

report

to the community



Brooklands School

2009-2010

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Planning and Goal Setting

Goal setting begins with a needs assessment of our school, planning time to cohesively develop priorities and personal goal setting. This takes place in the spring, beginning with a reflection on the current schools goals before planning for the following year. Several discussions take place at staff meetings as well as in small committees. In addition, all staff have participated in a PATH planning session to collaboratively create a vision for the school. A community survey provides information from parents, as well as our parent council meets monthly to discuss needs and to brainstorm improvements and activities for students. Decisions are made on a consensus basis.

School Goals & Accomplishments: 2008-2009

1. By June 2009, teaching staff will have added to their repertoire of differentiated instruction and assessment strategies to address the diverse needs of their students.
Teachers have had a year of learning that has assisted them in clarifying their assessment practices. Assessment strategies have been discussed at monthly staff meetings and PD sessions have been attended by staff on the topic of Differentiating Literacy Instruction and Assessment. The use of a data wall to track student growth in their reading has grown and teacher understanding of the data has deepened. The data wall is updated every six weeks. Student and class learning profiles have been created and discussed to enhance appropriate learning and teaching.
2. By June 2009, staff and students will have provided a variety of opportunities for community involvement to strengthen the role of the community in our students' education.
Parent presence in the school has increased significantly this year. Four after school community events were offered: Technology Night, (all students in Grade 4/5 stayed and 78% of the parents attended), December Family Movie Night (67 of our students and at least one of their parents attended), Book and a Movie Night (data was lost on attendance for this night but the anecdotal data reflected a higher number of early years students and parents over grades 4/5), and Math Night (32 students and parents attended). After school Arts Education programs were

School Profile

Number of teachers: 14
Number of students: 170
Grade Levels: K - 5

Our Mission Statement

"Brooklands School is devoted to providing our students with a safe, nurturing and academically challenging environment. Our school promotes respect, responsibility and development of life skills."

Key Programs

- A full day, every day Kindergarten Program
- A Reading Recovery Program to support Grade One students
- A Reading Support teacher to work with all students in grades K - 5
- Math Intervention for Kindergarten and Grade One students
- School-wide Home Reading Programs
- Staff supported homework club for students

Unique Activities

- A Community Connector to enhance relations between home and school
- Free Breakfast Program for all students
- A Leadership Program for grade four and five students
- A wide variety of extra-curricular activities and field trips

offered: Hand Drumming and Hip Hop Dance - (90 students from grade 3, 4 and 5 applied for participation in these two activities). Our school community participated in the creation of a clay tile mosaic with parents being invited to create a tile. Attendance of the June Barbecue included multicultural performing arts and anecdotal evidence reflected high attendance and parental satisfaction over the variety of cultures represented. Finally, our School/Community survey was completed in Spring 2009. Of 136 families we received 85 responses (62.5% response rate). 66 of the response forms were signed. 34 responses included written comments. 4 questions dealt with School Climate/Culture and all 85 responses were positive in all 4 questions.

3. By June 2009, all staff will be provided the opportunity, knowledge and resources to effectively implement the restitution model throughout the school.

All staff were provided with the opportunity to attend PD related to Restitution Theory and application. Several participated in additional workshops on Creating the Conditions for Restitution. In addition to this, Ruth Hargraves was invited into the school on PD Tuesdays to review and refine our understanding of this approach. Each class has developed a Social Contract and school wide values have been created as each student participated in a gallery walk and selection of the values: Respect, Safety, Community and Doing Our Best.

School Priorities 2009-2010

1. Assessment and Evaluation: to create professional learning communities that review current research and data and improve the learning of students.
2. Sustainable Living: to develop an active committee that oversees school wide, classroom based, and community events based on social justice, sustainability and environmentalism.
3. Community Connectedness: to be intentional about student attendance and community connections.

School Goals & 2009-2010

1. By June 2010, staff will work in Professional Learning Communities to develop and implement common literacy assessments as a means of guiding instruction and accurately assessing student growth.
 - a. Teachers will meet with grade level peers two times in a six day cycle to discuss common assessment tools, common evaluation strategies and common planning.
 - b. Professional development sessions to support assessment and evaluation will be attended by staff members.
 - c. Teachers will have an increased repertoire of assessment tools and strategies.
 - d. Students will have a better understanding of what they can do, what they need to work on and what progress they have made.
 - e. Students will be able to demonstrate their achievement/learning at their individual potentials.
2. By June 2010, all students will have created and facilitated a presentation on a sustainable living initiative.
 - a. Brooklands School will submit an application for Eco Globe initiative through MECY.
 - b. Students will participate in our divisional youth forum on social justice.
 - c. Students at all grade levels will have the opportunity to work on an ICT project to be shown to the entire school at a monthly assembly
 - d. School wide composting will be underway. Parent information on composting will be made available via student presentation at the Wellness Fair. Resource Conservation Manitoba will present to classes on the topic of recycling.
3. By June 2010, attendance data will reflect an increased attendance in students who have previously been identified as having attendance concerns.
 - a. The former Home Ec. room will be renovated to accommodate a daily breakfast program.
 - b. Students will attend a breakfast program at the school.
 - c. Assessment data will be more comprehensive as more students attend regularly.
 - d. Reading recovery student completion will increase with more regular attendance.
 - e. Community connector position will participate in programming for parents of students with attendance concerns.

