Brentwood Park Elementary School

Action Plan For Learning 2022-23

At Brentwood Park Elementary School we are proud of:

- strong relationships among staff, students, parents and administration through the years
- positive school climate and growth mindset
- culturally diverse population; 55% of students speak a language other than English at home (up from 43% in 2019); over 35 languages other than English are spoken at home; 43% of population is ELL
- inclusive school; all students, including those with diverse emotional, learning or physical needs are fully integrated into all aspects of school life; accessible playground; clubs and activities help students find their place to belong; culturally inclusive and celebratory of our differences, backgrounds and interests (Appendix A)
- focus on anti-racism learning and initiatives linked with our annual Indigenous plan
- students feel safe, positive about themselves, and are generally friendly, respectful and welcoming
- pride, passion and enthusiasm for learning; students are encouraged to take ownership for their learning
- holistic program – focusing on the development of the whole child (emotional, academic, physical, artistic, social)
- historically strong and enthusiastic parent support and involvement
- staff is collegial, collaborative, and innovative
- strong staff professional learning community:
    - many Community of Learning initiatives throughout the years including Formative Assessment, Social Emotional Learning, Communicating Student Learning, Story Workshop and' Shifting the Balance' Literacy
- library runs a flexible access/schedule program based on the concept of library as learning commons (Appendix B)
- key areas of focus at Brentwood Park School:
    - student engagement:
        - self-assessment of core and curricular competencies
        - portfolio, e-portfolio & growth binder curation
    - making learning visible:
        - documenting and communicating student learning
        - capturing student voice and goal setting
    - social-emotional learning including:
        - mindfulness
        - self-regulation
        - heart-mind index foci
    - Reggio-Emilia inspired practices including:
        - children as explorers and co-constructors of their learning
        - experiential learning (touching, moving, listening, observing, discussing, etc.)
        - the environment as third teacher
        - exploring relationships with others and with material items in the school and in the natural environment
        - emotional literacy
    - teaching and learning with technology
        - computers, mobile devices, multimedia presentation centres
        - robotics, coding, 3D design and printing
    - early learning framework and the role of play in learning

Goal 1: Social Emotional Learning

- to support and strengthen the social and emotional skills of all students so that students are:
  - alert and engaged in their learning
  - able to self-regulate emotions, cognitions, and behaviour
  - emotionally literate and able to identify:
    - emotion/physical state
    - triggers
    - 3 calming strategies
    - preferred calming strategy

<table>
<tr><td>

Scanning

What's going on for our learners in relation to our goal?

How are we supporting the diverse needs of our school population in relation to our goal?

</td><td>

Strategies

- teacher/student/parent observations
- Heart-Mind Index (Appendix C): we use this as a descriptive tool to understand and describe student behaviours along 5 domains of social-emotional well-being
  - gets along well with others
  - compassionate and kind
  - solves problems peacefully
  - secure and calm
  - alert and engaged
- UBC Climate Study
- Student Learning Survey – Grades 4 & 7

Evidence that lead to this goal being identified:

</td></tr>
<tr><td>

Focus

What evidence identifies the focus?

</td><td>

May 2015 Heart-Mind Index helped identify the school plan focus:

- Alert & Engaged domain was the lowest with 80% of students rated as medium or high
- grade by grade analysis of students who are low in 2 or more domains indicates that **Alert & Engaged** domain is a need at every grade level
  - 45 students (10%) were low in 2 or 3 domains
    - 31 primary (12%)/14 intermediate (7%)
    - 39 boys/6 girls
  - 17 students (4%) were low in 4 or 5 domains
    - 9 primary (3%)/8 intermediate (4%)
    - 13 boys/4 girls
- data suggests that we are making some progress over results from initial scan in 2014

December 2015 Mindfulness Survey:

- 61% of all students can use the core breathing practice independently
  - 79% of girls; 45% of boys
  - 58% of primary students/64% of intermediate students
- 27% of all students require some support to use the core breathing practice effectively
  - 17% of girls; 35% of boys
  - 26% of primary students/27% of intermediate students
- 13% of all students require direct support to use the core breathing practice effectively
  - 4% of girls; 20% of boys
  - 16% of primary students/9% of intermediate students

</td></tr>
<tr><td>

What targeted groups are addressed?

Where will concentrating our energies yield the greatest effect?

</td><td>

Target groups: all students

</td></tr>
</table>

Developing a Hunch

What's leading to this situation?

How are we contributing to it?

Considerations

How do school structures/processes inhibit or enhance child's ability to focus?

- Are we providing opportunities for brain/body breaks?
- Are we explicitly teaching:
    - focus/calming strategies?
    - metacognition?
    - executive functioning? (planning, memory, etc.)
- How are we asking students to engage with their learning?
- In what ways are students encouraged to demonstrate their learning?
- How are students reflecting on their learning?
- How does the classroom/school environment inhibit or enhance the child's ability to self-regulate?

Professional Learning

How and where can we learn more?

What professional learning has taken place and what is needed/planned?

What resources and school/district supports are you using?

