

**North Vancouver School District
SCHOOL PLAN for 2012-2013**

School: Capilano Elementary
Address: 1230 West 20th St
 North Vancouver, BC V7P2B9
Phone: 604-903-3370

School/Community Context:

Capilano Elementary School's experienced staff members are fully engaged in continuously broadening their expertise in teaching methods and curriculum design. Teachers have taken on significant and on-going professional development as an authorized International Baccalaureate (IB) World School, offering the IB Primary Years Programme. In addition to all teachers completing required IBO training certification, we are obligated, as an IB World School, to uphold IBO standards and practices as well as follow the IBO rules and regulations, in addition to meeting requirements of the North Vancouver School District, BC College of Teachers, and Ministry of Education. To ensure all requirements are upheld, the staff members at Capilano are continuously involved in reflective collaborative practice and on-going professional development inclusive of:

- The training of staff members in IB instruction, assessment, and curriculum design
- Use of Wednesday early dismissal time, monthly staff meetings, paired Non-Instructional Time, Collegial Conferencing, and Educational Leadership release time to enable same grade teachers to work, teach, and plan collaboratively and to engage in professional development
- Involvement of teachers in school-based Collegial Conferencing projects on Inquiry-based teaching and learning

Our school, staff, and students enjoy substantial support from our active Parent Advisory Council (PAC). The funds raised through many fundraising activities, including the PAC's Gala Fundraising event, held in the spring of each year, has supported many initiatives in the school, including ICT and resources for the IB Primary Years Programme (PYP).

At Capilano School, staff and parents work together to provide a safe, challenging, and supportive learning environment. Students are encouraged to achieve their personal best in pursuit of the knowledge, skills, and attitudes necessary for lifelong learning and responsible citizenship. A focus on the IB Learner Profile and attitudes guides students in the development of personal attributes necessary for becoming caring, reflective, and active global citizens.

Capilano's Mission Statement: The Capilano School Community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are inspired to be lifelong learners and globally responsible citizens.

Capilano's Vision Statement: We provide a supportive learning environment that values diversity, promotes success and personal growth, and inspires students to become global citizens who accept responsibility for their learning.

Demographics (2011-2012 school year): 2012-2013

Total number of students: 454 Male: 241 Female: 213

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	59	67	70	63	60	50	55	30

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
25.52	7/454 1%	20/454 4%	5/454 1%	78/454 17%

Progress Analysis:

Review of School Goals – Previous Year

Previous School Plan Goal 1: To improve literacy proficiency of students identified as “at risk” or not yet meeting grade level expectations in Primary grades and Grade 6.

Objective 1.1: (Reading - Kindergarten): To improve the performance of “at risk” students identified on the Test of Phonological Awareness

Trend Data Table:

Key Performance Measure: TOPA – Test of Phonological Awareness	Percentage increase each year: Baseline to Actual		
Between 2009 and 2011 (three different cohorts) **increase, from January assessment to June assessment, in number of students scoring above the 25th percentile, for each year	2009 10%	2010 17%	2011 5%

Trend Data Analysis:

Since each cohort is a different group of students the data from year to year cannot be compared for trend analysis. However, what can be examined is the percentage increase for each year. Percentage increase may or may not be attributed to the kind and level of support – this cannot be determined from this data alone. All students who scored below the 25th percentile on the TOPA in January receive support (small group instruction for 30 to 40 minutes per week with our Learning Assistance Teacher) from January until June when they are re-tested. Some of the reason for differences in percentage gains may be attributed to the level and kind of support parents are providing at home. Based on Percentage increases we have decided to modify the target from 100% to a minimum of 5% increase in the number of students scoring above the 25th percentile between January and June for 2012-13.

Objective 1.2 (Reading – Grade 1 and 2): To improve the performance of students identified by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test as “Below” Benchmark

Evidence: <i>(Quantitative)</i>		
Key Performance Measure: DIBELS Target: Decrease the # of students Below Benchmark	Percentage decrease: Baseline to Actual Decrease of 20%	
Trend Data Analysis:		
Cohort Data Tracking	Grade 1 in 2011	Grade 2 in 2012
Below Benchmark	31%	11%
All students who scored “below benchmark” in the fall receive support (small group instruction for 30 to 40 minutes per week with our Learning Assistance Teacher) for the year and are re-tested in the fall of the following year.		

Objective 1.3 (writing): To improve the writing proficiency of students in Grade 6 and 7 who are identified as “Not Yet Meeting Expectations” (*Impromptu Write* – BC Performance Standards) .

Trend Data Analysis: 2011-12 was the first year that we have included the impromptu write as evidence so we do not have any trend data to report.

