



ACTION PLAN FOR LEARNING 2025-26



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; 56.5% of students speak a language other than English at home (up from 43% in 2019); over 34 languages other than English are spoken at home; 35% of the school population is ELL
- inclusive school with 13% of population ministry identified as diverse learners: all students, including those with diverse emotional, learning or physical needs are 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 (MDI results)
- pride, passion and enthusiasm for learning; students are encouraged to take ownership for their learning
- holistic focus – development of the whole child (emotional, academic, physical, artistic, social)
- staff is collegial, collaborative, progressive and innovative
- strong staff professional learning community:
 - many Community of Practice learning initiatives throughout the years including Formative Assessment, Social Emotional Learning, Communicating Student Learning, Story Workshop, ‘Shifting the Balance’ Literacy, ‘How to Become a Better Writing Teacher’ and Story Studio
- 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 and making learning visible:
 - self-assessment of curricular competencies and core competencies
 - capturing student voice and goal setting
 - documenting and communicating student learning
 - curation of portfolio, e-portfolio &/or growth binders
 - social-emotional learning including:
 - social awareness
 - mindfulness
 - self-regulation
 - class charters co-created with the children
 - 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 materials in the school and in the natural environment
 - emotional literacy
 - teaching and learning with technology:
 - computers, mobile devices, multimedia presentations
 - early learning framework and the role of play in learning
 - literacy skills:
 - student engagement
 - book-making
 - conferencing
 - explicit instruction, use of templates, repetition
 - tier 1 interventions in class and targeted supports from LSS and ELL
 - Author’s Corner in newsletters
 - outdoor education

Goal 1: Social Emotional Learning

- to strengthen and support social awareness skills to foster positive connections in our community
- The social awareness areas we are targeting are:
 - Appreciating diversity
 - Perspective taking
 - Building empathy
 - Showing respect (care) for others

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/Data Collection:

- 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
- MDI data

Evidence that lead to this goal being identified:**Focus**

The SEL goal since 2016 focused on Alert and Engaged as identified using Heart-Mind Index. The objectives we focused on were having students identify their emotions, triggers and calming strategies.

What evidence identifies the focus?

Every year, teachers use the Heart-Mind Index to identify students high and low in each of the domains (alert and engaged; gets along well with others, compassionate and kind; solves problems peacefully; secure and calm). Although alert and engaged has remained the domain where 20% or the population were low, staff all feel they are continually working on emotional literacy skills and felt a different school focus was needed. Heart-Mind Index data showed that the domain of 'compassionate and kind' was down slightly from the year before, at 92% of children exhibiting these traits at a mid to high level. Although only 8% of our student population has lagging skills in this area, they really impact the school and classroom communities.

To complement the Heart-Mind Index data, in June 2023 all staff participated in an activity to identify what they were observing and noticing in regard to social emotional learning skills as both strengths and stretches.

It was strongly identified that there is currently a lot of egocentricity in our students, students who want to do what they want when they want without thinking about the impact on others, so we decided to zoom in on skill development to shift from a 'me' to 'we' school community. **This led us to focus on social awareness skills (CASEL) linked to the Heart Mind domains of gets along well with others and compassionate and kind for the 2023/24 school year.**

What targeted groups are addressed?

Where will concentrating our energies yield the greatest effect?

Target groups: all students



Developing a**Hunch**

What's leading to this situation?

Considerations

We feel that the effects of Covid resulted in fewer social experiences for many children during those years. We also have a more transient and growing diverse community. These factors have likely contributed to some lagging social skills impacting positive connections in our community.

How are we contributing to it?

How do our school and classroom environments and structures/processes inhibit or enhance each child's ability to develop social awareness skills and get along well with others?

- Are we providing opportunities for social interactions (structured and unstructured)?
- Are we explicitly teaching:
 - appreciating diversity?
 - perspective taking?
 - empathy?
 - showing respect (care) for others?
- In what ways are students encouraged to demonstrate and reflect on their social emotional learning?

Professional Learning

How and where can we learn more?

SEL Professional Development through the years:

- 2011-2020
 - SEL team participated in district SEL cohort guided by Miriam Miller - UBC
 - exploring the principles of the Reggio Emilia philosophy
 - Professional Development focus: Introduction to SEL and MindUp training for all staff
 - Professional Development focus: Self-Regulation & Calm, Alert and Learning inquiry team
 - RULER (Yale Centre for Emotional Intelligence) inquiry team
 - Self-Regulated Learning inquiry team & Feelings Words Curriculum team
 - Professional Development focus: Heart-Mind Well-Being
 - member of provincial network/research project: Changing Results for Young Children
- 2020/2021
 - Changing Results for Young Children (CR4YC) – primary teachers and teacher-librarian
 - 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
- 2023/2024
 - Oct. staff SEL Pro-D with guest presenter Jillian Lewis
 - Part of the provincial network/research project: Changing Possibilities for Young Children
 - Professional development time at multiple staff meetings to discuss the SEL goal, providing talk time about what staff are doing to teach to the social awareness strands plus look at resources
- 2024/2025
 - Reggio Emilia Conference attended by three K/1 teachers in Italy
 - Part of the provincial network/research project: Changing Possibilities for Young Children
 - UDL Pro-D as well as a series attended by multiple staff members

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

What resources and school/district supports are you using?

Key Resources:

- CASEL resources
- HeartMind Online – Dalai Lama Centre for Peace and Education
- Zones of Regulation - Leah Kuypers
- RULER Manual – Yale Centre for Emotional Intelligence
- Feeling Words Curriculum – Yale Centre for Emotional Intelligence
- MindUp curriculum and chime
- Every Day Speech lessons (SEL, communication and social skills video modelling and lessons)

Taking Action**What is the quality "Social Awareness"?**

Children who exhibit **social awareness** are able to understand different perspectives than their own, appreciate diversity, and recognize and acknowledge strengths in others. They demonstrate empathy, kindness, compassion, and show respect and care for others. Socially aware children who demonstrate kindness and care for others, take the perspective of others and empathize with others, including those from diverse backgrounds and cultures, and they contribute positively to the school community.

