

## North Vancouver School District SCHOOL PLAN *for* 2011-2012

**School:** Ecole Braemar Elementary  
**Address:** 3600 Mahon Avenue  
North Vancouver, BC V7N 3T6  
**Phone:** 604-903-3270

### School/Community Context:

“To enable our students to achieve their fullest potential as lifelong learners, the students, staff and parents work in partnership to provide a respectful, nurturing environment that promotes individual and social responsibility, academic success, aesthetic development and physical well-being.”

École Braemar Elementary School is unique in that it is the only triple track school in North Vancouver School District. Those things that make the school unique also make it quite remarkable. The school has a Kindergarten to Grade 7 English Program, a Kindergarten to Grade 7 French Immersion Program and Late French Immersion Program at the Grade 6 and 7 levels. This creates a school context where more than 30% of the student population is at the Grade 6 and 7 levels. Having such a high percentage of the school population at the upper intermediate level translates to a need for more extra curricular activities to ensure that all interested students have an opportunity to participate for example in sports teams. At the same time, this high percentage of Grade 6 and 7 students gives the school a larger than normal pool of potential leaders. The staff provides many leadership opportunities for students, including morning student announcements, student council, peer counselling and providing leadership for our daily physical activities. Although the triple track aspect of the school presents some challenges with regards to social interactions among the students (as the students do not get to know each other over the course of their years at the school in the same way that an English-only school does) the extra curricular activities and early fall trip to the School District’s Outdoor School ensure that students from the later French Immersion stream feel welcome and meet new friends at Braemar. The Late French Immersion classes may impact on school data as these students have not necessarily had the same approach to learning that is outlined in Braemar’s School Plan. All staff members are interested in continuous improvement and work together to ensure success for all students, although the approach may be seen to be different for students learning another language. The parents in this community are not necessarily from the immediate school community as both the French Immersion and the late French Immersion programs are District programs and placement in each of these programs is by lottery. This means that students are coming from all over the School District rather than from the immediate neighbourhood. It is somewhat like having three small schools housed in the same building and so there is always that need to unify the school for staff, students and parents. Each stream of the school is well represented on the Parent Advisory Committee and they provide numerous opportunities for all parents to be involved and to come together as a community. Both staff and students work to provide some school-wide endeavours that create a sense of community for students. These ideas include everything from Student Council sponsored fun days such as “Canucks Day” or “Pyjama Day” to Literacy Day and a school-wide write both of which provide a school-wide focus that unites the school as a cohesive community of learners.

Social Responsibility is an ongoing focus of instruction at Braemar with students leading daily announcements and a weekly focus on the direct teaching of positive attributes or virtues. The Social Responsibility Quickscale has been translated into child friendly language so teachers can use it in their classrooms

The Social Responsibility Quickscale is also part of the “Think Sheet” that students complete when their behaviour does not follow the school’s Code of Conduct. Braemar has a very active Peer Counselling Program that is organized and supervised by the school’s counsellor and over 70 students volunteered and trained to work as Safety Patrollers before and after school. One class is currently doing the Roots of Empathy Program. Eight staff members have done the TRIBES Training and on-going staff development continues to build on inclusion, differentiating instruction and student engagement

Braemar has an active Reading Committee, a Math Committee, a Safe and Caring Committee, a Fine Arts Committee and an Action School Committee, all of which meet regularly. Although the committees are on-going from year to year, membership may change slightly each year as membership is voluntary. Committee membership is re-established each September and new members are welcomed at any time. These committees work with staff to provide leadership in curricular areas, school initiatives and in the development and implementation of the School Plan.

Braemar has a well established Parent Advisory Council that meets monthly, publishes a Newsletter monthly and keeps parents informed through e-mail and the school website. The Braemar PAC sponsors a number of events throughout the school year to build community such as the pancake breakfast the first Friday in September, the Breakfast in Whoville in December, the Arti-Gras Gala and so on. The school maintains a website that aims to inform parents and remind them of upcoming events and celebrates positive things that are happening around the school

**Demographics (2010-2011 school year):**

Total number of students: 499 Male: 239 Female: 260

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	21	32	27	35	33	48	25	41
Fr. Imm.	22	34	23	22	21	24	48	45

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
25.75	.4%	4.6	1.2	3.2%

## Progress Analysis:

### Review of School Goals – Previous Year

#### Goal 1

**To improve students' proficiency in Literacy over the next three years as measured by the BC Performance Standards.**

Upon review of this goal, the School Planning Council and the School Reading/Writing Committee felt that this goal needs to remain in the school plan with success to be measured over time.