Professional Development

- 2011 – present
    - SEL team (teachers, EAs, principal) participated in district SEL cohort guided by Miriam Miller - UBC; staff have attended many other SEL focused workshops
- 2012 – present
    - exploring the principles of the Reggio Emilia philosophy
- 2013/2014
    - Professional Development focus: Introduction to SEL and MindUp training for all staff
    - Communicating Student Learning inquiry team
- 2014/2015
    - Professional Development focus: Self-Regulation & Calm, Alert and Learning inquiry team
    - Communicating Student Learning inquiry team
- 2015/2016
    - Pro- D focus: Emotional Literacy, and Creativity, Imagination, and the Wonder of Learning
    - RULER (Yale Centre for Emotional Intelligence) inquiry team
    - Communicating Student Learning primary/intermediate inquiry teams
- 2016/2017
    - Professional Development focus: Redesigned Curriculum/Core Competencies
    - Communicating Student Learning primary/intermediate inquiry teams
    - Self-Regulated Learning inquiry team & Feelings Words Curriculum team
- 2017/2018
    - Professional Development focus: Heart-Mind Well-Being
    - Communicating Student Learning primary/intermediate
- 2019/2020
    - Heart-Mind Conference
    - member of provincial network/research project: Changing Results for Young Children
- 2020/2021
    - Changing Results for Young Children (CR4YC) – primary teachers and teacher-librarian/HT
    - Mental Health Literacy Pilot Project (counsellor and three Grade 6/7 classes)
    - Creating Compassionate Classrooms Workshop with Dr Linda O'Neill – UNBC (4 staff)
- 2021/2022
    - Part of the provincial network/research project: Changing Results for Young Children
    - Early Childhood Pedagogy Project – 2 Grade 1 teachers working with Angela Meredith
- 2022/2023
    - Part of the provincial network/research project: Changing Results for Young Children
    - Reggio Emilia Conference attended by three K/1 teachers

Resources:
- *MindUp* curriculum and chimes
- *Calm, Alert & Learning* – Stuart Shanker
- *RULER Manual* – Yale Center for Emotional Intelligence & *Zones of Regulation* – Leah Kuypers
- *Feeling Words Curriculum – Yale Center for Emotional Intelligence*
- *HeartMind Online – Dalai Lama Center for Peace and Education*

Taking Action

What is the quality "Alert and Engaged"?

Children who are **alert and engaged** are able to manage and direct their own feelings, thoughts and emotions. In general, they are able to be 'present' and to demonstrate self-control. Being alert and engaged involves the ability to manage your attention and to hold yourself back, especially when you don't want to.

When scholars and researchers look at this quality, they often view it through the lens of self-regulation. Self-regulation is defined as the ability to manage your own energy states (hyper energy, high energy, low energy), emotions, behaviour and attention, in ways that are socially acceptable and help achieve positive goals, such as maintaining good relationships, achieving and maintaining well-being.

How are all students supported?

Universal Strategies used at Brentwood Park:
- MindUp curriculum and core breathing practice
- teaching emotional literacy: RULER approach, Mood Meter, Zones of Regulation, literature connections, emotion vocabulary
- regular body/brain breaks *(increased challenges/adaptations this year with pandemic restrictions)*
- tools to help focus attention: Hokki stools, pedals, wiggle cushions, fidget tools
- school-wide implementation of positive behaviour framework
- restitution model used to support student self-discipline
- establish class charters/social contracts together in all classrooms
- class meetings/community circles
- school-wide buddy program
- student choice
- instructional strategies: inquiry, explorations, hands-on, role-play, wait time
- explicit teaching: calm-down strategies, perspective taking, problem-solving, using I-statements, empathy, kindness
- student self-reflection on curricular/core competencies
- documentation and making learning visible

Small Group Explorations by Staff

What are we doing differently?

- In addition to the universal strategies that staff has agreed to work on, other explorations are encouraged and supported. Teachers collaborate and develop their own pathways leading to students being more alert and engaged in their learning. Some examples include:
  - designing learning spaces including type/layout of furniture, removal of clutter, materials that are available for student use and how they are displayed
  - student explorations
  - Story Workshop (indoors and outdoors)
  - growth portfolios
  - experiential learning: coding, guest artists, Indigenous storytelling, hands-on activities
  - technology: student/class blogs
  - outdoor learning environments that include gardening, story workshop and inquisitive play
  - math gamification
  - ADST

Monitoring Progress

How will we monitor progress?

- We meet as an SEL committee, as well as at staff meetings and/or professional development sessions to discuss the effectiveness of our SEL instruction including, but not limited to:
  - changes we have made
  - what we notice about the students' responses and our observations
  - plans for further action
- yearly Heart-Mind assessment information
- Weekly School-based Resource Team meetings and twice-yearly Class Reviews
- Student feedback on mindfulness, self-regulation (Appendix D)

Checking   **Evidence**

Heart Mind Index analysis over the years at Brentwood representing the percentage of children at the medium to high level in the following categories:

	Jan 2014	May 2015	Jan 2017	April 2018	April 2019	Nov. 2020	April 2022	May 2023
Alert and Engaged	81%	80%	81%	84%	80%	83%	80%	80%
Gets Along Well with Others	87%	89%	89%	88%	90%	92%	86%	89%
Compassionate and Kind	92%	96%	92%	93%	95%	95%	93%	92%
Solves Problems Peacefully	86%	93%	88%	88%	90%	89%	86%	86%
Secure and Calm	84%	88%	82%	88%	83%	84%	82%	84%

- Throughout the years, **Alert and Engaged** has had the lowest percentage of kids at the medium to high level.
- We noticed that in the 2021/22 school year, we saw a drop in all Heart/Mind Index categories, believing the pandemic likely had some effect on this change. We have also had a big influx of new students arriving at Brentwood Park which may also play a factor.