How are all students supported?

Universal Strategies used at Brentwood Park:

- teaching emotional literacy: RULER approach, Mood Meter, Zones of Regulation, literature connections, emotion vocabulary
- restitution model used to support student problem-solving
- establish class charters/social contracts together in all classrooms
- class meetings/community circles
- school-wide buddy program
- instructional strategies: inquiry, explorations, hands-on activities, role-playing, soft starts, group work; greeting students in the morning
- explicit teaching of: emotion vocabulary, calm-down strategies, perspective taking, empathy, appreciating diversity, problem-solving, using I-statements, kindness, respect/care for others
- student self-reflection on core competencies (personal/social)
- friendship/social skills groups supported by the school counsellor & LSS staff
- in-class tier 1 interventions/supports for developing social skills
- school motto common language: Care for Ourselves, Care for Others and Care for Our Community
- MindUp curriculum and core breathing practices

Small Group Explorations by Staff:

- In addition to the universal strategies that staff work on, other explorations are encouraged and supported. Teachers are collaborating according to a chosen social awareness focus topic (accepting diversity, perspective taking, building empathy, or showing respect/care for others) and developing their own pathways leading to students increasing social awareness. Some examples include:
 - Investigating classroom structures/routines to increase positive social interactions
 - Use of literature and role playing to target skill development
 - Appreciating diversity eg.) students sharing about their cultures in class activities; Celebrations around the World winter concert

What are we doing differently?

Monitoring 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:
 - social awareness check-ins and sharing of our learning
 - 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 positive human qualities (Heart-Mind index) (**Appendix D**)

How will we monitor progress?

Checking

Social Awareness was a new goal for the 2023/24 school year.

Have we made enough of a difference?

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	May 2024	May 2025
Alert and Engaged	81%	80%	81%	84%	80%	83%	80%	80%	81%	83%
Gets Along Well with Others	87%	89%	89%	88%	90%	92%	86%	89%	89%	89%
Compassionate and Kind	92%	96%	92%	93%	95%	95%	93%	92%	94%	93%
Solves Problems Peacefully	86%	93%	88%	88%	90%	89%	86%	86%	86%	86%
Secure and Calm	84%	88%	82%	88%	83%	84%	82%	84%	84%	83%

How is the data informing/modifying practice?

- 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 have also played a factor. We have grown by 209 students since November 2020, becoming a third larger than we were.

What has changed for our target groups?

May 2025 Heart-Mind Index Summary Comparison to previous years (see raw data in **Appendix E**):

Comparison of raw data for 2020/21, 2021/22, 2022/23, 2023/24 & 2024/25	Nov. 2020 (126/429 students = 29%)	April 2022 (190/538 students = 35%)	May 2023 (191/578 students = 33%)	May 2024 (193/612 = 32%)	May 2025 (197/638 = 31%)
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	98/612 students = 16% 15% primary 16% intermediate	90/638 students = 14% 16% primary 13% 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	63/612 students = 10% 13% primary 7% intermediate	70/638 students = 11% 12% primary 10% 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	32/612 students = 5% 7% primary 3% intermediate	37/638 students = 6% 5% primary 6% intermediate

***To note: The data taken in November 2020 only included our 'at school' learners in November (429) and not the 50ish 'at home' learners due to the pandemic. There was not an opportunity to collect the data in April 2020 as all learners were at home learning at that time. We collected the data in Nov. 2020 instead.

May 2025 Data: Percentage of children who are low (have some challenges) in this area:

- solves probs peacefully = pri = 43 int = 47 **90/638=14%** (1 yr: **88/612=14%** 2 yrs: **80/578=14%** 3 yrs: 76/538=14%)
- gets along with others = pri = 38 int = 30 **68/638=11%** (1 yr: **68/612=11%** 2 yrs: **62/578=11%** 3 yrs: 74/538=14%)
- secure & calm = pri = 53 int = 57 **110/638=17%** (1 yr: **100/612=16%** 2 yrs: **93/578=16%** 3 yrs: 98/538=18%)
- alert & engaged = pri = 62 int = 48 **110/638=17%** (1 yr: **117/612=19%** 2 yrs: **115/578=20%** 3 yrs: 109/538=20%)
- compassionate & kind = pri = 22 int = 23 **45/638=7%** (1 yr: **34/612=6%** 2 yrs: **47/578=8%** 3 yrs: 37/538=7%)

Heart & Mind Index Summary from June 2025:

- Alert & Engaged and Secure & Calm domains are the lowest with 83% of students rated as medium or high and 17% of our children with challenges in these domains.
- In 2025, children showed growth and fewer challenges in the areas of: 'alert and engaged' improving from 19% of children to 17% of children.
- In 2025, percentages of children with challenges stayed the same as last year in the 'gets along well with others' and 'solves problems peacefully' domains
- In 2025, we grew by 1% to a total of 7% of students having challenges in 'compassionate & kind'.
- We have noticed with a far more transient population as well as many ELL learners some students have difficulty using their words to solve problems peacefully. 'Solving problems peacefully' is potentially an area for future growth.

A rudimentary qualitative analysis of the behaviours observed in students with challenges in each of the domains revealed some trends, represented by Wordles (**Appendix F**); this information has been used to identify strategies that might be effective in strengthening SEL skills in all areas of the Heart-Mind index.

Further Discussions, Thinking and Next Steps:

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 expectations on how to show care and kindness for our own body and mental health, ways to show more compassion and kindness through caring for others, as well as ways to show kindness and compassion to our school community such as keeping our property free of litter and caring for our gardens.

Our SEL committee met multiple times during the fall to determine a specific focus moving forward into 2023/24. They presented the new school goal to the staff at the January 2024 Staff Meeting which was embraced and we have provided many opportunities as a staff to learn, reflect and collaboratively discuss and plan ways to help students develop more social awareness, and ultimately create a more positive class and school culture.