**Objective 1.1** To improve students' overall performance in the area of Reading as measured by the Reading Performance Standards for all Grade 1-7 students with a specific focus on our targeted groups (originally Grades 2 and 4) who are now in Grades 4 and 6 .

Upon review of this objective, the School Planning Council feels that the target groups have been making progress over time. Cross grade Guided Reading (small group direct instruction of reading) will be continued for both the French and English streams at the Primary Grades and in the English stream at the Grade 4/5 level to improve reading performance. We will include a Grade 1 target groups so that we are able to track a primary group as well as intermediate groups over time.

Although the performance rate of the other students in Reading remains high, both the Reading/Writing Committee and the School Planning Council feel that it is important to continue to track the progress of all students in the school on some key measures such as the TOPA for Kindergarten and the Reading Performance Scale ratings and Foundation Skills Assessment data in order to see trends and/or emerging issues over time. We will also begin using the DIBELS Reading assessment in a systematic fashion in the Primary Grades. This data will be tracked in Appendix A. Key Measures will be TOPA, BC Performance Standards, DIBELS and FSA data. It is also necessary to continue the interventions that are currently in place for those students deemed to be at risk to ensure their continued success.

**Objective 1.2** To improve proficiency in writing in form (opening, organization and sequence and conclusion) and convention (complete sentences, punctuation and grammar) as measured by the BC Writing Performance Standards for targeted groups (originally in Grades 2 and 4) who are now in Grades 4 and 6 .

Upon review of this objective, the School Planning Council and the School Reading/Writing Committee felt that this objective needs to broaden in scope. We recognize that a high number of students are meeting expectations. We have looked closely at the number of students who are meeting and exceeding expectations and we believe that we would like to see more students fully meeting and exceeding expectations in writing.

Form and Convention will continue to be the focus for our school wide emphasis on writing. For the school-wide write, Intermediate teachers will examine students' Information writing and Primary teachers will examine students' Personal Writing. Data will be tracked in Appendix A.

**Goal 2: To improve students' proficiency in Mathematics over the next three years as measured by the BC Performance Standards.**

Upon review of this objective, the School Planning Council and the School Math Committee felt that this objective should remain a part of our School Plan and that we should continue to follow the progress of targeted groups over time.

**Objective 2.1** To improve students' proficiency in Math in for our targeted students (originally Grades 2 and 5) who are currently in Grade 4 and Grade 6 as measured by the BC Performance Standards

Upon review of this objective, the School Planning Council and the School Math Committee felt that this objective needs to stand as it is written as we follow the progress of the targeted groups over time.

As this Performance Measure is relatively new in the School Plan, it is difficult to see a trend that highlights a particular target group. As we track our targeted groups (originally Grade 3 and 5) who are currently in Grade 5 and Grade 7, we observed that they made considerable progress over time. We are interested in beginning to monitor the progress of students in Grades 3, 4 & 5 over time. More students seem to have difficulty beginning in the Intermediate Grades. We will be hoping to identify the reasons for this difficulty while providing targeted supports and strategies for mathematical instruction during this transition time,

Numeracy data will be tracked in Appendix B for all students. Measures used will be the Numeracy Assessment for Kindergarten and the Math Performance Scale ratings and Foundation Skills Assessment data in order to see trends and/or emerging issues over time.

**Goal 3: To increase students' Social Responsibility over the next three years as measured by the B.C. Performance Standards and the Safe Schools and Social Responsibility Survey (Intermediate Grades only).**

Upon review of this goal, the School Planning Council and felt that this goal needs to remain in the School Plan with success to be measured over time.