2008-2009 School Assessment Report

This section of the Report to the Community details how our students performed on Divisional and Provincial Assessments during the past school year. It also describes the programs the school offers and the actions the school is taking to help students succeed. For more information about student achievement, please contact the school principal, who will be happy to answer your questions.

How Do We Know We Our Students Are Succeeding?

Our School Division places a high priority on improving student learning and achievement. Providing information on student performance is a very important part of this process. Teachers gather information about student learning on a regular basis using a variety of assessment methods including Division-wide assessments administered in selected subject areas and grade levels. Schools use assessment results, along with information from classroom observation and evaluation, to develop plans for improving student learning.

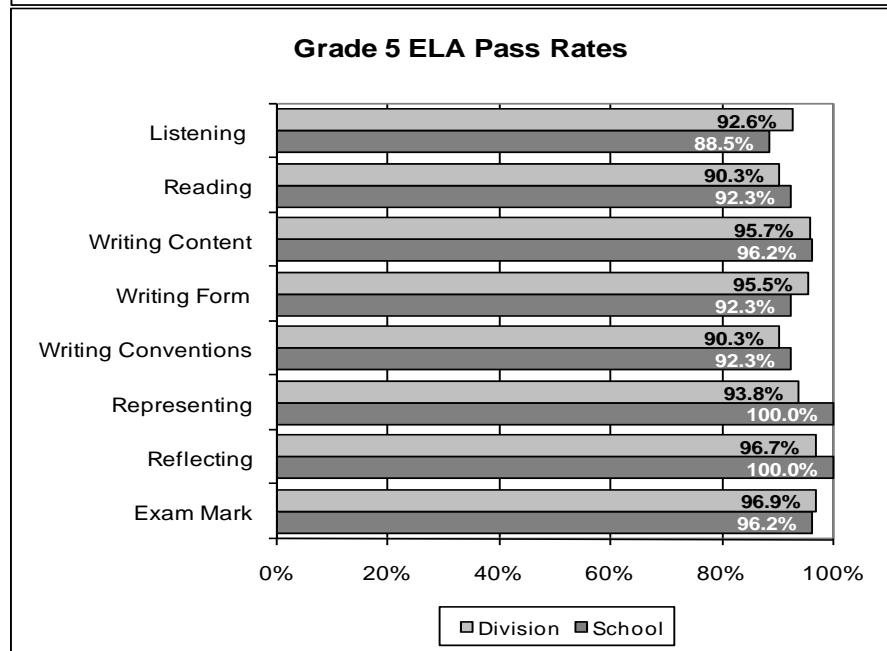
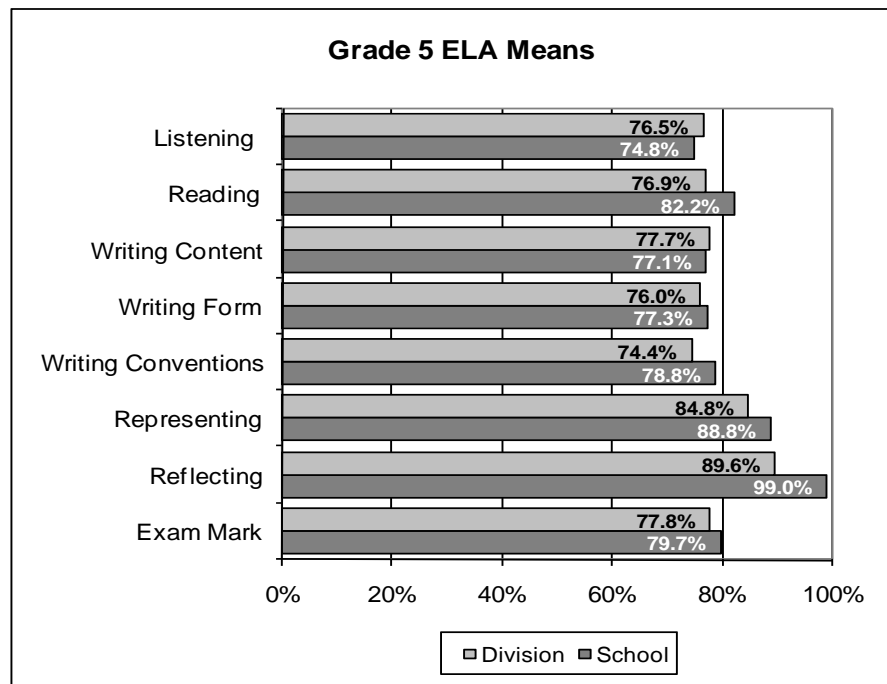
English Language Arts