We have continued to focus on our making our school motto come to life through school-wide and class activities, in addition to first week themes since Spring of 2024.

We also gathered feedback from the Grade 4 and 7 students who completed the student learning survey about care for others as part of the 'compassionate and kind' focus this year:

Student Learning Survey Results (data collected in April 2025):

Grade 4 and 7 students reflected on the following statement: ***I show care for others.***

	Grade 4 (59 students)	% of Grade 4s		Grade 7 (55 students)	% of Grade 7s
Never	1	1 %		0	0 %
Almost never	2	3 %		0	0 %
Sometimes	3	5%		3	5%
Most of the time	19	32 %		22	40 %
All of the time	33	55 %		29	52 %
Don't know	1	1 %		1	1 %

***87% of Grade 4s and 92% of Grade 7s say they show care for others most or all of the time.**

Next Steps

What requires further attention?

Where to next?

Gather Evidence

- teacher assessment on 5 domains of Heart-Mind well-being (done in May 2025)
- continue to refine gathering and analysis of social awareness evidence
- work with partners (eg. UBC, Ministry of Education) to collect information on student SEL skills
- continue to question what we are noticing and how we can best support our students

Strategies

- continue to use school motto language when problem solving eg.) Did that show care for others?
- refine and expand the universal tools, strategies and structures 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, with specific focus on social awareness skills
- continue activities to build social awareness beyond the classroom e.g.) buddies, clubs, sports teams, games club, art club, pride club

Structures

- consistently use emotion vocabulary in classrooms (Ruler, Mood Meter, Zones of Regulation)
- class charters/contracts in all classes
- continue to use restorative justice structures when supporting problem solving with students
- continue to explore and implement a collaborative teaching model between learning support teachers, ELL teachers, teacher-librarian and counsellor in the classrooms
- continue to use a flexible learning commons space in the library

Communication

- parent workshops (e.g. Boundary setting with our counsellor and Ms. Vardy – Jan 2024)
- include information in newsletters and on school website
- Heart-Mind Well-Being posters and School Motto posters prominently displayed and referred to in classrooms and hallways

Staff Development

- Staff meeting connect time about school goals and plans
- Pro-D Day SEL focus sessions
- explore heart-mind or other district SEL focused workshops
- Everyday Speech Lunch 'n Learn with SLP to help foster social skills and communication
- possibly explore further learning as a staff about ADHD, trauma informed practices, mental health, executive functioning skills and tier one universal strategies to support students

In the fall of 2025, we will determine our SEL goal for the fall based on this data as well as anecdotal feedback gathered at the June 2025 Pro-D Day. Initial talks are about a shift to communication such as using our words to solve problems peacefully.

Goal 2: Written communication



- to support and strengthen the writing skills and attitudes of all students

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, 2022/23, 2023/24 and 2024/25 report card 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. New writing goal identified in 2020.
- anecdotal reports from teachers indicate that students’ ability to communicate in writing is an area for improvement. During the scanning phase we have been exploring what is currently going on for our students in relation to writing in order to determine specific student strengths and stretches, and to 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)
- grade group created writing rubrics (created Fall 2023 and tweaked Fall 2024)
- student surveys

Evidence

Focus

What evidence identifies the focus?

What targeted groups are addressed?

Where will concentrating our energies yield the greatest effect?

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, 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:

- We discussed data and determined 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 (regular SBT and non-enrolling staff discussions with flexible support groupings)

2023/24 and 2024/25 grade-wide write data and report card time writing data:

- Comparisons of report card data each term
- Identification of specific students at ‘emerging’ levels or struggling in ELL for targeted intervention (regular SBT and non-enrolling staff discussions with flexible support groupings)
- School-wide write data for 2024/25 (See Appendix G)

Developing a Hunch

What's leading to this situation?

How are we contributing to it?

Considerations / Staff Discussions:

- 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 does 'proficient' writing look like at each grade level?
- Can we collaboratively create writing rubrics for 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?
- What is the plan (at grade level and individually based on class needs) to help develop writing skills?

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

- 2019/20
 - Bryan Gidinski Pro-D – Writing: A teacher reflection
 - curricular explorations
- 2020/21
 - Faye Brownlie Writing series attended by 3 classroom teachers
 - Provincial Benchmarks Proficiency Pilot Project with 4 Brentwood Park staff members
- 2021/22
 - 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
- 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 wksp series attended by 4 teachers
 - Lunch n' Learns with Michelle McTavish on assistive learning tools such as immersive reader, dictate and office lens (sessions for EAs and teachers)
- 2023/24:
 - Matt Glover Mentor teacher demo lesson (all K/1 teachers released to observe)
 - 'How to Become a Better Writing Teacher' COP (18 staff involved)
 - Matt Glover Workshop series (numerous staff attending his workshops)
 - Literacy COP facilitators – workshops with district
 - Administrator Literacy series with Tanis Anderson
 - Powerful Partnerships series (2 ELL teachers and 2 Intermediate teachers)
 - SIOP training for 2 staff members
- 2024/25:
 - Adrienne Gear Pro-D day session at BP
 - UDL Pro-D and series attended by some staff
 - Powerful Partnerships (collaborative planning ELL and classroom teachers for effective teaching and lessons)

Resources:

- 'How to Become a Better Writing Teacher' – by Matt Glover and Carl Anderson
- Faye Brownlie workshops and resources
- 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

Taking Action**2021/22**

- Collated information staff brainstormed at May 2021 staff meeting about what staff were noticing about their writers (at all grade levels)
- Identified common threads for strengths and stretches (grade levels and as a school) and in 2022/23 and focused on an area to help increase engagement and help children develop their skills as writers.
- Looked collaboratively at exemplars for writing across the grades
- Focused on implementation of Tier 1 interventions and collaboration with LSS/ELL teachers
- Continued with targeted intervention for children at the emerging levels based on report card data each term

What are we doing differently?

