

North Vancouver School District

SCHOOL PLAN for 2012-2013

School: Brooksbank Elementary
Address: 980 East 13th Street
 North Vancouver, BC V7L 2N2
Phone: 604-903-3280

School/Community Context:

Brooksbank Elementary School's catchment area includes children from both the City and the District of North Vancouver. The school's unique design has three separate wings or instructional pod areas. One of the wings continues to function as an open area teaching space. A second wing has regular classrooms and the third contains space for Top Drawer Daycare. Another community partner operating on Brooksbank grounds is the Sunshine Preschool, an ELF (Early Learning Foundation) preschool. Situated on the north side of the school is a beautiful flower garden, and new in 2011, as part of North Vancouver's Official Community Plan is the Edible Garden project.

In addition to the regular classroom program, staff, parents, and members of our community sponsor several programs and opportunities for the students such as: Student Council, Chess Club, Choir, Multicultural Club and Band for senior students. Brooksbank Elementary provides opportunities for students to participate in team and individual sport activities including cross country, basketball, volleyball, and track and field. Students participate in Daily Physical Activity in primary and intermediate groups. Students are supported in many roles of responsibility, including daily announcements, student-led assemblies, leadership in multi-age group activities, peer mediation, digital media assistants, and lunch monitoring.

The school has an active Parent Advisory Council (PAC) that supports various fundraising activities including Scholastic Book Fair, weekly hot lunch program, a parent social and the 'Jingle Mingle' at Christmas. Fostering a strong sense of community and belonging is supported by the PAC through various initiatives including Back-to-School Meet and Greet / BBQ, a Welcome to Brooksbank Coffee Morning on the first day of school, Halloween Community Dance and a presentation at our Kindergarten orientation.

Regular communication with the school community is maintained through various means. Most notices, news, bulletins and updates are now delivered to individual parents via email or by phone via School Connects. Every classroom teacher maintains an up-to-date blog. Calendar information, photo gallery, PAC information, reminders and updates can also be found on the website www.brooksbank.ca.

Demographics (2011-2012 school year):

Total number of students: 308 Male: 166 Female: 142

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	50	49	33	43	30	32	34	37

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17.6	.3	7.8	0	5.5

Progress Analysis: Review of School Goals – Previous Year (2011-2012)

Previous School Plan Goal 1:

To improve student achievement in the area of non-fiction literacy

Objective 1.1:

- To improve grades 4 and 5 students' achievement in questioning and making inferences with nonfiction text

Trend Data Table:

Key Performance Measure:					
1.1 % of grade 4 and 5 students who are meeting, fully meeting or exceeding on Questioning and Inferences in March 2012					
	Baseline		Target		Actual
March 2011					80%
March 2012	80%		90%		
March 2012	Due to strike action, quantitative data has not been collected. See Trend Data Analysis below.				

Objective 1.2:

- To improve grade 3 students' ability to sequence ideas with non-fiction text

Trend Data Table:

Key Performance Measure:					
1.2 % of grade 3 students scoring 90% or above on sequencing test in March 2012					
	Baseline		Target		Actual
March 2011					55%
March 2012	55%		80%		
March 2012	Due to strike action, quantitative data has not been collected. See Trend Data Analysis below.				

Trend Data Analysis:

- When building the 2011-12 plan, staff noted that there had been adequate success in this goal area during the 2010-2011 school year, but wished to carry the goal forward for one additional year to strengthen student ability in this area.
- It is the belief amongst teachers that the strategies and structures applied to improve student achievement in the area of non-fiction literacy have become accepted as best practice and will continue.
- This goal will be adapted to reflect our growth in the use of digital technology as a tool for enhancing student literacy achievement.

Opportunities for Further Development:

- Teachers will continue the practice of gathering information about student achievement in reading and writing through the use of Performance Standards
- Staff find value in implementing school-wide write and will continue
- The wide-spread introduction of technology tools that can be used to organize / sequence ideas has lent itself to the development of a new, reflective school goal to replace Goal #1.

Previous School Plan Goal 2:

To improve students' achievement in mathematical computation

Objective 2.1:

To improve grade 2 and 3 students' fluency (mental and written) in addition, subtraction and multiplication basic facts

Trend Data Table:

Key Performance Measure: % of grade 2 and 3 students meeting or exceeding expectations on 2012 second term report			
	Baseline	Target	Actual
March 2011			54%
March 2012	54%	90%	
March 2012	Due to strike action, quantitative data has not been collected. See Trend Data Analysis below.		

Trend Data Analysis:

- When building the 2011-12 plan, staff noted that there had been adequate success in this goal area during the 2010-2011 school year, but they had wished to carry the goal forward for one additional year to strengthen student ability in this area.
- Due to teacher strike action this year, quantitative data has not been gathered. However, given that targets were met last year, and the general feeling is that the strategies built into this goal area have been adopted into the repertoire of the classroom teachers; teachers will continue to monitor student achievement, but this goal will now be removed from our School Plan.

Opportunities for Further Development:

See Trend Data Analysis above.

Previous School Plan Goal 3:

To improve student awareness of social responsibility

Objective 3.1:

To increase grade 6 and 7 students' awareness of their rights and responsibilities within the school community

Objective 3.2:

To increase Kindergarten and grade 1 students' awareness of their individual responsibilities

Trend Data Analysis:

- There is a lack of quantitative evidence due to teacher strike this year
- In discussion, staff express a belief that student awareness of rights and responsibilities has increased, but are concerned that we are not asking the appropriate questions to lead to sustained change
- A social responsibility goal will be maintained, but will be revised to address possible causal factors of 'bullying'

Opportunities for Further Development:

Brooksbank staff believes that there must be ongoing effort to maintain and improve the social responsibility of Brooksbank students. Through discussion and a collegial conference project, Brooksbank staff and SPC have identified a specific area of focus for the 2012-13 Goal #2.