May 2023 Heart-Mind Index (see raw data in Appendix E):

Comparison of raw data for 2020/21 with 2021/22 and 2022/23 years	Nov. 2020 (126/429 students = 29%)	April 2022 (190/538 students = 35%)	May 2023 (191/578 students = 33%)
Low in 1 domain	65/429 students = 15% 12% primary/18% intermediate	86/543 students= 16% 16% primary/16% intermediate	84/578 students = 15% 15% primary/14% intermediate
Low in 2 or 3 domains	52/429 students = 12% 9% primary/13% intermediate	70/543 students= 13% 14% primary/12% intermediate	73/578 students = 13% 12% primary/13% intermediate
Low in 4 or 5 domains	14/429 students = 3% 2% primary/4% intermediate	34/538 students = 6% 6% primary/6% intermediate	34/578 students = 6% 7% primary/5% intermediate

May 2023 Data: Percentage of children who are low (have some challenges) in this area:
- **alert & engaged** = 115/578 = 20%   (2022: 109/538 = 20%; 2021: 93/429 = 22%)
(primary = 56; intermediate = 59)
- **secure & calm** = 93/578 = 16%   (2022: 98/538 = 18%; 2021: 71/429 = 17%)
(primary = 48; intermediate = 45)
- **solves problems peacefully** = 80/578 = 14%   (2022: 76/538 = 14%; 2021: 46/429 = 11%)
(primary = 50; intermediate = 30)
- **gets along well with others** = 62/578 = 11%   (2022: 74/538 = 14%; 2021: 35/429 = 8%)
(primary = 43; intermediate = 19)
- **compassionate & kind** = 47/578 = 8%   (2022: 37/538 = 7%; 2021: 18/429 = 4%)
(primary = 28; intermediate = 19)

***To note: The data taken in November 2020 only included our 'at school' learners in November (429) and not the 'at home' learners due to the pandemic. There was not an opportunity to collect the data in April 2020 thus the November data that year as all learners were at home learning at that time.

Summary:
Alert & Engaged domain remains the lowest with 80% of students rated as medium or high and 20% with challenges

- target domain revisited at June '22 and June '23 Pro-D day sessions: Alert & Engaged with a particular emphasis on self-regulation and mindfulness; all 5 domains are affected by students' ability to self-regulate
- In 2023, children showed growth and fewer challenges in the areas of: 'secure & calm' as well as 'gets along well with others'
- In 2023, percentages of children with challenges stayed the same in 'alert and engaged' as well as 'solves problems peacefully'
- In 2023, we have a slightly higher percentage of children with challenges in 'compassionate and kind'
- a rudimentary qualitative analysis of the behaviours observed in students with challenges in each of the domains revealed some trends, represented by Wordles created in 2019/20 (Appendix F); this information was used to identify specific strategies that might be effective in strengthening SEL skills in all areas of the Heart-Mind index

Further Discussions, Thinking and Next Steps:
Through discussions in 2020/21 and 201/22 years, staff had a hunch that **secure and calm** would come out with the lowest percentage of kids at the mid/high level due to the pandemic. The data did not show this although it was very close with alert and engaged. Staff discussed that secure & calm and alert & engaged are actually very closely connected. When children are feeling secure and calm, they are likely more apt to be alert and engaged in their learning.

For 2022/23, staff felt that through observations of students in their classes as well as with increasing numbers of ELL students with limited language, more students being brought to our school-based team and increasing requests for counselling support, LSS support and admin support of students that alert and engaged would be even lower now that it was in the fall of 2020 and this is the case. Staff feel that alert and engaged is still the focus area we need to concentrate on next year. We are curious why the percentages have not really increased in this area throughout the years and will continue to ask questions, learn and grow in this area.

In June 2023, staff looked at the heart-mind index data and also recorded anecdotal comments in small groups about what they are noticing about the children in class and at school. There was discussion around 'alert and engaged' not showing significant improvement and what we might need to do differently to see different results. In addition, it was noticed that there were more challenges in 'compassionate & kind' over the past few years. There was also a common theme of 'me vs we' that arose in a brainstorm activity across various groups.

We decided that our first week theme for Sept 2023 would focus on our school motto of "Care for Ourselves, Care for Others and Care for Our Community' to build some common language and early expectations on how to show care and kindness for our own body and mental health as well as ways to show more compassion and kindness through caring for others and also ways to show kindness and compassion to our school community such as keeping our property free of litter and caring for our gardens. Jillian Lewis, SEL guru, is also going to present at our Sept 2023 Pro-D Day on "Influencing Well-being" to help us grow in ways to support our students.

Our SEL committee is going to meet in October 2023 to determine a specific focus moving forward into 2023/24.

Gather Evidence
- teacher assessment on 5 domains of Heart-Mind well-being (April/May 2023)
- continue to refine gathering and analysis of emotional literacy evidence
- work with partners (e.g. UBC, Ministry of Education) to collect information on student self-regulation and anxiety
- continue to question what we are noticing and how we can best support our students

What requires further attention?

Where to next?

Strategies
- continue to refine and expand the universal tools used in all classrooms
- continue to develop student self-reflection skills
- continue to explicitly teach skills to support learning in the 5 domains of the heart-mind index
- go back to some pre-pandemic activities and explore new activities that help students with engagement and regulation at school e.g.) buddy classes, monitors, body break circuits

Structures
- review and possibly engage whole school in mindfulness practices e.g.) core breathing practice
- consistently use emotion vocabulary in classroom (Ruler, Mood Meter, Zones of Regulation)
- continue to explore different ways of engaging students in self-assessment of core competencies and Heart-Mind well-being
- continue to explore and implement a collaborative teaching model that pulls learning support teachers, ELL teachers and counsellor into the classroom
- continue to use a flexible learning commons space in the library

Communication
- parent workshops through the years (e.g. SEL, core competencies, CSL))
- include information in newsletters and on school website
- Heart-Mind Well-Being posters prominently displayed and referred to in classrooms and hallways

Staff Development
- explore heart-mind or other SEL focused workshops
- explore further learning as a staff about ADHD, trauma informed practices, mental health, executive functioning skills and tier one universal strategies to support students

Goal 2: Written communication

- to support and strengthen the writing skills and attitudes of all students
  (specific targeted objectives have emerged through the scanning phase – see the 'Taking Action' section)

Why was this goal chosen?