Our English Language Arts programming is based upon the provincial ELA curriculum. The curriculum places emphasis on six strands: listening, speaking, reading, writing, viewing and representing. We are proud of the success of our students as they outperformed the divisional average on 6 of the skill areas and were equal to the divisional average on a sixth. Our pass rates are also a source of pride as our students not only surpassed the divisional averages in five skill areas, they also scored 100 % in 2 of them.

This year a renewed focus on improving reading and listening skills was identified as the area that requires the most support and attention throughout the year.

Initiatives to accomplish this goal include:

- A school-wide Guided Reading and Writing program with support from the entire staff.
- Participation in the divisional "Struggling Readers Initiative"
- A continued focus on differentiating instruction for Aboriginal and ESL students having difficulties with the English language, with an emphasis being placed upon developing and refining writing skills.
- Professional development will revolve around monitoring and supporting our most struggling readers
- Professional Development and staff book club based upon "The Daily Five" model of instruction
- The use of a variety of assessment tools to assist teachers in their assessment and instruction of students.



Mathematics

Our Mathematics programming is based upon the current provincial outcomes. Teachers use a variety of resource materials and instructional practices to differentiate the learning for all students.

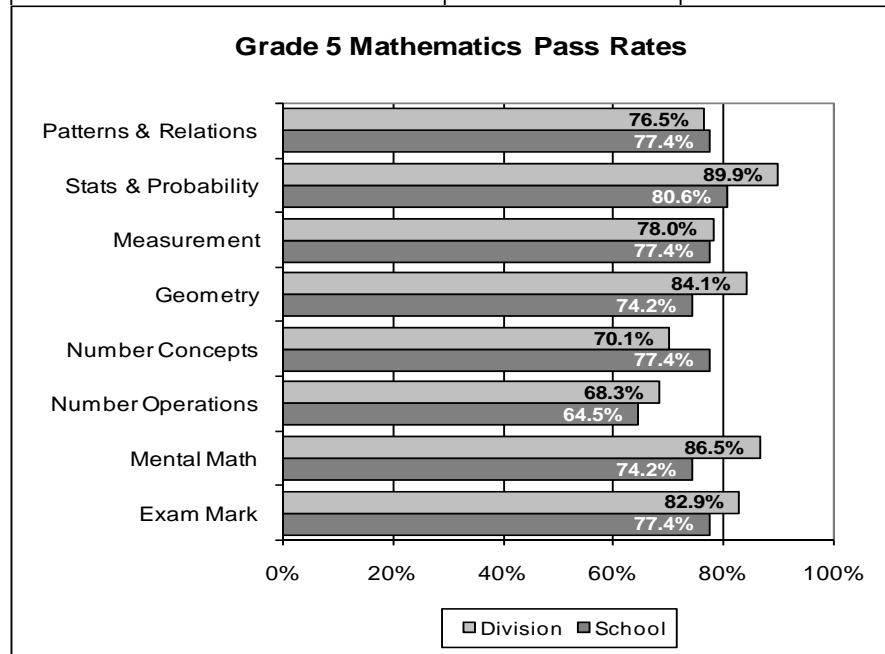
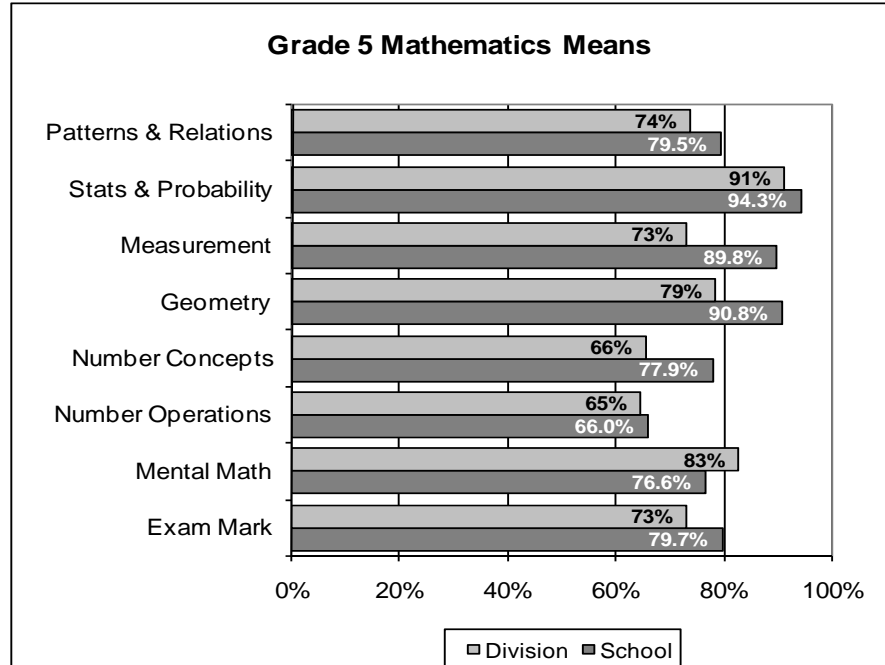
We are proud of the accomplishments of our students who have seven out of eight their overall mean averages were at or above the divisional average in many of the strands.