How are all students supported?

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 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 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 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?

How will we monitor progress?

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.

2023/24 and 2024/25:

In Fall 2023, teachers created writing rubrics at each grade level. They completed a grade level write and then had time to collaboratively mark the writing using the rubrics in November. This helped to inform their target areas to improve student writing and attitudes. Students completed another grade wide write in May and teachers collaboratively marked the writing. Staff discussed what they noticed, what worked well and what direction they might want to take for next year.

Checking

Gather Evidence:

We will gather evidence through formative and summative assessment

Have we made enough of a difference?

- Tracking report card data each term in writing (**Appendix H** for 2024/25 literacy data)
- Identifying specific kids at ‘emerging’ levels and tweaking direct support (ELL and LSS) to help with writing intervention
- Tracking growth in ELL levels based on Spring ELL assessments
- Student Learning Survey results for Grade 4 and 7 students (see below)

How is the data informing/modifying practice?

What has changed for our target groups?

The data is helping to inform grade group conversations on programming/lessons to support their learners in addition to targeted intervention by non-enrolling staff. We look at the children who need additional small group or in-class intervention based on report card data and school-wide write data.

Comparison of Writing through the years by % of children at each proficiency scale level:

*Children at ELL 1/1+/and some 2 (Beginning, Developing and some Expanding levels) & students on modified programs were not included in the proficiency scale data until 2023/24. The Ministry of Education now sees most children on the proficiency scale except for those with very little English or those designated students working on modified programs.

	Report Card Data				School-wide Write Data	
	2020/21	2021/22	2022/23		2023/24	2024/25
Emerging	7%	4%	3%		11%	12%
Developing	31%	23%	18%		33%	30%
Proficient	43%	44%	43%		43%	46%
Extending	19%	7%	8%		8%	8%
ELL 1/1+/2 & modified programs	8%	23%	29%		6%	4%

DATA NOTES for 2023/24 and 2024/25:

- For the past two years, students who have enough language to be on the proficiency scale are. Very few students with ‘beginning’ (level 1) and ‘developing’ (level 1+) English language skills are not on the proficiency scale quite yet. Some students with designation on modified programs are not either, although many of our children with designations are in the data.
- In 2022/23 29% of children were not included in the proficiency scale data compared to 6% of our population in 2023/24 and 4% of our population in 2024/25. **This is why there cannot be a straight comparison through the years.**

We have focused on improving writing skills but also the attitudes of writers. At the Grade 7 Leaving Ceremony in June 2025, a huge number of students reflected on writing as their area of most growth. Many teachers have also commented that their students see themselves as writers. We have also reflected on the Grade 4 and 7 Student Learning Survey info as seen in the next graphs.

Student Learning Survey 2024/25 Results on Writing (data collected in April 2025)

Grade 4 were asked to reflect on the following statement: ***I feel I am getting better at writing.***

	Student Count (63 Grade 4 students)	Percentage of Grade 4s at BP (63 students)	Percentage of Grade 4s in Burnaby (1347 students)
Strongly disagree	0	0 %	2 %
Disagree	5	7 %	6 %
Neither agree nor disagree	6	9 %	17 %
Agree	30	47 %	43 %
Strongly agree	17	26 %	25 %
Don't know	5	7 %	5 %

73% of our Grade 4s at Brentwood Park feel like their writing is improving versus 68% of Grade 4s across the district feeling their writing is improving.

Grade 7 were asked to reflect on the following statement: ***I continue to get better at writing.***

	Student Count (70 Grade 7 students)	Percentage of Grade 7s at BP (70 students)	Percentage of Grade 47s in Burnaby (2335 students)
Strongly disagree	1	1 %	1 %
Disagree	1	1 %	3 %
Neither agree nor disagree	4	6 %	15 %
Agree	24	39 %	50 %
Strongly agree	31	50 %	24 %
Don't know	0	0 %	4 %

89% of our Grade 7s at Brentwood Park feel like their writing is improving, with half of them strongly agreeing that their writing is improving versus 74% of the Grade 7s across the district feeling their writing is improving.

Staff Reflection on Writing:

At the June 2025 Pro-D Day, staff met to assess the school-wide writes in grade groups and then they reflected on the strengths of their students as writers, what contributed to the success, the stretches of students, what they might focus on next year and what resources they might need. Hands down, collaboration time with grade groups as well as with non-enrolling support teachers is something very desirable so we will try to find a way to make this happen more regularly. (***see Appendix I***)

Next Steps

What requires further attention?

Where to next?

Structures & Strategies:

- Staff collaboratively marking grade level writing using the created rubrics in fall and spring
- Staff discussing assessment for learning in writing in each class for the fall and re-assessing in the spring to determine growth
- Staff working in grade groups to determine strategies and structures to support writing
- Staff working collaboratively with ELL and LSS teachers and using flexible models of support
- Staff and student reflecting on student attitudes towards writing and skill development: what worked well? what could be shifted/changed? where to next?
- Staff exploring UDL to support all learners
- Discussion in Fall 2025 as to the academic focus of our school goal...will we continue with writing or change our focus?