Previous School Plan Goal 2:To improve numeracy proficiency of students in Kindergarten who are identified as “at risk” by the NVSD Kindergarten Numeracy Assessment and students in Grades 4-7 who receive C- on term report cards.

Objective 2.1: (Numeracy - Kindergarten): To increase the percentage of Kindergarten students who meet the expectations for numeracy readiness by end of the school year as measured by the NVSD Kindergarten Numeracy Assessment.

Key Performance Measure: NVSD Kindergarten Numeracy Assessment	Percentage increase range each year: Baseline to Actual		
	Between 2009 and 2011 (three different cohorts) **increase, from January assessment to June assessment, in number of students scoring above 16, for each year	2009 14%	2010 14%

Trend Data Analysis:

Percentage increase may or may not be attributed to kind and level of support – this cannot be determined from this data alone. All students who scored 16 or below on the Numeracy assessment January receive more intensive support (small group or one-to-one) in class by the classroom teacher. As a result, some of the reason for differences in percentage gains may be attributed to the level and kind of individualized support students were receiving. Based on the trend percent increase it was decided to change the target to a minimum of 15% increase from January to June , in the number of students scoring above 16 .

Objective 2.2 (Numeracy – Grades 4-7) To identify and provide additional learning support for students in Grades 4-7 who receive a letter grade of C- in Mathematics on term report cards.

Key Performance Measure: Term Report Card Grades- Mathematics				
2011-12	Baseline	Target	Actual	
Term:	Fall (Oct. 2011)	Reduce # students with C- letter grade in Mathematics or referred for support by teacher by 50%	Spring (April 2012)	
Grade 4	5		5	
Grade 5	14		12	
Grade 6	1		0	

Trend Data Analysis:

- Due to the BCTF Teacher's job action, no Report Card Data was available. Teacher referrals were the basis for identifying students needing further support. These students received additional support in math from the the Principal throughout the year.
- Grade 4 students did not receive additional support his year as only the Principal was giving support and time was limited. Sturctures have been devised to ensure support next year.

Other Evidence:

NVSD Grade 6 Math Assessment

- Number of students with **LESS than 50%** (Spring 2011): 2* (*both students received C+ on April 2012 report)

Trend Data Analysis:

Students who score below 50% in the NVSD Grade 6 Math assessment would have been tested using the *Criterion Test of Basic Skills* assessment tool in the fall of their Grade 7 year and supported with additional small group/one-to-one support for their Grade 7 year (Learning Assistance Teacher (LAT)/Administrators to give support). ****Due to the BCTF Job Action, , the Criterion Test of Basic Skills assessment tool was not used to assess the two students. Instead, in conversations with the classroom teacher, additional in-class support during the class math period was provided to these students three times per week, by the LAT.**

Previous School Plan Goal 3: To improve students’ performance in the IB Primary Years Programme .

Objective 1.1: To improve students’ development of the IB Learner Profile attribute “reflective”

Key Performance Measure: <i>Quantitative</i>	Baseline % responses for categories “Agree/Fully Agree”	Target	Actual January 2013
Google Survey (<i>sent out in January</i>)	Student Responses: 59% Parent Responses: 57%	Increase % responses for categories “Agree/Fully Agree”	

Trend Data Analysis:

- *Due to the BCTF Teacher’s job action, qualitative data from teachers was not available. A google survey was set up by the SPC to gather data for this objective. There were two versions – one generated for parents and the other for students. The baseline range reflects the results of this survey for the one question selected to assess this objective.*
- *It was decided to modify this goal to allow for greater specificity and focus.*

Opportunities for Further Development:

- Ensure structures are in place (e.g. two scheduled computer blocks per week for *Dreambox* math and one-to one support; Inclusion in Learning Assistant Teacher’s schedule for numeracy support) to allow for students needing numeracy support to receive it consistently
- Provide greater opportunities and resources for home support (e.g., *raz-kids* and *Dreambox* programs; interactive e-books,etc. - with website links on school website)
- Inclusion of writing inquiry-circles as a strategy for improving writing in all grades; More consistent use of strategies presented in *Writing 44* and *Reading 44* in all grades

School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Capilano Elementary School Plan for 2012-13 are:

1. To improve literacy proficiency of students identified as “at risk” or not yet meeting grade level expectations in the Primary grades and in Grades 6 and 7.
2. To improve numeracy proficiency of students in Kindergarten who are identified as “at risk” by the NVSD Kindergarten Numeracy Assessment and students in Grades 4-7 who receive C- on term report cards/by teacher referral.
3. To improve students’ abilities as self-directed learners, through self-reflection.