Survey results and observable behaviours indicate a high level or sense of safety and socially responsible behaviour. Students indicate that they feel safe and welcome at school and they demonstrate social responsibility across many domains. Continued direct teaching of social responsibility and continued self-evaluation and teacher evaluation serve to highlight the importance of this goal and create a common language and understandings. Social Responsibility continues to be an area where we would like to see improvement in student performance. The School Planning Council would like to work with our students, staff and parent community to refine our goals in this area.

**Opportunities for Further Development:**

**Goal 1**

**To improve students' proficiency in Literacy over the next three years as measured by the BC Performance Standards.**

The Grade 1-3 Guided Reading Program in the English and French stream and at the Grade 4/5 levels in the English stream, need to be monitored to ensure that we are being as effective as possible in our instruction

and that we are able to respond to changing student needs throughout the year. We want to review and ensure that we are providing consistent and effective interventions for our students who find reading challenging while also providing challenging and engaging experiences with literature for all of our students. In the Writing part of this goal, we will continue to focus specifically on form and conventions of writing for our targeted groups who will be in Grades 3, 4 and 5 next year. We will be looking at trends from grade to grade and working to improve students' ability to apply writing skills and knowledge in everyday writing.

### **Goal 2**

#### **To improve students' proficiency in Mathematics over the next three years as measured by the BC Performance Standards.**

Although students perform relatively well, more work is needed both with parents and staff in reaching an understanding of the new approach to Math that is evident in both the Ministry Curriculum and in the District support of that curriculum. As the Math Performance Measure is relatively new in the School Plan, it is difficult to see a trend that highlights a particular target group. We may need to revise our baselines and targets as more data becomes available. Interventions will need to be put in place for those students who are deemed to be at risk. Based on feedback from teachers, the Math Committee has recommended a school-wide focus on developing students' problem solving skills and willingness and ability to tackle and persevere when faced with more complex mathematical problems. Additionally, we will be focussing on how to best support students as they move into the Intermediate grades.

### **Goal 3**

#### **To increase students' Social Responsibility over the next three years as measured by the BC Performance Standards and the Safe Schools and Social Responsibility Survey (Intermediate Grades only).**

The focus of the School Plan will be Social Responsibility. We will develop a survey or self assessment tool for students to identify and reflect upon their own level of social responsibility. Ideally our students will set goals for themselves and for our school community. As an elementary school in the Carson Family of Schools, we are looking to build connections between our schools; we feel that the IB Learner profile may be a vehicle for conversation, communication and building community. We will introduce the language and concepts as they relate to our own code of conduct and expectations for social responsibility. We aim to build in opportunities for students to reflect and direct their own learning.

## **School Goals for 2011-2012:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Ecole Braemar Elementary School Plan for 2011-are:

- 1. To improve students' proficiency in Literacy**
- 2. To improve students' proficiency in Mathematics**
- 3. To improve students' Social Responsibility**

## **School Goal 1:** **To improve students' proficiency in Literacy**

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### **Goal Rationale:**

At Braemar we feel that reading and writing are fundamental skills that are critical to our students' success at school and their future as independent learners. We value the success of all of our students. We want to ensure that at risk learners are provided with every opportunity to achieve success in reading and writing. We want all of our students to be able to question and think critically about what they are reading and to communicate effectively. Students in grades 3, 4 and 5 are presented with more challenging and complex literacy tasks. We need to ensure they are offered every opportunity to achieve success in this period of transition and in future years.

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### **Objective 1.1:**

To Improve students' overall performance in the area of Reading as measured by the Performance Standards for our targeted groups who will be in Grades 3, 4 & 5 (2011-2012)

#### **Strategies/Structures:**

- Provide Grade 1-3 Guided Reading in both French and English streams and in the Grade 4/5 English stream (Classroom Teachers – Leadership - Reading/Writing Committee)
- Direct instruction of the reading strategies and the Reading/Writing Connection strategies identified in Reading 44 and Writing 44 on an ongoing basis for grades 1 to 7 (Classroom Teachers – Leadership - Reading/Writing Committee) Specific focus on inferencing skills.
- Engage students in their own learning through oral discussion of the strategies used before, during and after reading.
- Provide more frequent Guided Reading opportunities for those students deemed to be at risk (LAC Teacher, Special Education Aides and Classroom Teachers)
- Use peer support for Guided Reading at the Primary and Intermediate level via the Primary and Intermediate teams (Primary and Intermediate Teams)
- Provide families with information on how they can help their child at home with reading. (Classroom Teachers – Leadership - Reading/Writing Committee)
- Celebrate Reading/Writing school-wide through an annual "Literacy Day" (Reading/Writing Committee)

