

North Vancouver School District SCHOOL PLAN for 2012-2013

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

School/Community Context:

L' Ecole Braemar Elementary School, situated in a quiet residential community of central North Vancouver, enjoys a strong sense of community spirit and parental support. Unique in character, it offers three distinct programs – English (K to grade 7), Early French Immersion (K to grade 7) and Late French Immersion (Grades 6 and 7). The approximately 500 students who attend L'Ecole Braemar Elementary come from both the immediate neighbourhood and beyond the school's regular catchment boundaries. As such, it is a diverse and active community of learners.

Home to a high percentage of students at the upper intermediate level, the school works continually to provide a large variety of leadership opportunities in the areas of social responsibility, athletics and the arts. While the scope of these opportunities varies from year to year, the importance of engaging students and promoting excellence, not only in academics but beyond, is highly valued by staff and parents alike.

Braemar Elementary has a well established Parent Advisory Council (BPAC) that meets regularly, publishes a monthly newsletter and keeps parents informed of upcoming BPAC sponsored events. It also provides families with information through the school based website.

Collectively, the Braemar school community works hard to embody the core values of safety, respect, responsibility and integrity. In short, our school is a dynamic centre of learning where students, staff and parents work in concert encouraging our students to achieve their fullest potential as lifelong learners.

Demographics (2011-2012 school year):

Total number of students: 497 Male: 227 Female: 270

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	22	30	33	30	42	40	35	27
Fr. Imm.	22	32	35	23	22	21	43	40

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
24.99	.01	4.6	2.2	5.8

Progress Analysis:

Review of School Goals – Previous Year (2011-12)

Goal 1 To improve students' proficiency in Literacy

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)

Evidence: Key Performance Measure: Report Card Data

Due to the British Columbia Teachers' Federation labour dispute during the 2011-12 school year, report card data for objective 1.1 (reading) is not available.

Evidence: (Quantitative)
Reading Performance Standards

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

Reading Performance Standards

Key Performance Measure:	Baseline	Target	Actual
Grade 2 10/11(Exceeding Expectations)	2%	10%	Data not available
Grade 3 10/11(Exceeding Expectations)	23%	25%	
Grade 4 10/11(Exceeding Expectations)	10%	15%	

Evidence:

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Students use ideas and examples from the text to support answers to questions- Students make comparisons and connections between stories when prompted- Students make inferences
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Students consistently and independently make comparisons and connections between stories- Students make inferences and can explain their thinking (metacognition)
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Data not currently available

Outcomes for Objective 1.1

Outcomes for Objective 1.1 are difficult to assess given lack of report card data and inconsistent anecdotal feedback from classroom teachers. Attention to Ministry IRP's in which the above target objectives are outlined, continue to be addressed in the classroom setting with additional support to some students who may need it being addressed through Learning Support Teachers and Special Education Aides.

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)

Evidence: Key Performance Measure: Report Card Data

Due to the British Columbia Teachers' Federation labour dispute during the 2011-12 school year, report card data for objective 1.2 (writing) is not available

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Grade 2 2010-11 (Not Yet Meeting Expectations)	0%	0%	Data not available
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)

Qualitative Baseline: <ul style="list-style-type: none">- Students use sentences that vary in length and structure in writing- Students often use correct spelling, punctuation, grammar- Students writing shows a logical flow of ideas
Qualitative Target: <ul style="list-style-type: none">- Students use complex and interesting sentences that vary in length and structure in writing- Students independently and consistently use correct spelling, punctuation and grammar- Students explain and expand upon their ideas in writing with confidence and clarity
Qualitative Actual: <ul style="list-style-type: none">- Data not currently available

Outcomes for Objective 1.2

Outcomes for Objective 1.2 are difficult to assess given lack of report card data and inconsistent anecdotal feedback from classroom teachers. Attention to Ministry IRP's in which the above target objectives are outlined, continue to be addressed in the classroom setting with additional support to some students who may need it being addressed through Learning Support Teachers and Special Education Aides.

Goal 2: To improve students' proficiency in Mathematics

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)

Evidence: Key Performance Measure: Report Card Data

Due to the British Columbia Teachers' Federation labour dispute during the 2011-12 school year, report card data for objective 1.1 (math) is not available.