- reading and writing skills (both for intent and for pleasure) are essential to success
- data in 2019/20 indicated that a school-wide focus on reading structures and consistent instructional practice has increased the achievement for all students over the last 10 years
- student achievement in writing is now lower than that of reading, oral language and mathematics (common finding in 2018/19 data, 2020/21 data, 2021/22 data and 2022/23 data)
- reading and writing are interdependent and a child's literacy development is dependent on this interconnection between reading and writing.

What data/evidence supports your selection of this goal(s)?

- trend data collected in term assessment summaries over the period 2010-2019 indicates that student achievement in writing has fallen to below levels of achievement in reading, oral language, or mathematics. This could be partly because of a focused effort to improve reading skills over the last several years.
- anecdotal reports from teachers indicate that students' ability to communicate in writing is an area for improvement. During the scanning phase we are exploring what is currently going on for our students in relation to writing in order to determine specific student strengths and stretches and create a plan of action to address needs.

Scanning

What's going on for our learners in relation to our goal?

How are we supporting the diverse needs of our school population in relation to our goal?

Strategies

- teacher/student/parent observations
- term assessment summaries in reading, writing, oral language, math
- standards-based assessments (e.g. BC Performance Standards) and possible use of new proficiency benchmark standards when released
- student surveys

Focus

What evidence identifies the focus?

What targeted groups are addressed?

Where will concentrating our energies yield the greatest effect?

Evidence

2018/19 Term Assessment Data helped identify the school plan focus:
- Writing across the three terms showed the least percentage of children at the developing, applying/proficient and extending levels

2020/21 report card data:
- Data collected using the proficiency scale in Reading, Writing, Oral Language and Math shows that writing is the area with the most children emerging in their skills, although the past academic goal of Reading is very close and we know the literacy skills are intertwined.

2021/22 report card data:
- June 2021 report card data and comparison to June 2022 (See Appendix G)
- We will discuss data and determine specific focus areas in Fall 2022.
- Targets groups for 2022/23: ELL learners, Indigenous students, children at emerging levels

2022/23 report card data:
- Comparisons of report card data each term
- Identification of specific students at 'emerging' levels or struggling in ELL for targeted intervention

Developing a Hunch	**Considerations**

- Who are we as teachers? Who are we as writers? Who are we as teachers of writing?
- What are the big ideas, curricular competencies and content of written communication, Kindergarten to grade 7?

What's leading to this situation?

- What does 'proficient' writing look like at each grade level?
- How do we effectively plan for writing instruction and assessment?
- What' assessment for learning' are we exploring?
- What are the current writing strengths and stretches at each grade level?

How are we contributing to it?

- What is the scope and sequence in writing development from K-12?

Professional Learning

Professional Development
- 2019 September
  - Bryan Gidinski – Writing: A teacher reflection
  - curricular explorations
- 2019 November
  - curricular explorations

How and where can we learn more?

- 2020/21
  - Faye Brownlie Writing series attended by 3 classroom teachers
  - Provincial Benchmarks Proficiency Pilot Project with 4 Brentwood Park staff members
- 2021/22

What professional learning has taken place and what is needed/planned?

  - Literacy Lead Community of Practice (2 staff members plus HT) project
  - Language Play in Kindergarten (2 K teachers)
  - CR4YC Stories That Matter: Story Workshop Series (2 K teachers)
  - Provincial Benchmarks Proficiency Pilot Project with some Brentwood Park staff
  - School-based Story Workshop Community of Practice (13 staff)
  - As a whole school, explored the scope and sequence for writing across the grades

What resources and school/district supports are you using?

- 2022/23:
  - Shifting the Balance COP with numerous primary, ELL, LSS and admin staff
  - CR4YC (3 early learning staff and HT)
  - 3 early learning staff members attended Reggio Emilia Pro-D in Italy
  - Literacy Enhancement Teacher supporting primary teachers
  - Adrienne Gear conference attended by 6 intermediate teachers
  - Beyond the Blank Page & Reading the Room literacy workshop series attended by 4 intermediate teachers
  - Lunch n' Learns with Michelle McTavish on assistive learning tools such as immersive reader, dictate and office lens (sessions for EAs and teachers)

Resources:
- Faye Brownlie workshops and resources
- District Literacy Helping Teacher when the district had one
- Bryan Gidinski Literacy Learning Lead
- Writing Power – Adrienne Gear
- Writing Conferences – Carl Anderson
- A Teacher's Guide to Getting Started with Beginning Writer's K-2 – K. Ray and L. Cleaveland

Future Plans:
- Collated information staff brainstormed at May 2021 staff meeting about what they are noticing about their writers at all grade levels and re-visit in future years
- Identify common threads for strengths and stretches (grade levels and as a school) and in 2022/23 focus on an area to help increase engagement in writing and help children develop their skills as writers.
- Continue Benchmark Proficiency Pilot and looking at exemplars for writing across the grades
- Continue with LSS/ELL and Classroom Teacher collaboration and tier 1 interventions
- Continue with targeted intervention for children at the emerging levels based on report card data each term