School Goal 1: To improve literacy proficiency of students identified as “at risk” or not yet meeting grade level expectations in Primary grades and grades 6 and 7.

Goal Rationale:

Research has shown that early intervention is one of the key factors in future academic achievement, particularly for students who are not meeting grade-level or age-specified expectations for reading. We acknowledge that students identified as “at risk” or below expectations for their age/grade would benefit in the long term from additional learning support. As a result, it was determined that we would continue to identify and provide additional learning support for students in the early primary grades. Additionally, we recognize the importance of having the ability to communicate ideas effectively in writing, and therefore have included an objective to address needs at the upper intermediate grades, providing additional support to students who are identified as “Not Yet Meeting Expectations” (using the *Impromptu Writing* rubric from the BC Performance Standards) in writing.

Objective 1.1: (Reading - Kindergarten): To improve the performance of “at risk” students identified on the Test of Phonological Awareness

Strategies/Structures:

- Administer the Test of Phonological Awareness (TOPA) to all Kindergarten students in January 2012 and identify the students scoring below the 25th percentile; Learning Assistance Centre (LAC) and Kindergarten teachers then collaborate to provide additional learning support for those students, from January through until June; Students who had scored below the 25th percentile are then re-tested in June 2012
- Use of interventions in Kindergarten as outlined in *Firm Foundations*; Use of literacy resource materials
- Use of parent volunteers, and/or Gr. 7 or high school students as “peer tutors”
- Information provided to parents on how to support their child’s literacy learning at home via a parent education evening/presentation and website communication and links

Evidence: (*Quantitative*)

Key Performance Measure: TOPA – Test of Phonological Awareness	Baseline % students above the 25th percentile	Target % students above the 25th percentile	Actual % students above the 25th percentile
2012 59 Kindergarten students assessed	2012 January 84 %	Increase by 5%	2012 June %

Objective 1.2 (Reading – Grade 1 and 2): To improve the performance of students identified by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test as below “Benchmark”.

Strategies/Structures:

- Use the DIBELS test to assess students in Grade 1 and 2 in September who:
 - at the end of Kindergarten were still below the 25th percentile on the TOPA (June assessment)
 - scored below Benchmark in Grade 1 and/or received LAC support
 - are referred by teacher as performing at the “approaching expectations” level for reading during the fall reporting period in Grades 1 and 2 (receiving performance scale rating of “approaching expectations” for reading on Term 1 report card)

- Students in Grade 1 and 2 who score below “benchmark” on the DIBELS receive additional learning support through LAC for the rest of the year and are then retested at end of the year or in the fall of the following year
- Grade 2 students, not previously identified, may be referred for DIBELS testing, by classroom teacher, in September of their Grade 2 year
- Use of classroom-based guided reading groups and in-class reading instruction; *Reading A-Z*
- Use of parent volunteers, and/or Gr. 7 or high school students as “peer tutors” for buddy reading
- Information provided to parents on how to support their child’s literacy learning at home via a parent education evening/presentation and website communication and links

Evidence: (Quantitative)

Key Performance Measure: DIBELS		Baseline	Actual
Target: decrease the percentage of students Below Benchmark		% Below Benchmark	% Below Benchmark
Fall DIBELS results	Grade 1 2010	Grade 2 2011	Grade 1 2011
Below Benchmark	31% →	11%	39% →

Objective 1.3 (writing): To improve the writing proficiency of students in Grade 6 and 7 who are identified as “Not Yet Meeting Expectations” (*Impromptu Write* – BC Performance Standards) .

Strategies/Structures:

- All grade 6 students complete an impromptu write in April of their grade 6 year and then again in April of their Grade 7 year
- A group of teachers will collaboratively assess the impromptu write using the BC Performance Standards rubric for Impromptu Writing to identify those “not yet meeting expectations” as per rubric criteria
- Additional support for students “not yet meeting expectations” will be provided through the end of their grade 6 and throughout their grade 7 year, through small group instruction and “writers’ workshop” approach
- Information provided to parents and students on how to improve writing proficiency communicated through website and information sent home with assignments

Evidence: (Qualitative)

Key Performance Measure: (cohort tracking)	Baseline April 2012	Target	Actual April 2013
	% Not Yet Meeting Expectations	Decrease % Not Yet Meeting Expectations	% Not Yet Meeting Expectations
BC Performance Standards Impromptu Write rubric: Grade 6 transition through grade 7 (Cohort Tracking)	26%	Decrease by 10%*	

* target will be reassessed after trend data becomes available

School Goal 2: To improve numeracy proficiency of students in Kindergarten who are identified as “at risk” by the NVSD Kindergarten Numeracy Assessment and students in Grades 4-7 who receive C- on term report cards/by teacher referral.