APPENDIX A: Student Opportunities






CARE FOR OURSELVES	CARE FOR OTHERS	CARE FOR OUR COMMUNITY
<p>Academics:</p> <ul style="list-style-type: none"> ▪ Abel, Mirzakhani & Gauss math contests ▪ Public speaking sharing ▪ Literacy Day activities ▪ Alpha Buddies <p>Fine Arts:</p> <ul style="list-style-type: none"> ▪ Music specialist teachers: Orff instruments, recorder, guitar, ukulele, choral, explorations ▪ Primary Days of Music ▪ Gr. 7 Band & Festival of Bands ▪ Resident Dance Programs (alternate years) ▪ Winter Concert ▪ Talent Show/Art Display ▪ Young Peoples' Concerts ▪ Young Actors Project (drama) ▪ Burnaby Art Gallery ▪ Young Rembrandts after school art program <p>Student Leadership:</p> <ul style="list-style-type: none"> ▪ Student leadership program ▪ Classroom monitors ▪ Peer mediators ▪ Sports Day leaders ▪ Buddies ▪ Daily announcements and morning messages <p>Family Connections</p> <ul style="list-style-type: none"> ▪ Student-led conferences – sharing of learning through portfolios ▪ Open House/Parents as Partners Conferences ▪ Literacy day home activities ▪ Fine arts performances ▪ Noisy reading/Family Reading ▪ Sports Day ▪ Fieldtrips ▪ Volunteer Tea ▪ Kindergarten orientation – blog welcome and sharing of info ▪ Welcome to Our School for new Kindergarten families ▪ Hot Lunch ▪ PAC ▪ Pumpkin Patch ▪ Pancake Breakfast ▪ Summer garden watering <p>Student Connections</p> <ul style="list-style-type: none"> ▪ Buddies ▪ Young Entrepreneur Program ▪ Peer presentations – shared in cohort groups/sign-ups ▪ Grade group activities (swimming, skating, bowling, etc.) ▪ Games Club ▪ Spirit days ▪ Alpha Buddies ▪ Pride Club 		<p>Social Responsibility</p> <p>Environment:</p> <ul style="list-style-type: none"> ▪ Pack-in, pack-out hot lunch ▪ paper, glass, plastic recycling ▪ food-scrap collection ▪ composting ▪ outdoor garden ▪ salmonid program ▪ butterfly release ▪ chick incubator ▪ Spuds in Tubs <p>Community:</p> <ul style="list-style-type: none"> ▪ anti-bullying ▪ battery blitz ▪ Sock it to Poverty ▪ intentional acts of kindness (IAK) ▪ community clean-up ▪ Coats for Kids <p>Fundraising efforts:</p> <ul style="list-style-type: none"> ▪ Cancer Society (Terry Fox Foundation) ▪ Heart & Stroke Foundation ▪ Wenjack Foundation some years <p>Athletics:</p> <p>School teams:</p> <ul style="list-style-type: none"> ▪ cross-country ▪ volleyball ▪ basketball ▪ track <p>School programs:</p> <ul style="list-style-type: none"> ▪ dance ▪ Gym Sense gymnastics ▪ skating ▪ tennis/soccer with guest instructors ▪ Jump Rope For Heart ▪ Grade 7 camp ▪ Sports Day ▪ Swimming ▪ bicycle skills some years– grade 4/5 <p>Healthy Living</p> <ul style="list-style-type: none"> ▪ Active Schools <p>Community Connections</p> <ul style="list-style-type: none"> ▪ City of Burnaby ▪ Burnaby Parks and Recreation ▪ Brentwood Pre-School & Childcare ▪ Costco reading volunteers ▪ Starbucks ▪ Brentwood Town Centre ▪ Cineplex ▪ Beecher Creek

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/lisop.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	<ul style="list-style-type: none"> • get along with peers • are respectful and show care for others • clearly communicates needs • express emotions appropriately • take perspectives of others • accepts diversity 	<ul style="list-style-type: none"> • help others • comfort upset children • say kind things often • often invite bystanders to play • show empathy 	<ul style="list-style-type: none"> • manage conflict peacefully • are respectful of adults and peers • express emotions appropriately 	<ul style="list-style-type: none"> • appear calm • are comfortable in social settings • ask for help when needed 	<ul style="list-style-type: none"> • stay calm, focused and alert • listen well • think before acting • have no difficulty awaiting turns
Medium	<ul style="list-style-type: none"> • are mostly cooperative and social • may quarrel or express emotions inappropriately • may be somewhat disrespectful at times 	<ul style="list-style-type: none"> • somewhat help others • occasionally comfort upset children • occasionally invite bystanders to play 	<ul style="list-style-type: none"> • manage conflict peacefully • may be somewhat respectful of adults and property • may be somewhat respectful of peers • may express emotions inappropriately 	<ul style="list-style-type: none"> • appear calm • may appear shy • may have difficulty in some social settings or communicating needs on occasion 	<ul style="list-style-type: none"> • at times are not calm, focused and alert • may act without thinking • may have difficulty awaiting turns
Low	<ul style="list-style-type: none"> • have difficulty in getting along with peers/are less social • may be disrespectful • show emotions inappropriately • may have difficulty communicating needs 	<ul style="list-style-type: none"> • do not help others often • rarely comfort upset children • do not say kind things often • do not invite bystanders to play often 	<ul style="list-style-type: none"> • may get into fights, bully or act mean • are somewhat disrespectful • sometimes express emotions inappropriately 	<ul style="list-style-type: none"> • appear fearful, worried, nervous, unhappy or shy • are uncomfortable in one-on-one or group settings • may have difficulty communicating needs 	<ul style="list-style-type: none"> • 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?

(



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?



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?

Appendix E: Heart-Mind Index Challenges for May 2025 (Colour Key: green = improvement; yellow=same; blue = decrease) =

