

School Goal Statement 1: While maintaining the strong sense of belonging and growth mindset developed at Brentwood, we will continue to increase student success by focusing on the area of writing and its power to express and explore thoughts, emotions, and wonderings.

1. Rationale:

- a. Annual report card data continues to indicate that writing is an area where our students need our focused support. Furthermore, due to the unprecedented 2019-2020 school year, we feel it is important to continue to honour the work that was developed by staff in 2019-2020 and build upon this foundation in the 2020-2021 school year.
- b. Inclusive schools that focus on building a strong sense of belonging and foster a growth mindset create a culture that promotes risk taking in learning, which in turn will help improve student achievement.
- c. We believe that teacher collaboration on planning a writing program and developing criteria for writing assessment, will lead to improved student achievement in writing.

2. Strategies:

a. Taking Action:

- i. Utilize opportunities such as Pro-D days and teacher release time to enable collaborative planning for and assessment of student writing beginning in September 2020;
- ii. As grade groups, create yearly plans for writing and develop common criteria for assessment and work to assess writing in grade groups to build common understanding and collegiality as a group of curious professionals seeking to improve student achievement;
- iii. Focus school based Pro-D days on alignment of common language to share progress in an authentic fashion with students and their families;
- iv. Use the "Learning Sprints" model on a five-week cycle to provide opportunities for teacher/teacher and teacher/student collaboration by grade group;
- v. Involve students in individual goal setting and personal reflection about their writing using established criteria and peer editing as well as shared writing between students and teachers;
- vi. Use technologies such as Google ReadWrite, Clicker, and MS Word programs to support student writing;
- vii. Showcase student writing projects in the school via bulletin boards, Writer's Assemblies, and sharing with buddy classes and families;
- viii. Use authentic, compelling school experiences (e.g. school performances) as a basis for generating writing samples to use as touchstones for assessment and planning; and
- ix. Use Adrienne Gear's book "Powerful Writing Structures" as a framework for building year-long plans for writing instruction.

b. Checking/Results:

- i. Annual report card data from March and FSA results for Grade 4 students;
- ii. Grade wide writing samples taken in October and March based upon a collective and compelling school experience; and
- iii. Student Survey in October and March: "Do you see yourself as a writer?"

Brentwood Elementary School Plan

2020-21



Student Achievement Data:

1. Foundational Skills Assessment (FSA) – Grade 4
% of Students who demonstrate proficiency or are extending their skills in the following areas:

Brentwood	2016/17	2017/18	2018/19	2019/20
Reading				
District:	86%	78%	79%	74%
School:	79%	76%	76%	91%
Writing				
District:	91%	86%	99%	86%
School:	90%	84%	98%	95%
Numeracy				
District:	82%	75%	74%	71%
School:	83%	86%	77%	86%

School Goal Statement 2: Students will be returning to school in a “new normal” post COVID-19, and we feel it is essential to be particularly mindful of the variety of student lived experiences. Our staff will build their capacity to support students through trauma-informed practice.

1. Rationale:

- a. Students are likely to present with a wide variety of behaviours upon returning to school. We know behaviour is purposeful, and wish to seek clarity as to why children are exhibiting behaviour at times to ensure we respond and support in affirming and supportive ways.
- b. We acknowledge that while some students will come out of the pandemic experience positive and strengthened, others will need an increased level of support in the areas of academic growth and/or social-emotional wellness.
- c. We want to provide an open and responsive space for children to express themselves and their feelings towards reintegrating into the physical school environment.
- d. Meet every student where they are at emotionally and provide a safe place to ask questions and develop a better sense of self.

2. Strategies:

a. Taking Action

- i. Utilize our multi-age, school wide “Eagle Convocations” to connect students with a familiar group of peers and work on activities focusing on emotional well-being, such as activities presented by the Heart-Mind Institute;
- ii. Through staff Pro-D, develop common language with one another and our students to support working from a trauma informed lens;
- iii. Our teacher book club will be focused on the book “The Well Teacher” and the many realms of personal wellness. Our discussions and learning will apply to our work with students as well;
- iv. Reallocating staffing to be responsive to student needs as they emerge (explain buddy class collaboration activities to ensure that students know more than one adult who can support them);
- v. Reframing how we think of a “class” and work to group students in new ways that build in time for the flexibility to work with various adults in the school (ex. Exploratory “hatchlings” groups to learn a new activity across grades such as sewing);
- vi. Provide time throughout the school week for students to share their thoughts and feelings via class discussion, mindful minutes, and journaling to allow more purposeful time for reflection; and
- vii. Admin, support staff, and others to teach all classes Superflex lessons and language (superpowers). Students can create a “Superflex journal” to reflect on their week and their day. This ensures a built-in time for well-being and connection for the whole school.

b. Determining Results:

- i. Create a Google form for kids and parents to complete to reflect on how they are feeling in the post COVID-19 environment;
- ii. Continue to be mindful of and responsive to the traumatic events that students have been a part of; and
- iii. Encourage staff to take notes throughout the year around the new normal experienced in COVID and their classes experiences. Meet as staff to contribute qualitative data and label themes that emerge.