**Evidence:** (Quantitative)

Reading Performance Standards

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 2 10/11(Not Yet Meeting Expectations)	4%	<3%	
Grade 3 10/11(Not Yet Meeting Expectations)	6%	<3%	
Grade 4 10/11(Not Yet Meeting Expectations)	6%	<3%	

Reading Performance Standards

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 2 10/11(Exceeding Expectations)	2%	10%	
Grade 3 10/11(Exceeding Expectations)	23%	25%	
Grade 4 10/11(Exceeding Expectations)	10%	15%	

**Evidence:**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Students use ideas and examples from the text to support answers to questions</li><li>- Students make comparisons and connections between stories when prompted</li><li>- Students make inferences</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Students consistently and independently make comparisons and connections between stories</li><li>- Students make inferences and can explain their thinking (metacognition)</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>-</li></ul>

**Objective 1.2:**

To improve proficiency in writing in Form and Convention as measured by the BC Performance Standards for our targeted groups in Grades 3,4 & 5 (2011-2012)

**Strategies/Structures:**

- Assess all students with the Performance Standards scale by conducting a school-wide write in February/March (Classroom Teachers – Leadership - Reading/Writing Committee)
- Use the Braemar primary scope and sequence of technical writing skills for primary students. (Classroom Teachers – Leadership - Reading/Writing Committee)
- Use the Braemar scope and sequence of technical essay and report writing skills for intermediate students. (Classroom Teachers – Leadership - Reading/Writing Committee)
- Support students deemed to be at risk for a defined period of time (LAC Teacher)
- Continue use of co-writer software to support SLD students (LAC Teacher)
- Promote use of Performance Based Standards by sharing strategies at combined Primary and Intermediate team meetings once each term. (Primary and Intermediate Teams)
- Actively teach the use of technology to support writing (graphic organizers, use of the tools etc.) (Classroom Teachers)
- Provide students with opportunities to write for an audience

**Evidence: (Quantitative)**

Key Performance Measure:	Baseline	Target	Actual
Grade 2 2010-11 (Not Yet Meeting Expectations)	0%	0%	
Grade 3 2010-11 (Not Yet meeting Expectations)	13%	<10%	
Grade 4 2010-11 (Not Yet Meeting Expectations)	15%	<10%	
Grade 2 2010-11 (Exceeding Expectations)	13%	20%	
Grade 3 2010-11 (Exceeding Expectations)	15%	20%	
Grade 4 2010-11 (Exceeding Expectations)	31%	35%	
Grade 2 2010-11 (Fully Meeting & Exceeding)	68%	75%	
Grade 3 2010-11 (Fully Meeting & Exceeding)	61%	75%	
Grade 4 2010-11 (Fully Meeting & Exceeding)	58%	75%	

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Students use sentences that vary in length and structure in writing</li> <li>- Students often use correct spelling, punctuation, grammar</li> <li>- Students writing shows a logical flow of ideas</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Students use complex and interesting sentences that vary in length and structure in writing</li> <li>- Students independently and consistently use correct spelling, punctuation and grammar</li> <li>- Students explain and expand upon their ideas in writing with confidence and clarity</li> </ul>

**Qualitative Actual:**

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## **School Goal 2: To improve students' proficiency in Mathematics**

### **Goal Rationale:**

Proficiency in Mathematics is a critical life skill. The Mathematics School Committee and the School Planning Council has annually reviewed Provincial, District and school data from 2001-2010 and identified the continued need to improve students' proficiency in Mathematics at Braemar.