Taking Action *What are we doing differently?* *How are all students supported?* *How will we monitor progress?*	**2022-23 FOCUS narrowed:** Global Inquiry Questions brainstormed by staff Sept. 2022: How do we spark and maintain a passion for writing? How do we help kids see themselves as writers? How do we help kids to effectively communicate their ideas so the meaning stays intact? How do we maintain the passion for writing while working on mechanics/conventions? How do we craft our instruction to guide students to effectively deliver their message to their audience? How do we build a culture of risk taking in the writing classroom? How do we provide constructive feedback and have them apply the feedback given? How do we transition between narrative and informational writing? How can we find ways/time to increase vocabulary/descriptive language? How do we get kids to want to go deeper/spend more time? How do we increase our learners' confidence in themselves as writers? How do we help kids to see themselves as writers? How can we shift kids' thinking about writing? (ex. Shift from oral to written) How can we balance the need for conventions while maintaining joy of writing? How do we best encourage self-editing skills? How can we be more explicit in our teaching of phonological awareness and make it playful? How can we reframe our expectations to provide a safe environment for reluctant writers? How do we meet the needs of a wide range of abilities? How do we develop/foster a joy for writing? How can we effectively collaborate? How can we develop students' identity as writers? What are the best ways to build prior knowledge? How do we honour the rich storytelling and oral language and teach the skills of writing-letter/sounds/concepts of print, etc

Specific grade level objectives to focus on based on scanning writing samples:

K= Giving our students the tools they need to demonstrate they are comfortable and confident writers and to enable students to see themselves as writers.

1= For students to develop their identity as writers, and confident to use the tools/skills and knowledge to express their ideas, thinking, stories, etc

2/3= If we focus on editing, we hope the students will independently use these skills to strengthen their writing in order to better convey meaning.

4/5= To nurture students' identities as writers so that they are able to effectively communicate to others in a variety of text genres, take risks, and apply feedback to improve

6/7= To have students confidently access writing tools independently. To have students independently write using proper paragraph structures. To feel confident in expressing their thoughts and ideas in an organized way.

Checking

Have we made enough of a difference?

How is the data informing/modifying practice?

What has changed for our target groups?

Gather Evidence:

We will gather evidence through formative and summative assessment

- o Tracking report card data each term in writing (Appendix G for June 2021 and 2022 data and Appendix H for 2022-23 data to date)
- o Identifying specific kids at 'emerging' levels and tweaking direct support to help with writing intervention
- o Tracking growth in ELL levels based on Spring assessments

Next Steps

What requires further attention?

Where to next?

Structures & Strategies:

- o Will vary depending on grade level and relevance for their objectives
- o Staff discussing assessment for learning in writing in each class for the fall and re-assessing in the spring to determine growth
- o Staff working in grade groups to determine strategies and structures to support writing
- o Staff working collaboratively with ELL and LSS teachers and using flexible models of support

APPENDIX A: Student Opportunities

BE SAFE	BE RESPECTFUL	BE RESPONSIBILE	BE KIND

Academics:
- ADST Challenge
- Abel, Mirzakhani & Gauss math contests
- District public speaking contest
- Literacy Day Read-A-Thon and activities
- Alpha Buddies
- Homework Club

Fine Arts:
- Music specialist teachers: Orff instruments, recorder, guitar, ukulele, explorations
- Intermediate Art Club
- Music Monday
- Primary Days of Music
- Gr. 7 Band
- Festival of Bands
- Primary/intermediate choir *(Pandemic pause)*
- Dance program with resident dance instructor
- Christmas Concert – done virtually
- Celebration of Learning Assemblies *(Pandemic pause)*
- Talent Show/Art Display
- Young Peoples' Concerts
- Young Actors Project
- Burnaby Art Gallery
- Young Rembrandts after school program

Student Leadership:
- Student leadership program
- Classroom monitors
- Office monitors *(Pandemic pause)*
- Library monitors
- Peer mediators
- Sports Day leaders
- Buddies
- Monthly assembly hosts *(Pandemic pause)*
- Daily announcements and morning messages
- Fruit and veggie/milk program

Family Connections
- Student-led conferences – sharing of learning through portfolios
- Open House/Parents As Partners
- ADST Challenge – window displays
- Literacy day home activities
- Fine arts performances
- Noisy reading
- Sports Day
- School Picnic
- Volunteer Tea
- Kindergarten orientation – blog welcome and sharing of info
- Welcome to Our School for new Kindergarten families
- Hot Lunch

Student Connections
- Buddies
- Science fair *(Pandemic pause)*
- Young Entrepreneur Program
- Peer presentations – shared in cohort groups/sign-ups
- Grade group activities (swimming, skating, bowling, etc.)
- Knitting Club *(Pandemic pause)*
- Spirit days

Social Responsibility
Environment:
- paper, glass, plastic, juice box, milk carton recycling *(Pandemic pause)*
- food-scrap collection
- composting
- outdoor garden
- salmonid program
- butterfly release
- chick incubator
- Spuds in Tubs

Community:
- anti-bullying
- food bank drives
- battery blitz
- sock it to poverty
- intentional acts of kindness (IAK)
- community clean-up *(Pandemic pause)*
- Coats for Kids

Fundraising efforts:
- Cancer Society (Terry Fox Foundation)
- Heart & Stroke Foundation
- Wenjack Foundation
- leadership initiative (Canuck Place 2022-23)
- Red Cross Turkey & Syria Earthquake relief

Athletics:
School teams:
- cross-country
- volleyball
- basketball
- track

School programs:
- dance
- Gym Sense gymnastics
- skating
- tennis/soccer with guest instructors
- Jump Rope For Heart
- Grade 7 camp
- Sports Day
- Swimming
- bicycle skills
- golf intro – grade 5

Healthy Living
- Active Schools
- Fruit & Vegetable Program

Community Connections
- City of Burnaby
- Burnaby Parks and Recreation
- Brentwood Pre-School & Childcare
- Costco reading volunteers
- Whole Foods
- Starbucks
- Beecher Creek
- Brentwood Town Centre

Appendix B: Library Learning Commons Framework

LEADING LEARNING FRAMEWORK
Standards, Themes and Growth Indicators for School Library Learning Commons
Themes by Standard:

Facilitating collaborative engagement to cultivate and empower a community of learners	Advancing the learning community to achieve school goals	Cultivating effective instructional design to co-plan, teach and assess learning	Fostering literacies to empower life-long learners	Designing learning environments to support participatory learning
Vision for Learning	Planning for School Improvement	Instructional Leadership	Literacy Leadership	Designing for a Collaborative Physical LLC
Design for Collaboration	Principal Collaborative Role	Instructional Partnerships	Engaging Readers	Designing for a Collaborative Virtual LLC
Partners in Collaborative Learning	Teacher-Librarian Collaborative Role	Engaging with Inquiry Approaches	Information Literacy	Designing for Accessibility in the LLC
Student and Community Partnerships	Teacher Collaborative Role	Differentiated Learning	Critical Literacy	Designing for Responsive Print and Digital Collections
School Administration Partnerships	Support Staff Collaborative Role	Technology for Learning	Digital Literacy and Citizenship	Designing for Creativity and Innovation
District Administration and Consultant Partnerships	District Administration and Consultant Collaborative Role	Assessment for, of and as Learning	Cultural Literacy	Designing for Participatory School Culture
		Evidence-Based Practice	Literacy Partners	

Source: *http://clatoolbox.ca/casl/slic/llsop.pdf*

Appendix C: Heart-Mind Index Domains

	Gets Along with Others	Compassionate and Kind	Solves Problems Peacefully	Secure and Calm	Alert and Engaged
	children who …	children who …	children who …	children who …	children who …
High	• get along with peers • are respectful • clearly communicate needs • express emotions appropriately	• help others • comfort upset children • say kind things often • often invite bystanders to play	• manage conflict peacefully • are respectful of adults and peers • express emotions appropriately	• appear calm • are comfortable in social settings • ask for help when needed	• stay calm, focused and alert • listen well • think before acting • have no difficulty awaiting turns
Medium	• are mostly cooperative and social • may quarrel or express emotions inappropriately • may be somewhat disrespectful at times	• somewhat help others • occasionally comfort upset children • occasionally invite bystanders to play	• manage conflict peacefully • may be somewhat respectful of adults and property • may be somewhat respectful of peers • may express emotions inappropriately	• appear calm • may appear shy • may have difficulty in some social settings or communicating needs on occasion	• at times are not calm, focused and alert • may act without thinking • may have difficulty awaiting turns
Low	• have difficulty in getting along with peers/are less social • may be disrespectful • show emotions inappropriately • may have difficulty communicating needs	• do not help others often • rarely comfort upset children • do not say kind things often • do not invite bystanders to play often	• may get into fights, bully or act mean • are somewhat disrespectful • sometimes express emotions inappropriately	• appear fearful, worried, nervous, unhappy or shy • are uncomfortable in one-on-one or group settings • may have difficulty communicating needs	• are more easily distracted • have trouble settling down at times • may be impulsive • do not listen well at times

Appendix D: Heart-Mind Student Questionnaire for PRIMARY students

How am I doing?
(September – November 2020 reflection)

GETS ALONG WITH OTHERS - the ability to form positive and healthy relationships with peers and adults.
COMPASSIONATE AND KIND - the ability to be aware of other people's emotions and a desire to help when a person is in need.
SOLVES PROBLEMS PEACEFULLY - the ability to behave in a peaceful and respectful way in a variety of situations and relationships.
SECURE AND CALM - the ability to take part in daily activities and approach new situations without being overwhelmed with worries, sadness or anxiety.
ALERT AND ENGAGED - the ability to stay calm, focused and alert; to demonstrate self-control and to slow down and think before acting.

How have you been getting along with others? (How have things been going when you play with others?)

Can you tell me about a time when you were kind at school? What did you do? What did you say? (What can you do to be kind?)

What do you do when you have a problem with a friend? What can you say to your friend? What can you do?

What do you like to do most at school? Why?

When do you feel most worried/nervous? When do you feel most calm? What do you do to feel calm?

What are you good at? How do you know?

What do you want to get better at? What can you do to get better at that?

Appendix D: Heart-Mind Student Questionnaire for INTERMEDIATE students

How am I doing?
(September – November 2020 reflection)

GETS ALONG WITH OTHERS - the ability to form positive and healthy relationships with peers and adults.
COMPASSIONATE AND KIND - the ability to be aware of other people's emotions and a desire to help when a person is in need.
SOLVES PROBLEMS PEACEFULLY - the ability to behave in a peaceful and respectful way in a variety of situations and relationships.
SECURE AND CALM - the ability to take part in daily activities and approach new situations without being overwhelmed with worries, sadness or anxiety.
ALERT AND ENGAGED - the ability to stay calm, focused and alert; to demonstrate self-control and to slow down and think before acting.

How have you been getting along with others?

How have you shown compassion and kindness?

How have you been solving problems?

When do you feel most worried? When do you feel most calm? What do you do to manage your emotions?

What are you most engaged in at school? How do you know you are "alert and engaged"?

What are your "strengths" at school? What are you most proud of?

What are your "stretches" at school? How will you work on these stretches?