Evidence: (Quantitative)

Math Performance Standards

Key Performance Measure:	Baseline	Target	Actual
Grade 2 March 2011 Report Card (Not Yet Meeting)	0%	0%	Data not available
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>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Students use strategies taught to solve multi-step problems with direct instruction - Students have an increasing understanding of the language of Math (Receptive)
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Students identify and use a variety of strategies to independently solve multi-step problems - Students are able to communicate and explain their thinking in Math using the language of Math
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Data not currently available

Outcomes for Objective 2.1

Outcomes for Objective 2.1 are difficult to assess given lack of report card data and inconsistent anecdotal feedback from classroom teachers. Attention to Ministry IRP's in which the above target objectives are outlined, continue to be addressed in the classroom setting with additional support to some students who may need it being addressed through Learning Support Teachers and Special Education Aides.

Goal 3: To improve students' social responsibility

Objective 3.1: To increase students' skills and abilities to reflect and direct growth in social responsibility

Evidence: Key Performance Measure: Student self assessment & goal setting

Due to the British Columbia Teachers' Federation labour dispute during the 2011-12 school year and as a result of changes in school administration for the current school year, both quantitative and qualitative data for objective 3.1 is sketchy and therefore unreliable.

Performance Standards

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

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Students participate in and positively contribute to classroom and school activities- Students solve problems in peaceful ways- Students treat each other fairly and respectfully in the classroom- Students follow the School Code of Conduct
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Students consider and initiate ways to positively contribute to the classroom and the school- Students work collaboratively to solve problems in peaceful ways- Students treat each other fairly and respectfully outside of the classroom- Students show a sense of responsibility and make an effort to make the world (home, class, school, community) a better place
<p>Qualitative Actual: (2011-12)</p> <ul style="list-style-type: none">- Outside of classroom observations include: participation in assemblies, signs of peaceful problem solving on playground, student announcements, presentation to students entitled 'For My Daughters', collecting for Christmas charities, recycling initiatives

Outcomes for Objective 3.1 (2011-12):

Students demonstrate their willingness to work together towards the greater good on a daily basis. Students with natural leadership abilities often influence in positive ways those who may be reticent to become involved. All students are encouraged to participate in large and small ways to contribute to their community, be it the immediate classroom, team, school, neighbourhood or beyond.

Objective 3.2: To increase students' sense of engagement

Evidence: Key Performance Measure: Student self assessment & goal setting

Due to the British Columbia Teachers' Federation strike action during the 2011-12 school year both quantitative and qualitative data for objective 3.2 is sketchy and therefore unreliable.

Key Performance Measure:	Baseline	Target	Actual
Satisfaction Survey Gr 4			
Do you like School? (Many times/All of the Times)	42%	70%	40%
Do you like what you are learning at school?	47%	70%	43%
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)	29%	50%	21%
Student Survey/Self Assessment Gr 3-7			
Positive student engagement and interest in learning	TBD	70%	Not available

Evidence: (Qualitative)

Qualitative Baseline:
<ul style="list-style-type: none"> - Students work hard and respond to teacher direction
Qualitative Target:
<ul style="list-style-type: none"> - Students take responsibility for their own learning - Students reflect upon their learning and set personal goals - Students contribute to a vibrant culture of learning through their questions, interest and participation in learning activities
Qualitative Actual:
Qualitative data not available at this time

Outcomes for Objective 3.2 (2011-12):

Outcomes suggest a slight decrease in the number of grade 4 students reporting that they 'like school' and 'like what they are learning at school'. Grade 7 students reporting that they 'have opportunities to work on things they are interested in as part of their regular coursework' also decreased. Once again, anecdotal evidence from school staff is inconsistent due to the current labour situation and therefore assessing how effective objective 3.2 is in achieving Goal #3 is less than reliable.

School Goals for 2012-2013:

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 2012-13-are:

1. **To improve the reading proficiency of students who are identified as ‘at risk’ in the area of reading comprehension**
2. **To improve students’ achievement in Mathematics**
3. **To increase the level of grade 7 student engagement and connection to secondary school**

School Goal 1: To improve the reading proficiency of students who are identified as ‘at risk’ for reading comprehension

Goal Rationale:

At Braemar we feel that learning to read is fundamental to student success at school. We also believe that learning to read enables youngsters to become both independent and life long learners once their formal schooling is complete. Because the school community values the success of all students it wants to ensure that ‘learners at risk’ are provided with every opportunity to succeed by enabling them to question and think critically about what they are reading.

Objective 1.1:

To identify students in kindergarten who are at risk for learning to read and to improve their performance as measured by the Test of Phonological Awareness (T.O.P.A.)