Grade	Challenges in 1 area	Challenges in 2 or 3 areas	Challenges in 4 or 5 areas	Areas of Need
Gr. 7 = 15/71 = 21% In Gr 6 = 13/73=18% In Gr. 5 = 22/71=31% In Gr 4 = 18/59=31%	11	1	3	<ul style="list-style-type: none"> solves problems (6) from 4 & 6 gets along (3) from 2 & 8 secure & calm (10) from 5 & 19 alert & engaged (7) from 9 & 12 compassionate & kind (2) from 1 & 1
Gr. 6 = 22/80 = 28% In Gr 5 = 23/72=32% In Gr. 4 = 27/74=36% In Gr 3 = 25/70=36%	8	12	2	<ul style="list-style-type: none"> solves problems (12) from 7 & 7 gets along (6) from 9 & 4 secure & calm (14) from 15 & 8 alert & engaged (11) from 9 & 15 compassionate & kind (3) from 4 & 5
Gr. 5 = 26/86 = 30% In Gr 4 = 28/81=35% In Gr. 3 = 25/83=30% In Gr 2 = 24/74=32%	11	9	6	<ul style="list-style-type: none"> solves problems (14) from 10 & 8 gets along (9) from 4 & 9 secure & calm (16) from 18 & 5 alert & engaged (12) from 15 & 13 compassionate & kind (9) from 3 & 3
Gr. 4 = 28/80 = 35% In Gr 3 = 32/77=42% In Gr. 2 = 26/70=37% In Gr 1 = 22/62=35%	10	9	9	<ul style="list-style-type: none"> solves problems (15) from 13 & 5 gets along (12) from 10 & 5 secure & calm (17) from 17 & 14 alert & engaged (18) from 16 & 13 compassionate & kind (9) from 4 & 4
Gr. 3 = 30/91 = 33% In Gr 2 = 29/80=36% In Gr. 1 = 22/81=27% In K = 33/81=41%	15	12	3	<ul style="list-style-type: none"> solves problems (13) from 11 & 11 gets along (7) from 9 & 10 secure & calm (17) from 10 & 10 alert & engaged (17) from 20 & 14 compassionate & kind (3) from 5 & 4
Gr. 2 = 26/77 = 34% In Gr 1 = 26/74=35% In K = 31/71=44%	12	8	6	<ul style="list-style-type: none"> solves problems (12) from 13 & 18 gets along (10) from 10 & 20 secure & calm (11) from 12 & 15 alert & engaged (18) from 19 & 19 compassionate & kind (8) fr 8 & 11
Gr. 1 = 34/81 = 42% In K = 25/81=31%	10	14	8	<ul style="list-style-type: none"> solves problems (16) from 21 gets along (16) from 16 secure & calm (16) from 8 alert & engaged (20) from 19 compassionate & kind (11) from 4
K = 18/72 = 25%	13	5	0	<ul style="list-style-type: none"> solves problems (2) gets along (5) secure & calm (9) alert & engaged (7) compassionate & kind (0)
TOTAL 638 students Last year: 612 students Two years ago: 578 students Three years ago: 538 students	This year = 90 40/317 intermediate 50/321 primary Last year = 98 50/300 intermediate 48/312 primary 2 years ago = 84 39/273 intermediate 45/305 primary 3 years ago = 86: 41/251 intermediate 45/287 primary	This year = 70 31/317 intermediate 39/321 primary Last year = 63 21/300 intermediate 42/312 primary 2 years ago = 83 35/273 intermediate 48/305 primary 3 years ago = 70: 29/251 intermediate 41/287 primary	This year = 37 20/317 intermediate 17/321 primary Last year = 32 10/300 intermediate 22/312 primary 2 years ago = 34 10/300 intermediate 22/312 primary 3 years ago = 34 16/251 intermediate 18/287 primary	

Appendix F: Qualitative Analysis Wordles

Alert and Engaged:: Compassionate and Kind:Gets Along Well with Others:

A word cloud visualization of symptoms associated with social anxiety disorder. The words are arranged in a circular pattern, with the most prominent words in the center and smaller words towards the edges. The words include: nervous, worried, shy, anxious, uncomfortable in social situations, obsessive behaviour, quiet, difficult communicating needs, may go unnoticed, asking for help, fearful, unhappy, uncomfortable in new situations, easily overwhelmed, selective mute, emotional, frequent check-ins, cries often, avoids eye contact, depressed, upset by the unexpected, social phobia, and disconnected.

aggressive

self-regulation

quick to react

reasoning and listening skills diminished

unable to apply skills

no ownership

reasoning skills diminished

grudge

hits

unkind words

cries

disrespectful

agry

kicks

sees hostility where none exists

mean

difficultly communicating

socially unaware

blames others

antagonistic

false attribution

sharing

shuts down

revenge

taking perspective

unpleasant

uses threats

sneers

hisses

bites

Appendix G: School-Wide Write Data 2024-2025

Term 1 Nov. 2024:

	# in grade	Emerging	Developing	% of emerging and developing	Proficient	Extending	ELL Beg/Dev + Modified Program
Kindergarten	71	0	21	30%	47	2	1
Grade 1	80	18	33	64%	26	1	2
Grade 2	78	23	29	67%	23	0	3
Grade 3	86	11	24	41%	44	3	4
Grade 4	80	14	41	69%	18	2	5
Grade 5	84	10	46	67%	21	3	4
Grade 6	80	6	33	49%	36	2	3
Grade 7	69	3	8	16%	49	7	2
Totals	628	85	235		264	20	24
% of school population		14%	37%		42%	3%	4%

Term 3 June 2025:

	# in grade	Emerging	Developing	% of emerging and developing	Proficient	Extending	ELL Beg/Dev + Modified Program
Kindergarten	71	0	18	25% (-5%)	39	10	4
Grade 1	80	16	18	42.5% (-21.5%)	40	5	1
Grade 2	77	15	23	49% (-18%)	33	2	4
Grade 3	91	15	29	48% (+7%)*	39	7	1
Grade 4	77	11	38	64% (-5%)	19	5	4
Grade 5	87	11	33	51% (-16%)	30	10	3
Grade 6	77	7	21	38% (-11%)	42	4	3
Grade 7	71	2	9	15% (-1%)	47	10	3
Totals	631	77	189		289	53	23
% of school population		12% (-2%)	30% (-7%)		46% (+4%)	8% (+5%)	4%

* All of the 'emerging' Grade 3s are designated or ELL and many of the 'developing' students are too.

