

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

School: Carisbrooke Elementary
Address: 510 E. Carisbrooke Rd.
 North Vancouver, BC V7N 1N5
Phone: 604-903-3380



School/Community Context:

Our mission at Carisbrooke is to provide a positive, inclusive, learning environment where individual differences are acknowledged and where every student is challenged to reach his and her intellectual, social, physical, aesthetic and emotional potential. This is a cooperative process that encourages the involvement of students, staff, families and the community.

As a school we are closely connected to our parent community. The Carisbrooke PAC is an active organization that meets monthly and supports the school through its committees: educational programs, recreational programs, earthquake preparedness, traffic safety, School Planning Council, health and wellness, green initiatives, community building events, class reps, and fundraising. Parents are also active throughout the school as volunteers in the library, classrooms, and as coaches for our teams.

At Carisbrooke, our professional staff works collaboratively toward continuous growth and improvement. Active committees include PBS (Positive Behaviour Support), Technology, Green Team, Primary and Intermediate Teams, and Health and Safety. Staff also provides Carisbrooke students with many extracurricular opportunities: Cross-country, Volleyball and Basketball teams, Track and Field/Kilometre Club, Choir, and Band; as well as leadership and citizenship opportunities: Student Council, Safety Patrol, Peer Counsellors, Lunch Monitors, and Morning Announcers.

Beyond our school community, Carisbrooke students, staff, and families are committed to making a difference for others in the world: from local community initiatives such as our annual Choral Night and Christmas Hamper Project to global initiatives such as the Green Team, Relief for Japan, Jump Rope for Heart, the SPCA and other student-led campaigns.

Demographics (2011-2012 school year):

Total number of students: 371 (Sept. 2011) Male: 201 Female: 170

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	40	45	41	45	39	48	59	54

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
19.49	0.8%	5.9%	2.9%	5.1%

Progress Analysis:

Review of School Goals – 2011/2012

Previous School Plan Goal 1: To improve the reading skills of students, grades K to 7, identified as most at risk of underachievement

Objective 1.1:

To improve the reading fluency of those Primary students in grades 1 to 3 identified at risk in the June 2011 reporting period, as evidenced by a 10% reduction of the target group in June 2012. (For example, if 100 students are tested and 20 identified as being at risk, then a 10% reduction in that number would indicate that 2 students are no longer considered at risk.)

Trend Data Table:

Key Performance Measure: TOPA (%age of Kindergarten students scoring “at risk” for pre-reading skills)			
	Baseline	Target	Actual
January 2009/June 2009	0%		0%
January 2010/June 2010	25%	10% reduction	4%
January 2011/June 2011	21%	10% reduction	10%
January 2012/June 2012	Not available	10% reduction	

Trend Data Analysis:

Due to this year’s Teachers’ Strike this data is unavailable for reporting purposes. Testing was completed in January with results used by the LAT and classroom teachers to implement targeted intervention programs. The TOPA assessment and subsequent intervention programs have been excellent tools in identifying K students who have not quite developed all of the recommended early reading skills and to target them for early intervention.

Trend Data Table:

Key Performance Measure: DIBELS (%age of students, gr. 1/2, scoring Below or Well Below Benchmark for reading skills)			
	Baseline	Target	Actual
September 2010/Jan-Feb 2011	50%/60 students	10% reduction	33%/40 students
September 2011/Jan-Feb 2012	Not available	10% reduction	Not available

Trend Data Analysis:

Due to this year's Teachers' Strike this data is unavailable for reporting purposes. Testing was completed in the Fall with results used by Resource and classroom teachers to develop intervention groups and programs:

- All grade 1's were administered the DIBELS
- Targeted students in grades 2 and 3 were tested as well as any students new to Carisbrooke and new teacher referrals.

Trend Data Table:

Key Performance Measure: REPORT CARD DATA (%age of monitored students, gr. 1-3 – September baseline – not yet meeting/approaching expectations in reading.)

	Baseline	Target	Actual
Nov. 2008/June 2009	26%		9%
Nov. 2009/June 2010	25%	10% reduction	19%
Nov. 2010/June 2011	59%/35 students	10% reduction	51%/30 students
Nov. 2011/June 2012	Not available	10% reduction	

Trend Data Analysis:

Due to this year's Teachers' Strike this data is unavailable for reporting purposes.