17

Appendix E: Heart-Mind Index Challenges

Heart-Mind Index: Challenges Summary   May 2023

Grade	Challenges in 1 area	Challenges in 2 or 3 areas	Challenges in 4 or 5 areas	Areas of Need
7 = 57 17/57=29%	8	6	3	▪ solves problems (5) ▪ gets along (4) ▪ secure & calm (9) ▪ alert & engaged (10) ▪ kindness (6)
6 = 71 21/71=30%	8	10	3	▪ solves problems (8) ▪ gets along (5) ▪ secure & calm (12) ▪ alert & engaged (14) ▪ kindness (6)
5 = 71 22/71=31%	12	9	1	▪ solves problems (8) ▪ gets along (3) ▪ secure & calm (9) ▪ alert & engaged (14) ▪ kindness (2)
4 = 76 27/76=36%	11	10	6	▪ solves problems (9) ▪ gets along (7) ▪ secure & calm (15) ▪ alert & engaged (21) ▪ kindness (5)
3 = 84 25/84=30%	15	8	2	▪ solves problems (8) ▪ gets along (4) ▪ secure & calm (12) ▪ alert & engaged (13) ▪ kindness (3)
2 = 70 26/70=37%	11	6	9	▪ solves problems (15) ▪ gets along (13) ▪ secure & calm (14) ▪ alert & engaged (15) ▪ kindness (9)
1 = 78 22/78=28%	7	9	6	▪ solves problems (12) ▪ gets along (11) ▪ secure & calm (10) ▪ alert & engaged (13) ▪ kindness (11)
K = 71 31/71=44%	12	15	4	▪ solves problems (15) ▪ gets along (15) ▪ secure & calm (12) ▪ alert & engaged (15) ▪ kindness (5)

- ▪ solves problems peacefully = primary = 50   intermediate = 30   80/578 = 9%   (2022: 14%)
- ▪ gets along well with others = primary = 43   intermediate = 19   62/578 = 11%   (2022: 14%)
- ▪ secure & calm   = primary = 48   intermediate = 45   93/578 = 16%   (2022: 18%)
- ▪ alert & engaged   = primary = 56   intermediate = 59   115/578 = 20%   (2022: 20%)
- ▪ compassionate & kind   = primary = 28   intermediate = 19   47/578 = 8%   (2022: 7%)

Appendix F: Qualitative Analysis Wordles
Alert and Engaged:

:
Compassionate and Kind:

Gets Along Well with Others:

Secure and Calm:

nervous
uncomfortable in new situations
obsessive behaviour
quiet
shy
anxious
difficulty communicating needs
quiet and compliant
may go unnoticed
frequent check-ins
cries often
worried
selective mute
emotional
uncomfortable in social situations
unhappy
fearful
asking for help

Solving Problems Peacefully:

aggressive
no ownership blames others
reasoning skills diminished grudge
self-regulation
false attribution
unable to apply skills
taking perspective
sees hostility where none exists
reasoning and listening skills diminished
cries
disrespectful
angry
kicks
quick to react
unkind words
hits
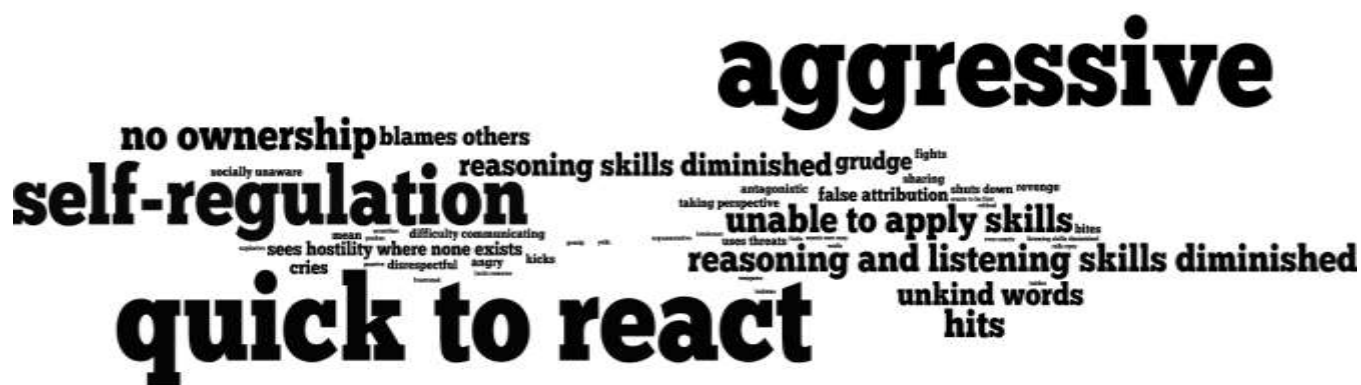
Appendix G **June 2021 and June 2022 Report Card Data Comparison for Writing Development**

Writing Data by Grade   2020/21 year   June 2021

	# in grade	ELL (Beginning, Developing & Expanding levels) + Modified Program	Emerging	% of emerging + ELL(B,D,Em) and Mod	Developing	% of emerging and developing + ELL (B,D,Em)	Proficient	Extending
Kindergarten	51	3	3	12%	9	29%	32	4
Grade 1	63	3	5	13%	20	44%	28	7
Grade 2	64	3	10	20%	30	67%	19	2
Grade 3	53	5	2	13%	13	38%	27	6
Grade 4	47	8	3	23%	14	53%	18	4
Grade 5	47	6	0	13%	7	28%	28	6
Grade 6	63	3	6	14%	23	51%	21	10
Grade 7	57	4	3	12%	20	47%	19	11
Totals	**445**	**35**	**32**		**136**		**192**	**50**
Percentage of school population		8%	7%		31%		43%	19%

**No proficiency scale given for some ELL level 1/2 students and students on a modified program
***Many students remained at Home Learning this year affecting the data

Writing Data by Grade   (2021/22 year)   June 2022

	# in grade	ELL (Beginning, Developing & Expanding levels) + Modified Program	Emerging	% of emerging + ELL(B,D,Em) and Mod	Developing	% of emerging and developing + ELL (B,D,Em)	Proficient	Extending
Kindergarten	87	31	1	37%	9	47%	43	3
Grade 1	63	22	4	41%	12	60%	21	4
Grade 2	75	21	6	36%	17	59%	27	4
Grade 3	72	16	4	28%	8	39%	42	2
Grade 4	59	7	3	17%	19	49%	27	3
Grade 5	64	12	4	25%	16	50%	29	3
Grade 6	55	7	0	13%	24	56%	23	1
Grade 7	75	10	1	15%	20	41%	28	16
Totals	**550**	**126**	**23**		**125**		**240**	**37**
Percentage of school population		23%	4%		23%		44%	7%

***All Beginning, Developing, and most Expanding ELL students included in not receiving proficiency scales starting this year affecting the data.