Breakdown of the children who are 'emerging' and 'developing' in their writing in June 2025:

	Emerging (77 students)	Developing (189 students)
Kindergarten	0	18 (3 Designated; 8 ELL)
Grade 1	16 (2 Designated; 8 ELL)	18 (3 Designated; 9 ELL)
Grade 2	15 (7 Designated; 7 ELL)	23 (1 Designated; 14 ELL)
Grade 3	15 (6 Designated; 9 ELL)	29 (4 Designated; 16 ELL)
Grade 4	11 (3 Designated; 5 ELL; 1 Indigenous)	38 (2 Designated; 19 ELL)
Grade 5	11 (4 Designated; 4 ELL)	33 (2 Designated; 19 ELL; 1 Indigenous)
Grade 6	7 (2 Designated; 3 ELL; 1 Indigenous)	21 (7 Designated; 4 ELL)
Grade 7	2 (1 Designated; 1 ELL)	9 (3 Designated; 4 ELL)
	25 designated; 37 ELL; 2 Indigenous = 64/77 represents 83 % of 'emerging' students	25 designated; 93 ELL; 1 Indigenous = 119/189 represents 63% of 'developing' students

Appendix H:

Brentwood Park Literacy Report Card Data 2024/25

TERM 1 Dec. 2024:

	# in grade	Emerging	Developing	% of emerging and developing	Proficient	Extending	ELL 1/1+ + Modified Program
Kindergarten	69	0	22	32%	43	2	2
Grade 1	77	11	40	66%	23	0	3
Grade 2	72	17	21	53%	26	0	8
Grade 3	84	6	28	40%	40	2	9
Grade 4	76	4	40	58%	21	4	7
Grade 5	81	6	37	53%	26	2	10
Grade 6	78	3	32	45%	33	3	7
Grade 7	68	1	11	18%	48	6	2
Totals	606	48	231		260	18	48
Percentage of school population		8%	38%		43%	3%	8%

TERM 2 March 2025:

	# in grade	Emerging	Developing	% of emerging and developing	Proficient	Extending	ELL 1/1+ + Modified Program
Kindergarten	72	0	17	24% (-8%)	45	7	3
Grade 1	79	17	29	58% (-8%)	30	1	2
Grade 2	74	14	24	51% (-2%)	29	0	7
Grade 3	87	6	25	36% (-6%)	44	5	8
Grade 4	75	6	35	55% (-4%)	23	4	7
Grade 5	82	8	36	51% (-2%)	26	6	6
Grade 6	79	4	25	37% (-8%)	42	3	5
Grade 7	69	3	9	17% (-1%)	42	12	2
Totals	618	58	200		281	38	40
Percentage of school population		9%	32%		45%	6%	6%

TERM 3 June 2025:

	# in grade	Emerging	Developing	% of emerging and developing	Proficient	Extending	ELL 1/1+ + Modified Program
Kindergarten	71	0	18	25% (-7%)	41	10	2
Grade 1	80	12	27	49% (-17%)	32	6	3
Grade 2	73	9	30	53% (0%)	28	1	5
Grade 3	91	9	29	42% (+2%)	43	5	5
Grade 4	78	10	34	56% (-2%)	24	7	3
Grade 5	85	9	33	49% (-4%)	29	11	3
Grade 6	82	3	23	32% (-13%)	47	4	5
Grade 7	71	1	12	18% (0%)	42	12	3
Totals	631	53	206		286	56	29
Percentage of school population		8% (same percentage since Dec.)	33% (-5%)		45% (+2%)	9% (+6%)	5% (-3%)

Key: green shows growth, yellow shows percentages that stayed the same; blue shows a decline

Things to Note:

- We have had many students leave Brentwood Park and many new students join Brentwood Park since the beginning of this school year so it is hard to do a direct comparison between the terms. This year we had 33 students move and welcomed 58 new students throughout the year. Many of our new students are ELL and are at the 'emerging' or 'developing' levels on the proficiency scale or do not yet receive a proficiency scale. Grade 3 is where we got the most new students affecting the growth at this grade level.
- We also shifted from 92% to 95% of our students being seen on the proficiency scale other than those student with designations working on a modified program as well as some 'beginning and 'developing' ELL students who do not have quite enough English yet to be fairly evaluated using the proficiency scale
- Grade 2s showed growth in 8 kids moving from 'emerging' to 'developing' proficiency levels, even though overall they did not show growth in the percentage of emerging and developing students combined.
- Our Grade 7s are doing very well with their literacy skills with the lowest number by far of total kids at the 'emerging' and 'developing' levels. They have also had new students affecting their growth with all 3 of the new students being at the 'developing

Appendix I: Teacher Reflections Summary on Writing during the 2024-2025 year

	Strengths	What led to student success?	Stretches	What changes do you anticipate making?	What resources would help you?
Kindergarten	<ul style="list-style-type: none"> -stamina for writing and book making is strong -found joy in writing (drawing, labelling) and sharing resources with others -liked to listen to others' stories and provide feedback -enjoyed Story Workshop and finding their stories in play -enjoyed dictation 	<ul style="list-style-type: none"> -mini-lessons in book making -working collaboratively with a K colleague and also an ELL teacher during push-in support -UFLI explicit teaching of phonological awareness and phonemic awareness -book making and story workshop times were joyful so students were motivated to write -getting feedback from others (peers, big buddies) and writing for an audience -kids modelling their writing for their peers 	<ul style="list-style-type: none"> -growing an idea across many pages eg.) what happens next? -writing a story from beginning to end (many lose interest or stamina and may give up if they think it is too hard) -adding more beginning text to their pictures and pages -staying on task while writing -being more self-reflective when editing and adding to their work 	<ul style="list-style-type: none"> -more dedicated writing time each week for Sneak Peek Books, journal writing, story workshop and book making -include more mini-lessons during book making -more story workshop time to build ideas -increase time sharing feedback with each other -revisiting writing -build stamina for waiting and independence -sharing more mentor texts 	<ul style="list-style-type: none"> -time to collaborate with colleagues to share strategies, lesson ideas, and get ideas from each other -Use EPRA and more decodable books for early learners -more paper for book making
Grade 1	<ul style="list-style-type: none"> -using their phonological and phonemic awareness to write words -expressing their thoughts and ideas 	<ul style="list-style-type: none"> -use of a phonological and phonemic awareness approach in a sequential order -modelling writing -encouraging use of a growth mindset when writing -Use of Everyday Speech and Syntactic Awareness programs 	<ul style="list-style-type: none"> -due to a lot of time on explicit phonemic and phonological awareness lessons, there is less time for free writing eg.) story workshop and book making 	<ul style="list-style-type: none"> -finding more time for writing (especially story workshop and book making) each week 	<ul style="list-style-type: none"> -Heggarty, UFLI resources -Grade 1 team collab time -more LSS/ELL support