Trend Data Table:

Key Performance Measure: STUDENT SURVEY (Monitored students self-report on attitudes toward reading)

	Baseline	Target	Actual
September 2010/May 2011	81.5% like/enjoy reading	10% improvement in positive attitude	90% like/enjoy reading
September 2011/May 2012	Not available	10% improvement	89% like/enjoy reading

Trend Data Analysis:

Approximately 9/10 primary students continue to indicate that they enjoy reading and consider themselves to be good readers. Students who indicate less enjoyment and confidence tend to be those students for whom reading is more of a struggle. Survey results have been shared with Primary teachers.

Objective 1.2:

To improve the reading comprehension of those Intermediate students in grades 4 to 7 identified at risk in the June 2011 reporting period, as evidenced by a 5% reduction of the target group in June 2012. (For example, if 100 students are tested and 20 identified as being at risk, then a 5% reduction in that number would indicate that 1 student is no longer considered at risk.)

Trend Data Table:

Key Performance Measure: DIBELS/DAZE (%age of students scoring Below or Well Below benchmark for reading performance)			
	Baseline	Target	Actual
September 2010/Jan-Feb 2011	22%	5% reduction in monitored group	2%
September 2011/Jan-Feb 2012	Not available	5% reduction in monitored group	Not available

Trend Data Analysis:

<p>Due to this year's Teachers' Strike this data is unavailable. However, testing proceeded in September as per June's plan:</p> <ul style="list-style-type: none">▪ The RAD was administered to ALL students in grades 4 through 7.▪ The DIBELS was administered to students referred by teachers and to students new to Carisbrooke.

Trend Data Table:

Key Performance Measure: STUDENT SURVEY (Monitored students self-report on attitudes toward reading)			
	Baseline	Target	Actual
September 2010/May 2011	83.6% like/enjoy reading	5% improvement in positive attitude	80.6 like/enjoy reading
September 2011/May 2012	Not available	5% improvement	85% like to read 92% usually understand what was read

Trend Data Analysis:

<p>Similar to last year's survey results, a high %age of Intermediate students in grades 4 and 7 enjoy reading; an even higher %age report that they usually understand what was read. Interestingly, those students who report not liking to read did not necessarily represent students who are not yet meeting expectations in reading.</p>
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Trend Data Table:

FSA Results - Reading	2009	2010	2011	2012
Grade 4 students (not yet meeting)	13%	13%	10%	0%
Grade 7 students (not yet meeting)	12%	12%	2.5%	10%

Trend Data Analysis:

On a yearly basis student FSA results tend to reflect cohort strengths. Although this year's grade 7 cohort may be slightly different from when the student group was in grade 4 (2009), a review of the 2009 FSA results shows a small improvement in the cohort's results from grade 4 to grade 7. It should also be noted that few students are exempted from writing the FSA tests at Carisbrooke and that, instead of exemption, adaptations are widely used to include most all learners.

Observations of students writing the exams showed a generally confident group of learners. Students were familiar and confident with the variety of genres of text presented in the exams, the computerized format of the test, and the use of dictionaries and thesauruses as aides to comprehension. Students who were used to adaptations in the classroom (for e.g. additional testing time) did not hesitate to inform the examiner of their learning needs.

Previous School Plan Goal 2: To improve the writing skills of students, grades 1 to 7, identified as most at risk of underachievement

Objective 2.1:

To improve the writing skills of those Primary students in grades 1 to 3 who are identified as at risk in the June 2011 school-wide writing assessments and June 2011 reporting period, as evidenced by a 5% reduction of the target group in June 2012.

Trend Data Table:

Key Performance Measure: SCHOOL –WIDE WRITE (%age of students, gr. 1-3, not yet meeting or approaching expectations)			
	Baseline	Target	Actual
September 2010/June 2011	45%	5% reduction	20%
September 2011/June 2012	Not available	5% reduction	

Trend Data Analysis:

Due to this year's Teachers' Strike this data is unavailable. It is known that some classroom teachers continued with the practice of using student writing samples as an assessment tool to begin the school year.

Trend Data Table:

Key Performance Measure: REPORT CARD DATA (%age of monitored students, gr. 1-3, not yet meeting/approaching expectations in writing)			
	Baseline	Target	Actual
November 2009/June 2010	28%		20%
November 2010/March 2011	52% (28 students)	5% reduction	37% (20 students)
November 2011/March 2012	Not available	5% reduction	Not available

Trend Data Analysis:

Due to this year's Teachers' Strike this data is unavailable.

Trend Data Table:

Key Performance Measure: STUDENT SURVEY (Monitored students, gr. 1-3, self-report on attitudes toward writing)			
	Baseline	Target	Actual
September 2010/May 2011	71.5% like/enjoy writing	5% improvement in positive attitude	72% like/enjoy writing
September 2011/May 2012	Not available	5% improvement in positive attitude	74% like/enjoy writing

Trend Data Analysis:

The student survey does not show a significant improvement in positive attitude toward writing activities at school. This will continue to be an area for focus.