### **Objective 2.1:**

To improve students proficiency in Mathematics , as measured by the BC Performance Standards, of students in Grades 3,4 & 5 (2011-2012)

### **Strategies/Structures:**

- Continue to implement Mathematics 44 strategies from Gr. 1 – 7 (Classroom Teachers – Leadership - Math Committee)
- Display Math Language Posters in Classrooms (Classroom Teachers)
- Teach and re-teach the use of a variety of strategies to solve a Math Problem of the week (Classroom Teachers – Leadership - Math Committee)
- Engage students in their own learning through oral discussion of the math strategies being used in both games and activities and in textbook/worksheet assignments. (What did you learn? What strategies/skills did you use?)
- Use both whole class math games and small group math games to teach and reinforce math strategies. Connect the strategies being used in games and activities to textbook/worksheet assignments.
- Use Math Literature from Math 44 to help students connect math concepts to real-life math.
- Use the item-level analysis from the Grade 4 & 7 numeracy section of the FSA to inform instruction (Math Committee) (Distribution of the information – Principal)
- Use the section level analysis of the North Vancouver School District Grade 6 Math Assessment to inform instruction. (Math Committee) (Distribution of the information – Principal)
- Use the Numeracy Performance Standards to inform instruction and monitor student success (Classroom Teachers – Leadership provided by Math Committee)
- Provide leadership and support for the implementation of Math 44 and in the use of the Math Textbook. (Math Committee and District Personnel)
- Distribute “Tips for Parents – Student Success using the 10 Math Habits”, which is a resource to help parents understand the 10 Math Habits and how they can support their child in Math, to parents of primary students at the first term parent-teacher interview (Classroom Teachers – Leadership - Math Committee)
- Communicate Math strategies with parents with such structures as a Math Family evening and/or “Buddy-Math” week. (Leadership - Math Committee)
- Celebrate Mathematics with School-wide Mathematics events

**Evidence: (Quantitative)**  
 Math Performance Standards

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 2 March 2011 Report Card (Not Yet Meeting)	0%	0%	
Grade 3 March 2011 Report Card (Not Yet Meeting)	0%	0%	
Grade 4 March 2011 Report Card (Not Yet Meeting)	7%	<5%	
Grade 2 March 2011 Report Card (Exceeding)	4%	10%	
Grade 3 March 2011 Report Card (Exceeding)	22%	30%	
Grade 4 March 2011 Report Card (Exceeding)	31%	35%	

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Students use strategies taught to solve multi-step problems with direct instruction</li> <li>- Students have an increasing understanding of the language of Math (Receptive)</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Students identify and use a variety of strategies to independently solve multi-step problems</li> <li>- Students are able to communicate and explain their thinking in Math using the language of Math</li> </ul>

## **School Goal 3: To improve students' Social Responsibility**

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### **Goal Rationale:**

Research shows a strong link between a safe and caring school environment and student learning. After reviewing Performance Standards and Satisfaction surveys, it appears that our students feel safe and welcome at school. We believe that it is essential for our students to further develop their sense of social responsibility. We want each and every member of our school community - students, staff and parents - to be treated with caring and respect. Most importantly, however, we want all stakeholders to feel a sense of stewardship for others, so that they speak up to protect and ensure the rights of all Braemar students to learn in a safe and caring school environment. We will continue to work with our students to examine our core values and we will provide them with opportunities to reflect and take action inside and outside of the classroom that consistently reflect these core values.

The School Planning Council would like to work with our students, staff and parent community to refine our goals in this area.

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### **Objective 3.1:**

To increase students skills and abilities to reflect and direct growth in social responsibility

#### **Strategies/Structures:**

- To increase opportunities in Student Leadership and Empowerment via: Action Leaders, Student Council, Buddy Classes, Recycling Program, Talent Show etc. (Classroom Teachers – Leadership - Safe, Caring and Healthy School Committee)
- Provide a Safe and Caring School Environment through: teaching Social Responsibility (see above), maintaining a consistent “Class Meeting” format, regular classroom review of assembly behaviour, environmental clean-up of the school-grounds by 2 classes per week, a first-week school Bienvenue – Getting to Know You Assembly, continued opportunities to support others such as Terry Fox Run, , support for others. (Classroom Teachers and Staff Volunteer Leaders)
- Actively Communicate with students through: student-led morning announcements, teaching and practicing “Active Listening” (staff and students), using a common vocabulary and language when talking about Social Responsibility and Problem Solving strategies (WITS – Walk Away, Ignore It, Talk, Seek Help), active teaching of problem solving strategies through role playing, class meetings, active listening/paraphrasing and using “I” messages (Cool Solutions) etc. (Staff Volunteers – Leadership - Safe, Caring & Healthy School Committee)
- Improve School Spirit through such things as: Student Council fun days, Terry Fox Run, “Move for Health” day activity in May on the World Health Org. day, opening week dance etc. (Staff Volunteers – Leadership – Action Schools Committee)