Goal Rationale: Acknowledging the importance of having a good conceptual understanding of “the basics” for success in math (for example, concepts of counting, place value, addition, subtraction, multiplication, division), it was agreed to keep the numeracy as a goal, with the focus on students “at risk”. Action will focus on learning support for students in Kindergarten and additional small-group instruction for students in grades 4-7 who are lacking in understanding of basic math concepts.

Objective 2.1: (Numeracy - Kindergarten): To increase the percentage of Kindergarten students who meet the expectations for numeracy readiness by end of the school year as measured by the NVSD Kindergarten Numeracy Assessment.

Strategies/Structures:

- Assess all Kindergarten students, using the NVSD Numeracy Assessment Package, in late January or early February 2013 and identify those students who score below 16 on the assessment (the score that defines “at risk”)
- Facilitate home support to “at risk” students through consultation with child’s classroom teacher and links on the website for tips on how parents can help their children increase math proficiency
- “At-Risk” students re-assessed in June 2013 ; Results examined by the School Based Resource Team for decisions on programming /class placements and further support in Grade 1

Evidence: (Quantitative)

Key Performance Measure: NVSD Kindergarten Numeracy Assessment	Baseline % of students who scored at or above 16	Target % of students who scored at or above 16	Actual % of students who scored at or above 16
2012 59 Kindergarten students assessed	January 80 %	Increase by 5%	June %

Objective 2.2 (Numeracy – Grades 4-7) To identify and provide additional learning support for students in Grades 4-7 who receive a letter grade of C- in Mathematics on term report cards/ by teacher referral.

Strategies/Structures:

- Students in Grades 4-7 identified for additional support either through Term 1 report card grades (those who receive a grade of C- in mathematics) or recommended for further assessment by classroom teacher; *Criterion Test of Basic Skills* may be used to further assess learning needs of those students identified
- Provide intervention through small group and one-to-one instruction coupled with a minimum of two half hour blocks per week for *Dreambox math* (on-line math program)
- Continue to provide support as needed throughout Grades 4-7 (“as needed” meaning for those students continuing to receive C- on report card for mathematics or through teacher request/ with teacher consultation)
- Refer to results of *NVSD Grade 6 Math Assessment* for further assessment of learning needs/identification of students needing support as they move into Grade 7; Continue with learning support throughout Grade 7 for

students who did not pass (less than 50%) the *Grade 6 Numeracy Assessment* and for those continuing to receive a grade of C- on report cards, with teacher consultation, for numeracy

- Use of *Dreambox* and *other* on-line math programs (can be accessed at school or through home computers via class websites)

Key Performance Measure: Term Report Card Grades/Teacher referral
 (# students with C- letter grade in Mathematics in Term 1 or Teacher referred as lacking in basic numeracy concepts)

2011-12	Baseline	Target	Actual
Term:	Fall (Oct/Nov 2011)	Reduce # students with C- letter grade in Mathematics or referred for support by teacher by 50%	Spring (April 2012)
Grade 4	5		5
Grade 5	14		12
Grade 6	1		0

* This year's results are based on referral by teacher only due to BCTF Job Action

Other Evidence:

NVSD Grade 6 Math Assessment :

- Number of students with LESS than 50% (Spring 2012):

School Goal 3: To improve students' abilities as self-directed learners, through reflection.

Goal Rationale:

Having a goal that focuses on helping students become better self directed learners was selected for a number of reasons. First, as an authorized IB World School, there are a number of standards and practices that we need to uphold that are common to all IB schools. Within these standards and practices there are certain aspects that are common to the Primary Years, Middle Years and Diploma Programmes. These common standards include the requirement to increase student responsibility and accountability for, and engagement in directing their own learning in the process to becoming life-long learners. These aspects are reflected in our staff core values, vision and mission statements, and are also considered important elements of 21st century learning. Secondly, by focusing on the commonalities that exist within the three IB Programmes, we can better prepare students for transition into the Middle Years Program. The one strand of the IB framework that is common to all three IB Programmes is the Learner Profile. As a result, this has been chosen as the venue through which to develop students' abilities to become self-directed learners. We have selected to focus on the attribute "reflective" from the Learner Profile attributes as it is an attribute that is necessary to develop in the process of becoming a self-directed learner.

Objective 1.1: To improve students' abilities to use reflection (IB Learner Profile attribute) as an integral part of being a self-directed learner.