Notes:
- Children in ELL 1/2 and children at emerging levels identified and being considered for additional supports (ELL, LSS)
- Specific focus areas to move writing forward at each grade level to be determined in Fall 2022/23

Appendix H: 2022-23 Writing Data for terms 1, 2 & 3 2022/23

Brentwood Park Writing Report Card Data 2022/23

TERM 1:

	# in grade	Emerging	Developing	% of emerging and developing	Proficient	Extending	ELL 1/2 + Modified Program
Kindergarten	64	3	12	23%	26	0	23
Grade 1	87	4	21	29%	21	2	39
Grade 2	65	7	9	25%	23	2	24
Grade 3	79	0	15	19%	34	5	25
Grade 4	79	6	29	44%	22	0	22
Grade 5	66	1	24	38%	25	4	12
Grade 6	73	3	27	41%	26	0	17
Grade 7	55	2	12	25%	31	3	7
Totals	**568**	**26**	**149**		**208**	**16**	**169**
Percentage of school population		5%	26%		37%	3%	30%

Total of Emerging, Developing and ELL level 1/2 students = 344/568=61%

TERM 2:

	# in grade	Emerging	Developing	% of emerging and developing	Proficient	Extending	ELL 1/2 + Modified Program
Kindergarten	68	1	13	21% (-2%)	27	1	26
Grade 1	78	2	15	22% (-7%)	28	3	30
Grade 2	69	4	8	17% (-8%)	27	2	28
Grade 3	81	1	12	16% (-3%)	34	9	25
Grade 4	77	7	20	35% (-9%)	28	0	22
Grade 5	70	2	14	23% (-15%)	34	7	13
Grade 6	76	1	21	29% (-12%)	31	5	18
Grade 7	58	1	12	22% (-3%)	28	8	9
Totals	**577**	**19**	**115**		**237**	**35**	**171**
Percentage of school population		3%	20%		41%	6%	30%

Total of Emerging, Developing and ELL level 1/2 students = 305/577 = 53% (-8%)

TERM 3:

	# in grade	Emerging	Developing	% of emerging and developing	Proficient	Extending	ELL 1/2 + Modified Program
Kindergarten	71	1	9	14% (-9%)	34	3	24
Grade 1	78	2	13	19% (-10%)	29	4	30
Grade 2	70	4	10	20% (-5%)	25	3	28
Grade 3	84	1	13	17% (-2%)	37	11	22
Grade 4	75	5	22	==36% (-8%)==	25	1	22
Grade 5	71	0	17	==24% (-14%)==	31	9	14
Grade 6	71	2	12	==20% (-21%)==	35	4	18
Grade 7	57	2	6	14% (-11%)	32	9	8
Totals	**577**	**18**	**102**		**248**	**44**	**166**
Percentage of school population		3%	18%		43%	8%	29%

Total of Emerging, Developing and ELL level 1/2 students = 286/577 = 50% (-11%)

Summary for 2022/23 based on report card data:
In all grade levels, there were improvements in writing shown by fewer students in emerging and developing proficiency scale levels.
Over the course of the year, the largest improvement in writing was with Grade 6 students.
Over the course of the year, Grades 4/5 continue to have the largest percentage of students at emerging and developing levels in writing.

Comparison of 2022/23 to 2021/2022 and 2020/21 in Writing by % of children at each proficiency scale level:

	2020/21	2021/22	2022/23
Emerging	7%	4%	3%
Developing	31%	23%	18%
Proficient	43%	44%	43%
Extending	19%	7%	8%
ELL 1/1+/2 & modified programs	8%	23%	29%

*Children at ELL 1/1+/and some 2 & modified programs are not included in the proficiency scale data

SCHOOL TEAM VISIT SUMMARY REPORT

SCHOOL: Brentwood Park Elementary School   **DATE:** May 27, 2021

Promising Practices:
-SEL has been an ongoing and foundational goal
-Strong evidence of success around alert and engage
-Using the heart/mind index
-Focus on regulating, naming emotions and calming strategies
-Emotional vocabulary for students and parents; Building emotional vocabulary, using the mood meter
-Identifying triggers and coping strategies
-Interweave culture and intent
-Welcome and support collaboration to provide a safe place for all staff and students to be active participants; longstanding collaborative culture
-Visitors often say they feel that there is a positive vibe/spirit at the school that has resulted from the area of focus
-Strong collaboration and involvement of the parent community and other community partners in the area of health and emotional well-being
-There is real thought and intention in what is planned and how it is supported moving forward
-Strong staff engagement in goals across all grades
-Focus on ensuring strong student voice and engagement
-Writing goal is in its early stages, focus on truly understanding where their students are and viewing this through the lens of writing proficiency scales
-Teachers reflecting on what writing is to them and who they are as writers
-Helping students plan their writing

Recommendations

-Continue with the schools focus on supporting students that were identified through the heart/mind index as vulnerable in the area of alert and engaged
-Continue with the strong parent community participation and input
-Continue supporting pro-d around writing assessment practices
-Remember that we are all coming out of a pandemic and students will be at different levels, remember to be kind to yourselves

Names of Visiting Team Members: Morray Genge (District Principal of Learning Support), Donna Rae (PAC executive member), Brenna Willis (Classroom Teacher), Cristina Dann (School Counsellor), Heather Kimmie (Principal)