Strategies/Structures:

- Continue to communicate to families the importance of reading at home with kindergarten students; provide them with booklet of ‘at home activities’ that can be used to strengthen phonological skills
- While remaining open to cultural context, encourage families to support regular school attendance; establish school wide guidelines for tracking attendance more than once per term and alerting parents as needed
- Incorporate daily classroom activities focussed on the development of phonological skills
- Provide small group intervention two to three times per week for those students scoring less than 25%ile on the February assessment; reassess in May
- Use integrated (multi disciplinary) approach to instruction when appropriate

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Number of K students scoring greater than the 25 % ile on the Test of Phonological Achievement (T.O.P.A.)	Feb.2013	May 2013	May 2013 all

Evidence: (Qualitative)

Objective 1.2:

To identify students in grades 4 to 7 who are at risk for reading comprehension and to improve their performance as measured by the Reading Assessment Device (RAD)

Strategies/Structures:

- Provide Grade Guided Reading in both French and English streams
- Direct instruction of the reading strategies and the Reading/Writing Connection strategies identified in Reading 44 and Writing 44
- Engage students in their own learning through oral discussion of the strategies used before, during and after reading.
- Use peer support for Guided Reading at the Primary and Intermediate level via the Primary and Intermediate teams
- Provide families with information on how they can help their child at home with reading.

Evidence: (Quantitative)

Key Performance Measure: Reading Assessment Device (RAD)	Baseline Sept. 2012	Target	Actual April 2013
Grade 4 (at risk) 2012-2013	TBA	<3%	
Grade 5 (at risk) 2012-2013	TBA	<3%	
Grade 6 (at risk) 2012-2013	TBA	<3%	
Grade 7 (at risk) 2012-2013	TBA	<3%	

Qualitative Evidence:

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

**School Goal 2:
To improve students' achievement in Mathematics**

Goal Rationale:

Proficiency in Mathematics is a critical life skill. Early intervention and additional learning opportunities provide students with targeted support in areas fundamental to more abstract and rigorous mathematical concepts. The School Planning Council recognizes the importance that numeracy skills play throughout one's life and wishes all students to reach a personal level of independence commiserate with their ability.

Objective 2.1:

To identify students in grades 3, 6 &7 who are at risk for numeracy and to improve their proficiency as measured by the BC Performance Standards for mathematics.

Evidence: (Quantitative)

Math Performance Standards

Key Performance Measure: Numeracy	Baseline 1st Term	Target	Actual 3rd Term
Grade 3 (at risk) 2012-13	TBA		
Grade 6 (at risk) 2012-2013	TBA		
Grade 7 (at risk) 2012-2013	TBA		

Evidence: (Qualitative)

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

School Goal 3:

To increase the level of grade 7 student engagement and connection to secondary school

Goal Rationale:

It has long been recognized that the transition from elementary school to secondary school is one that causes considerable concern, if not anxiety, for many grade 7 students. While numerous efforts are made each year to prepare these students for anticipated changes, grade 8 students report anecdotally that they still began their first year at secondary school with a certain level of trepidation. This feedback has prompted both elementary and secondary schools to further examine ways in which together, they might ease the transition for students from the familiar and comfortable surroundings of their elementary school to the larger, lesser known secondary school setting.

Objective 3.1:

To increase the number of grade 7 students reporting that they feel confident (positive) about their transition to secondary school as measured by locally developed questionnaire.

Strategies/Structures:

- **Organize intake meetings with secondary school counsellor**
- **Organize peer visits from secondary school ex. student leadership presentations, band presentations, student coaching initiatives etc.)**
- **Work with secondary schools to introduce/expand 7-11 program**
- **Organize grade 7 visits to secondary schools**
- **introduce quasi grade 8 classroom expectations' in grade 7 classrooms toward year end**

Evidence: (Qualitative)

Key Performance Measure:	Baseline Sept. 2012	Target	Actual Jan-Feb. 2013
Locally developed student survey (Question # 1 d & e post transition)		60%	

Evidence: (Quantitative)

Anecdotal comments provided by teachers/students

Connections:

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

The 2012 -13 L'Ecole Braemar Elementary School plan aligns itself directly with District #44 Achievement Contract goals of improving students' achievement in literacy and improving students' achievement in numeracy. Despite the ever increasing pace of change in our world today, acquiring a solid foundation in literacy and numeracy skills, commiserate with one's ability, remains fundamental to a positive sense of self and success for all individuals. Goal #3, that of facilitating student transition from grade 7 to grade 8 is common to all schools in the Carson Graham family of schools. Promoting opportunities to establish positive relationships with our local secondary schools is seen as an important step in preparing our students to become members of a larger more complex learning community, thereby setting the stage for their success.

Consultation Process of L'Ecole Braemar Elementary 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, 2012.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2012

Name		Signature
Chairperson (Principal)	Heather McTaggart	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Chris Cox	
Parent	Bahar Zirknejad	
Parent	Sandra Ayyobi	
Student (Gr 10, 11, 12 schools only)		

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 18, 2012**