Objective 2.2:

To improve the writing skills of those Intermediate students in grades 4 to 7 who are identified as at risk in the June 2011 writing assessments and June 2011 reporting period, as evidenced by a 5% reduction of the target group in June 2012.

Trend Data Table:

Key Performance Measure: SCHOOL-WIDE WRITE (%age of students, gr. 4-7, not yet meeting or approaching expectations)			
	Baseline	Target	Actual
September 2009 baseline	20%		
September 2010/June 2011	11% (23 students)	3% reduction	17%
September 2011/June 2012	Not available	3% reduction	

Trend Data Analysis:

Due to this year's Teachers' Strike this data is unavailable. It is known that some classroom teachers continued with the practice of using student writing samples as an assessment tool to begin the school year.

Trend Data Table:

Key Performance Measure: STUDENT SURVEY (Monitored students, gr. 4-7, self-report on attitudes toward writing)			
	Baseline	Target	Actual
September 2010/June 2011	58.5%	5% improvement in positive attitude	58.6% like/enjoy writing
September 2011/June 2012	Not available	5% improvement	73% like/enjoy writing

Trend Data Analysis:

From the Student Survey results it appears that the Intermediate students have significantly improved in their attitudes and confidence toward writing activities at school; i.e. an increase of 14%.

Trend Data Table:

FSA - Writing	2009	2010	2011	2012
Grade 4 students	18%	17%	0%	5%
Grade 7 students	7%	24%	5%	0%

Trend Data Analysis:

On a yearly basis student FSA results tend to reflect cohort strengths. Although this year's grade 7 cohort may be slightly different from when the student group was in grade 4 (2009), a review of the 2009 FSA results shows a significant improvement in the cohort's results from grade 4 to grade 7 (18%). It should also be noted that few students are exempted from writing the FSA tests at Carisbrooke and that, instead of exemption, adaptations are widely used to include most all learners.

Observations of students writing the exams showed a generally calm and confident group of writers. Students were familiar with prewriting strategies, generating their own ideas, the "essay" and "persuasive writing" formats, and the use of dictionaries and thesauruses in editing their work. Students who were used to adaptations in the classroom (for e.g. additional testing time) did not hesitate to inform the examiner of their learning needs.

Opportunities for Further Development:

Given the challenges in accessing all of the data needed to measure our progress in the 2011-12 Goal areas due to this year's Teachers' Strike, the Carisbrooke SPC has agreed to continue to work on these two goals: Reading and Writing. In continuing to focus on the identification and support of students at risk in reading and/or writing we also continue to make important decisions and changes to our professional practices, the allocation of our resources, and our Professional Development choices. Most importantly, we believe with this focus we continue to strive to better meet the needs of all of the students of the Carisbrooke community.

An area for improvement; specifically, "social responsibility and safe schools", came up for discussion with parents, staff, and students after surveying our Intermediate students on this topic. Student survey results clearly indicated that Carisbrooke students know the Code of Conduct and behaviour expectations (93%), feel safe at school (89%) and in the community (88%), respect and care for each other (96%), and feel respected and cared for by the adults at school (93%). At the same time, the survey also indicated a need to focus on student engagement and contribution to the school community (72% participate in leadership and volunteer opportunities) and positive student connections/relationships with each other particularly in understanding when actions are hurtful to another (83% of Intermediate students report that they have never bullied another student; yet only 38% of students claim that they have never been bullied or teased at school). This has become our third Goal for 2012-13.

School Goals for 2012-2013:

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

1. Develop and strengthen the reading skills of students, grades K to 7, identified as at risk of not meeting grade expectations.

2. Develop and strengthen the writing skills of students, grades K to 7, identified as at risk of not meeting grade expectations.

3. Strengthen engagement and positive connections among all learners.

**School Goal 1:
Develop and strengthen the reading skills of students, grades K to 7, identified as at risk of not meeting grade expectations.**

Goal Rationale:

This goal is a continuation from last year's plan. The identification, targeted support, and progress monitoring of students at risk remains a priority of the School Planning Council and staff. We recognize the importance of fully engaging students at risk in their learning.

Objective 1.1:

Increase the number of Primary students, K to 3, meeting grade level reading expectations at year end by 10%.