Grade 2/3	<ul style="list-style-type: none"> -zooming in on one topic and adding details on topic -using sensory details -including story elements -growth in getting started and working independently -many beginning to use quotation marks -creative and imaginative writers -enjoyed writing fiction and non-fiction -some basic conventions have improved -real growth for beginning ELL students -many students developed their identity as writers -enjoyed book making -increased writing stamina 	<ul style="list-style-type: none"> -explicit instruction and mini-lessons -repetition and practice -daily exposure to literature and examples of strong writing (model texts) -using DYRIO (Did you read it over?) -cross-curricular writing -using detail dots and syntax awareness -direct co-teaching with the ELL teacher -finding joy and excitement following the interest of the students eg.) comic writing -consistent use of the writing process (brainstorm, draft, edit, final copy) 	<ul style="list-style-type: none"> -conventions -spelling -use of transition words -elaborating on ideas -consistently writing complete sentences -wiring with a clear beginning, middle and end -self-editing -growing their vocabulary (using descriptive word choices) -continuing to build their writing stamina and ability to improve on their basic ideas 	<ul style="list-style-type: none"> -continue with explicit instruction and introduction to various strategies -going to try 'junk journaling' -use more loose parts and story workshop...just scratched the surface this year -more detailed modelling of writing criteria -self-assessment using rubrics -use resources such as Story Champs, Syntax Awareness lessons -more one-to-one conferencing -focus on strong classroom management to allow more time for conferencing 	<ul style="list-style-type: none"> -Adrienne Gear resources -high-interest books on specific topics (mentor texts) -time with colleagues to share resources and spark joy -making more anchor charts -using the Words Their Way spelling program that allows for differentiation -Writing conferences professional development
Grade 4/5	<ul style="list-style-type: none"> -confidence -volume of writing -increased attempts using new vocabulary -using writing structures eg.) paragraphs -adding details -hooking the reader -creative writers and many write with voice 	<ul style="list-style-type: none"> -modelling writing -explicit instruction -showing examples of quality writing -lots of practice -focus on 2 goals each time students write: Is it clear? Is it interesting? -providing templates & sentence starters -collab with SLP 	<ul style="list-style-type: none"> -neatness of printing -sentence structure; paragraphing (mainly grade 4s) -focus; listening to lessons and using the ideas introduced in lessons in their own writing -punctuation -grammar; verb tenses -spelling 	<ul style="list-style-type: none"> -more regular conferencing -editing as a class -peer editing -having more templates & sentence starters available for those in need -Using Story Champs for foundational skills -explicit teaching of verb tenses, punctuation and spelling 	<ul style="list-style-type: none"> -Writing Conferences resource by Jennifer Serravallo -Story Champs -use of consistent resources/templates between class and LSS/ELL so easier transference of skills -Spelling resources

Grade 5/6	<ul style="list-style-type: none"> -follow criteria -take inspiration from examples -follow structures eg) paragraphs -improved vocabulary 	<ul style="list-style-type: none"> -explicit teaching of different structures -showing many examples of 'proficient' writing -lots of practice 	<ul style="list-style-type: none"> -punctuation -not starting sentences with 'and' -concluding sentences 	<ul style="list-style-type: none"> -focus more on explicit teaching of sentences, spelling, grammar, punctuation, and use of capitals and lower case letters 	<ul style="list-style-type: none"> -spelling instruction -developing a year plan for writing
Grade 6/7	<ul style="list-style-type: none"> -planning & pre-writing -use of consistent language, templates and structures across all 6/7 classes -gained confidence as writers -many students felt they really improved as writers throughout the year -good structure (hook/topic sentence, 3 supports, conclusion) -including details in their writing 	<ul style="list-style-type: none"> -repeated explicit instruction of structure across multiple subject areas -consistent templates to scaffold learning -providing examples of strong writing -practice, practice, practice -exposure to lots of literary styles -high expectations for paragraph writing -using self, partner and teacher editing 	<ul style="list-style-type: none"> -vocabulary -spelling -grammar -trying more sophisticated sentences -writing strong conclusions 	<ul style="list-style-type: none"> -explicit teaching of grammar and spelling -mini units targeting specific skills -carrying writing structures into multiple subject areas more often 	<ul style="list-style-type: none"> -collab time with grade group -responsive LSS support with class work writing -use of working laptops

Recommendations

Continuing to prioritize student voice in goal development and implementation. Regularly gathering input from students ensures that their perspectives are integrated into the decision-making process, leading to more relevant and impactful initiatives.

Implementing a school-wide initiative to share student-created books can promote creativity and literacy skills among students. This not only celebrates student achievements but also fosters a sense of pride and community within the school. Overall, the school has demonstrated a commitment to excellence and inclusivity, and these recommendations aim to further strengthen its positive impact on students, staff, and the broader community.

Names of Visiting Team Members in Spring 2023 Sharing: Fonda Papathansiou (Team Visit Lead); Vicki Moro (Visiting Principal); Heather Kimmie (School Principal); Deanna Sue (Vice-Principal/LSS Teacher); Georgia Loukopoulos (Classroom and Head Teacher), Sajeeda Kassam (ELL Teacher); Ashley Dionne (ELL Teacher); Darlene Allanson (Kindergarten Teacher); Krista Ichiki (PAC executive member)