	256 932	81.2%
Parent	8	62.5%	Very Low	Maintained	Concern	31 805	73.7%
Students	84	79.7%	Low	Maintained	Issue	192 805	79.9%
Teacher	17	78.4%	Very Low	Declined	Concern	32 322	89.9%

Measure: Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Brookwood School		Measure Evaluation			Province Wide	
	Number of Respondents	Percentage	Achievement	Improvement	Overall	Number of Respondents	Percentage
Overall	23	68.5%	Intermediate	Improved	Good	62 032	80.4%
Parent	7	50.0%	Very Low	Maintained	Concern	30 381	73.4%
Teacher	16	87.0%	High	Improved	Good	31 651	87.3%

Observations: Alberta Education Assurance Measure

- It is important to note that only eight (8) parent surveys were completed
 - We will need to address ways to increase parent engagement in future Assurance Measures and input opportunities
- In general, parents, students, and staff are satisfied with the education received at Brookwood School, as well as the development of active citizenship characteristics displayed by students
- Parents, students, and teachers agree that students are safe at school, are treated fairly, and are learning the importance of caring for and demonstrating respect for others
- Students, parents, and teachers reported a below-average agreement that programs for students at risk are easy to access and timely
 - We will continue to raise awareness of supports and services in place at both the school and divisional levels
- There is a significant discrepancy between parent and teacher beliefs that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning

Factors Influencing Results Beyond Our School Environment

In-Person Teaching and Online Learning

- Due to the pandemic (March 2020 - June 2022 in terms of schooling effects), students and teachers adapted to switching from “in-person learning” to “online learning” on multiple occasions
- A number of our students were home-schooled for the entirety of the pandemic and returned to in-person learning for the 2021-2022 and 2022-2023 school years
- Early years provide the key foundational learning in both literacy and numeracy. However, there were many disruptions, which resulted in gaps in student learning:
 - For example, our current Grade Four students experienced interruptions in their key foundational learning in literacy and numeracy in both Kindergarten and Grade One
 - This has been evidenced in the data over time and we continue to see the long-term effects in classrooms
- Teachers had to work closely with parents to ensure students could access online platforms. However, due to limited internet access at home, some students were unable to continue their online learning
- During the pandemic, students were not able to experience working with same-grade buddy classes, learning with older student mentors, or classroom volunteers
- Additional in-school and off-site field trip experiences to enhance student learning were limited during the pandemic

Delivery of Professional Development & Teacher Collaboration

- Teachers in grade-level teams collaborate to meet the learning needs of their students
- Time is embedded throughout the year for teachers to collaborate with our Literacy/Numeracy Lead

Alberta Curriculum Updates

- Changes in provincial curriculum requirements have led to some gaps due to the shifting of required outcomes between grade levels. These changes meant some students had not learned the required prerequisite skills to be able to effectively learn and understand the new required outcomes. Teachers have had to address these with bridging strategies and additional teaching, specifically in the area of Mathematics
- **September 2022**
 - New curriculum implemented for English Language Arts and Literature and Mathematics K - Grade 3
- **September 2023**
 - New curriculum implemented for English Language Arts and Literature and Mathematics Grade 3 - Grade 6
 - New curriculum implemented for Science K - Grade 3

Demographics

- Approximately 2.5% of our Kindergarten to Grade 4 students are coded with a Mild or Moderate learning disability
- Approximately 8% of our Kindergarten to Grade 4 students are coded with a Severe learning disability
- Approximately 15.1% of our Kindergarten to Grade 4 students are supported by Individualized Education Plans (IEP's)

Attendance

- Both as a school and a division, we will be placing an increased focus on the importance of student attendance in the coming year
- Students with consistent attendance generally achieve higher grades and enjoy school more
- Increased engagement with students and parents in positive ways has been shown to increase attendance
- As a school, we will be exploring different ways to engage with families to improve attendance rates
- Typically, Mondays and Fridays have the highest absenteeism rates at Brookwood School

Lessons Learned

Data

- Data collection is essential to understanding where we need to go with our teaching
- When data guides our discussions, it helps us to use research and results to guide our practice
- When gaps in student learning are identified, it is important to address these gaps through programming, small-group instruction, and interventions

Professional Development & Pedagogy

- Focus on what will impact student learning
- Research must guide all of the work that we do
- Time is provided for teachers to collaborate and be responsive in teaching practices and classroom structures:
 - In response to literacy and numeracy data collected
 - In response to the implementation of a new curriculum
 - In response to gaps identified in student learning as a result of online learning
 - In response to the increased social-emotional needs demonstrated by students
- Teachers attend division professional development in Literacy and Numeracy
- We must continue to prioritize student wellbeing and workplace wellness for our staff
- Brookwood School has increased the FTE (Full-time equivalent) of our school counsellor to address the growing social and emotional wellness needs of students:
 - This position provides one-on-one student support as well as whole-class learning opportunities
- Brookwood School continues to employ a part-time Literacy and Numeracy Lead to support the key development areas of literacy and numeracy
 - This position provides opportunities for modelling lessons, in-class support for small-group instruction, and small-group intervention, as well as whole-class learning opportunities
 - This position collaborates with Divisional Principals and Leads to ensure best practices, analyze data, guide programming, and support teacher pedagogy