- Teach problem solving skills at the 5/6/7 grade level with an instructional emphasis on investigating multiple perspectives, principled or 'balanced' thinking and taking positive action
- Explicitly teach and model the thinking process, especially open-ended questioning, to illustrate thoughtful and equitable problem-solving

Performance Standards

Key Performance Measure:	Baseline	Target	Actual
Student Self-Assessment & Goal Setting 3-7 Meeting /Exceeding Expectations		85%	

**Evidence:** (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Students participate in and positively contribute to classroom and school activities</li> <li>- Students solve problems in peaceful ways</li> <li>- Students treat each other fairly and respectfully in the classroom</li> <li>- Students follow the School Code of Conduct</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Students consider and initiate ways to positively contribute to the classroom and the school</li> <li>- Students work collaboratively to solve problems in peaceful ways</li> <li>- Students treat each other fairly and respectfully outside of the classroom</li> <li>- Students show a sense of responsibility and make an effort to make the world (home, class, school, community) a better place</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>

**Objective 3.2:**

To increase students' sense of engagement

**Strategies/Structures:**

- Provide opportunities for students to have a student-led "voice" in their school, and to empower them to inquire into and implement positive change
- Provide students with opportunities to reflect on their own learning and experiences
- Provide more opportunities for problem based learning in the Intermediate Grades

Key Performance Measure:	Baseline	Target	Actual
Satisfaction Survey Gr 4	42%	70%	
Do you like School? (Many times/All of the Times)	47%	70%	
Do you like what you are learning at school?			

<p>Satisfaction Survey Gr 7 At school do you have opportunities to work on things you are interested in as part of your coursework? (Many times/All of the Times)</p> <p>Student Survey/Self Assessment Gr 3-7 Positive student engagement and interest in learning</p>	<p>29%</p> <p>TBD</p>	<p>50%</p> <p>70%</p>	
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**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Students work hard and respond to teacher direction</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Students take responsibility for their own learning</li> <li>- Students reflect upon their learning and set personal goals</li> <li>- Students contribute to a vibrant culture of learning through their questions , interest and participation in learning activities</li> </ul>
<p><b>Qualitative Actual:</b></p>

## Connections:

### **Connections to Family of School's School Plans and/or District Achievement Plan:**

Members of the School Planning Council participated in a training session with other schools in the Carson Graham Family of Schools during the Winter of 2011. This session provided us an opportunity to examine and explore common themes among our schools' plans. Although each school has developed different plans, the elementary schools within the Family of Schools have very similar goals with different target groups and different ways of collecting and using data. A focus on improving students' Literacy and Mathematics skills are important elements of our plans alongside the provision of a safe and caring school environment. At Braemar, we are interested in learning more about the IB program (MYP) at Balmoral/Carson Graham and we hope to build a greater sense of connection within our community through the exploration and understanding of the programme with other members in our Family of Schools.

**Consultation Process of Click to type school name School Planning Council:**

- x School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- x A summary of the approved Ecole Braemar Elementary School Plan will be posted on the school web site by October 31, 2011.

**School Planning Council Approval of Proposed School Plan:**

Date: May 30, 2011

Name		Signature
Chairperson (Principal)	Cathy Piteux	<i>Original Document Signed by SPC Members</i>
Teacher		
Parent	Chris Cox	
Parent	Rick Danyluk	
Parent	Bridgitte Andersen	
Student <i>(Gr 10, 11, 12 schools only)</i>		

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent  
Aug 31, 2011**