The areas of number operations and mental math appear to be the biggest struggle for these students. It is also important to note that our students had a mean exam mark of 79.7%, higher than that of the overall division.

Annually, teachers use these assessment results to provide focus on their programs ensuring additional emphasis is placed on key components. Areas of weakness are addressed and supports are offered to assist teachers in helping students master the required skills in Numeracy.

To improve math scores, our improvement plan includes the following initiatives:

- The integration of content area writing during math classes.
- To continue to purchase additional Math manipulatives and other resources to provide a variety of tactile learning experiences.
- The inclusion of daily problem solving activities at each grade level K -5.
- The use of mental math to sharpen problem solving.
- The promotion of basic facts mastery.
- The creation of a Professional Learning Community to focus on Numeracy at all grade levels.
- The continuation of the Math Intervention Program at the Kindergarten level.
- Math Enhancement support in gr. 1 and 2.
- Continued support from our Divisional Math Coordinator.
- The use of a wide variety of assessment tools to improve assessment and inform instruction for classroom teachers.
- To have a daily "Homework Club" to assist students with their math homework.
- To provide additional resource supports within the classroom to assist struggling learners.



Grade 3 Provincial Assessment Results

Reading	Meets Grade Expectations	Needs some help to meet expectations	Needs ongoing help to meet expectations
Reflection	24.0%	44.0%	32.0%
Oral Reading Skills & Strategies	56.0%	6.0%	38.0%
Reading Comprehension	44.0%	32.0%	24.0%

Mathematics	Meets Grade Expectations	Needs some help to meet expectations	Needs ongoing help to meet expectations
Sorting Objects	64.0%	26.0%	10.0%
Measurement	26.0%	55.0%	19.0%
Addition Fact Recall	52.0%	42.0%	6.0%
Subtraction Fact Recall	39.0%	51.0%	10.0%
Number Concepts	65.0%	25.0%	10.0%
Place Value	29.0%	58.0%	13.0%
Mathematical Patterns	65.0%	32.0%	3.0%
Addition/Subtraction Problem Solving	45.0%	35.0%	20.0%
Reading & Interpreting Graphs	45.0%	32.0%	23.0%

The Grade 3 Provincial Assessment is conducted annually in Language Arts and Math during the months of September and October. Analysis of these results is used to plan for specific programs within the school and is then reported to parents during the fall Parent-Teacher Conferences.

Language Arts testing included student reflection, reading and demonstration of comprehension. Results indicated that 76% of our students met grade level expectations with some help in the area of reading comprehension. The area that continues to require the most attention is oral reading skills and strategies, with 38 % of the students needing ongoing support to meet grade level expectations. Our grade specific literacy teams will focus on developing instruction and remediation strategies to meet the needs of all learners. The staff is participating in the divisional "Struggling Readers Initiative". Teachers have participated in Professional Development and a staff book club based upon "The Daily Five" model of instruction. A school-wide Guided Reading and Writing program with support from the entire staff has also been implemented. Additional daily guided reading groups for all students reading below grade level have also been established.

Math testing included components from all areas of the curriculum. Strong performances by our students were noted in sorting objects, number concepts, and mathematical patterns. Areas that require additional support are place value and measurement. Teachers are meeting within their Professional Learning Community to address these areas and collaborate on strategies for increasing student performance as well as collaborating with the Divisional Mathematics Coordinator to plan appropriate instruction with a focus on differentiation for all learners.