Strategies/Structures:

- School-wide focus on attributes of "reflective" through direct/explicit teaching, social stories, daily announcements, bulletin board displays, assemblies, artwork, motivational posters and catch-phrases, clubs such as the "Difference Makers Club" and Student Council, as well as supporting individual action initiatives (especially those identifying a need or problem, demonstrating empathy, coming up with solutions, taking action)
- Recognition of demonstrations of the attribute "reflective" through Action stars, Action boards (hallway displays) website communications, assemblies, and PA announcements
- Teacher, student (self and peer) and parent assessment of each child's development of the attribute "reflective", with associated goal-setting
- Use of formative self-assessment strategies to engage students in reflective thinking
- Provide families with activities they can engage in to facilitate development of the attribute reflective (suggestions and web links posted to website and shared in IB parent education evenings)
- Structure class time for direct and explicit instruction on what it means to be reflective (inclusive of "class meetings" or "community circles")
- Student involvement in generating learning criteria and assessment rubrics, and classroom essential agreements
- Focus on IB Action cycle – interconnected triangle of think, reflect, act
- Use of Capilano's behaviour "Think Sheets" in problem resolution (based on the Learner Profile attributes, incorporated into our Code of Conduct, and also include a reflection on the IB PYP "action cycle"
- *Roots of Empathy* program
- *Tribes/Cooperative learning*

Evidence: (Qualitative)

- Student (self and peer) formative assessments
- Teacher formative assessments
- Parent formative assessments

Qualitative Baseline:

- To be determined through student, parent, and teacher formative assessments in September 2012

Qualitative Target:

- Students' demonstration of an understanding of the importance and value of being reflective (both in relation to self and in relationships with others; metacognition as well as "taking personal inventory" and responsibility)
- Samples of students' reflections that reveal their ability to accurately identify learning progress, successes, struggles, and needs; Action taken toward directing own learning based on identification of needs and reflections on learning processes as presented through assignment criteria

Demonstrations of students' abilities to reflect on problems/problematic situations and generate solutions/resolutions

Key Performance Measure: <i>Quantitative</i>	Baseline <i>% responses for categories "Agree/Fully Agree"</i>	Target	Actual
Google Survey (<i>sent out in January of each school year</i>)	Student Responses: 59% Parent Responses: 57%	Increase % responses for categories "Agree/Fully Agree"	

**Quantitative Actual:
Survey (April 2012) results**

The following two questions were selected from the survey as a means of tracking progress for this goal.		
<u>Student Survey Results</u>	Results April 2012 (200 responses)	Results April 2013
	<i>% responses for categories "Agree/Fully Agree"</i>	<i>% responses for categories "Agree/Fully Agree"</i>
I set learning goals for myself	59%	
<u>Parent Survey Results</u>		
	Results April 2012 (139 responses)	Results April 2013
	<i>% responses for categories "Agree/Fully Agree"</i>	<i>% responses for categories "Agree/Fully Agree"</i>
My child is better able to reflect on what they know and what they don't really understand this year	57%	

Connections:

Connections to Family of Schools' (FOS) School Plans:

Members of the Capilano SPC attended the FOS School Plan session in January 2012 where schools' plans were shared and discussed. Following that session, Capilano's SPC met and reviewed FOS school plans and the District Achievement Plan. Comparison of plans revealed a common theme of supporting "at risk" students in numeracy and literacy and the inclusion of a goal to connect with Carson transition. Analysis of other schools' plans within our FOS resulted in the following decisions:

- Maintenance of targeting "at risk" or "Not Yet Meeting Expectations" students in literacy and numeracy
- Continued inclusion of literacy focus in the early primary years
- Sources of data and measurement tools aligned with those used in FOS (TOPA, BC Performance Standards, report card grades, impromptu writing assessments)
- A focus on the numeracy skills of Kindergarten and Intermediate students (Grade 4-7) as done in other FOS plans

The Capilano School Plan goals were established to reflect the needs of our own school population while still giving consideration to the goals and objectives of the District.

Connections to District Achievement Plan:

School goals are:

- Aligned with District's key areas, goals, and objectives in literacy, numeracy and graduation and completion rates*
*addressed through a focus on self-directed learners in Goal #3
- Aligned with instructional practices as referenced in the NVSD Vision (Personalized learning, Assessment For, As and Of learning)
- Aligned with District measurement/data collection tools (TOPA, Kindergarten Numeracy Assessment, The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and letter grades/report card data)

Reference: <http://www.nvsd44.bc.ca/AboutUs/AccountabilityAndAchievement.aspx>

Consultation Process of Capilano's 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 Capilano's 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)	Jennifer Wilson Johneen Harris (VP)	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Tamara Olson	
Parent	Emma Tymm- Nash	
Parent	Chelsea Seaby	
Student (Gr 10, 11, 12 schools only)		

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 11, 2012**