School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Brooksbank School Plan for 2012-2013 are:

- 1. To increase student achievement through the use of digital technology**
- 2. To promote an increased sense of belongingness at the friendship, school-wide and community levels**

School Goal 1:

To increase student achievement through the use of digital technology

Goal Rationale:

Brooksbank staff has recognized through an initiative begun in September 2011 that by expanding the availability of technology, there has been a fundamental shift in how we teach and learn. Our overall goal is to empower our students to take more ownership for their learning while teachers revise how they teach and assess.

Objective 1.1:

To improve the ability of at-risk students to demonstrate their learning through digital expression

Strategies/Structures:

- Resource each classroom with an iPad and tv monitor
- Ensure that an iPad is available for student use in the Learning Assistance Center, Speech and Language, Counselling office and with the Learning Support Worker
- Commit school based professional development days to digital technology workshops / learning
- Continue professional development on best assessment practices as, for and of learning
- Continue to resource iPads with researched applications for diversity of expression
- Teach the use of various apps
- Personalize learning by offering students choice in their means of demonstrating learning
- Showcase student achievement in various ways, including:
 - o Presentations of student work on the front entrance monitor
 - o Celebrations of learning (eg. Heritage Fair, Digital Fair, Multicultural Day)
- Provide students with leadership opportunities (eg. Media monitors, peer tutors / teacher helpers)
- Schedule classes such that there are opportunities for teachers to have collaborative planning / teaching time and students to work with peers
- Engage in a collegial conference that explores ways to differentiate learning through digital means

Evidence: (Qualitative)

Qualitative Baseline:

- Anecdotal reports of staff in September 2012 regarding the ability of identified students to demonstrate their learning.

Qualitative Target:

- A perceived improvement in the ability of at-risk and identified students to more easily and fully express themselves and demonstrate their learning through the use of digital technology, including iPads.

Qualitative Actual:

- Anecdotal data to be collected in Spring 2013

School Goal 2:

To promote an increased sense of belongingness at the friendship, classroom, school-wide and community levels

Goal Rationale:

In addition to / in place of clearly established messages about the unacceptable nature of bullying behaviour, students need a positive trajectory. Brooksbank is engaged in this goal based on the hypothesis that if students are invested in promoting a sense of belonging in classroom and school community, they will be less inclined to engage in anti-social behaviour (Larson, 2000).

Objective 2.1:

To develop a greater awareness of factors contributing to or adversely affecting an individual's sense of belongingness within the school community

Strategies/Structures:

- Refocus PBS committee to raise awareness of student belongingness
- Situate within an action-research design that cycles through progress, identifies obstacles and responds accordingly to continue working toward the project's intended outcome
- Through collegial conferencing, develop lessons:
 - o to teach social skills that support healthy student relationships
 - o that emphasize respect for diversity

Evidence: (Qualitative)

Qualitative Baseline:

- Anecdotal reports from students, staff and parents regarding school spirit with specific attention to any sense of change in terms of school spirit and supporting the well-being of one another

Qualitative Target:

- A perceived increase in school spirit at the friendship, classroom and school-wide levels as observed by staff, parents and students

Qualitative Actual:

- Anecdotal data to be collected in Spring 2013

Objective 1.2:

To implement strategies intended to foster a school-wide commitment to promoting a sense of belonging in our school community at the friendship, classroom and school-wide levels

Strategies/Structures:

- Increase opportunities to welcome new families to Brooksbank in such a way that they feel valued
- Enhance opportunities for attendance and meaningful involvement of parents at events, on fieldtrips and as volunteers within the school
 - o Modify the Volunteer Tea to be more inclusive of all parents as contributors to the school community (eg. Parent Appreciation event held outside of school hours to be more inclusive)
- Increase the frequency of opportunities for students to take on leadership roles
 - o Continue to schedule multi-age House Team activities on a regular basis
 - o Support student initiatives (eg. Multicultural Club, Athletics Council)

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Pre/Post review of anti-social behaviours reported to the office (BCeSIS incident tracking)			

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Having committed to promoting a sense of belongingness at the friendship, classroom and community levels, we have been purposeful in the scheduling of inclusive school events, such as House Team (multi-age groups) on a monthly basis, potluck lunches, etc.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- An increase in the frequency of opportunities to promote belongingness
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Review the success of events throughout the year at staff meetings.- Report out in March 2013 to what degree staff believe that our efforts to promote belongingness have been successful

Connections:

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

In the Sutherland FOS, we have aligned our School Plans to reflect the District Achievement Plan which identifies standards for improving student achievement in three key areas: Literacy, Numeracy, and Graduation and Completion Rates. Our plans encourage the growth of collaborative and personalized learning environments and focus on best instructional practices.

Our FOS Administrative team meets regularly to discuss school goals, instructional initiatives, issues and concerns. We review topics such as Grade 7 to 8 Transition, Codes of Conduct, School Expectations, and Emergency Preparedness.

We have worked collaboratively to make connections within our school community. Specific examples of these include the Drug and Alcohol Forum on February 28, 2012 and the PAC Gala Event held in April of 2012. Sutherland high school students are scheduled to visit grade 7 classes in spring 2012 to present on the topic of Drugs and Alcohol.

Consultation Process of Brooksbank School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Brooksbank School Plan will be posted on the school web site by October 31, 2012.

School Planning Council Approval of Proposed School Plan:

Date: March 8, 2012.

Name		Signature
Chairperson (Principal)	Arlene Martin	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Lisa Stirling	
Parent	Charlene Duncan	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 11, 2012**