Strategies/Structures:

- Continue screening with TOPA at Kindergarten;
- Continue Kindergarten intervention programs (Firm Foundations, Launch into Reading Success);
- Identify students in grades 1, 2, 3, from June's report card, who are not yet meeting or approaching expectations for reading fluency;
- Monitor identified students in September;
- Assess all grade 1 students in September using DIBELS to screen and plan for early intervention support;

- Group students accordingly for LAC, LSW, and classroom intervention and monitor progress;
- Use Diagnostic assessments (TOPA, DIBELS, Dolch Basic Word List) throughout the year to monitor progress of at risk cohort;
- Determine and support effective intervention strategies through support (“pull-out, pull-in, pull-together”), resource allocation, professional development, and LAC stewardship.

Evidence: *(Quantitative)*

Key Performance Measure: TOPA (%age of Kindergarten students meeting expectations for pre-reading skills)			
	Baseline	Target	Actual
January 2009/June 2009	100%		100%
January 2010/June 2010	75%	10% increase	96%
January 2011/June 2011	79%	10% increase	90%
January 2012/June 2012	Not available	10% increase	
January 2013/June 2013		10% increase	

Key Performance Measure: DIBELS (%age of Grade 1 students meeting testing levels for grade level reading skills. *New baseline)			
	Baseline	Target	Actual
September 2011/Jan-Feb 2012	Not available	10% increase	Not available
September 2012/Jan-Feb. 2013		10% increase	

Key Performance Measure: REPORT CARD DATA (%age of students, gr. 1-3, meeting/exceeding expectations for Reading.)			
	Baseline	Target	Actual
Nov. 2008/June 2009	74%	10% increase	91%
Nov. 2009/June 2010	75%	10% increase	81%
Nov. 2010/June 2011	41%	10% increase	49%
Nov. 2011/June 2012	Not available	10% increase	
Nov. 2012/June 2013		10% increase	

Evidence: (Qualitative)

Key Performance Measure: STUDENT SURVEY Primary student self-report on attitudes toward reading: I like to read. I am a good reader.			
	Baseline	Target	Actual
September 2010/May 2011	81.5% like/enjoy reading	10% improvement in positive attitude	90% like/enjoy reading
September 2011/May 2012	Not available	10% improvement	89% like/enjoy reading
September 2012/May 2013		10% improvement	

Objective 1.2:

Increase the number of Intermediate students, grades 4 to 7, meeting grade level reading expectations at year end by 5%.

Strategies/Structures:

- Use the Reading Performance Standards, the RAD, classroom assessment tools, and the June 2012 reporting period results to screen and identify students at risk for reading comprehension in the fall 2012;
- Screen all grade 4's using the RAD in September;
- Continue to use diagnostic assessments (DIBELS, RAD) to monitor the progress of Intermediate students at risk for reading comprehension; retest in Spring to determine progress;
- Group students accordingly for LAC and classroom intervention; monitor progress;
- Encourage classroom use of RAD to determine reading needs of Intermediate students;
- Determine and support effective intervention strategies through direct support ("pull-out, pull-in, pull-together"), resource allocation, professional development, and LAC stewardship;

Evidence: (Quantitative)

Key Performance Measure: RAD (%age of students in grade 4 meeting grade level expectations for reading comprehension. **New baseline.)			
	Baseline	Target	Actual
September 2012/Jan-Feb 2013		5% increase	

FSA Results - Reading	2010	2011	2012	2013
Grade 4 students (meeting/exceeding)	87%	90%	100%	
Grade 7 students (meeting/exceeding)	88%	97%	90%	

Evidence: *(Qualitative)*

Key Performance Measure: STUDENT SURVEY - Intermediate students self-report on attitudes toward reading: I like to read. I usually understand what I read.			
	Baseline	Target	Actual
September 2010/May 2011	83.6% like/enjoy reading	5% improvement in positive attitude	80.6 like/enjoy reading
September 2011/May 2012	Not available	5% improvement	85% like to read 92% usually understand what was read
September 2012/May 2013		5% improvement	

School Goal 2:

Develop and strengthen the writing skills of students, grades K to 7, identified as at risk of not meeting grade expectations.

Goal Rationale:

This goal is a continuation from last year's School Plan. The identification, support, and progress monitoring of students at risk of underachievement for writing skills continues to be a priority for the School Planning Council and staff. We recognize the importance of fully engaging students at risk in their learning.

Objective 2.1:

Increase the number of Primary students, K to 3, meeting grade level writing expectations at year end by 10%.

Strategies/Structures:

- Use the writing performance standards (school-wide write) in June 2012 to identify Primary students not yet meeting expectations in writing for September intake; reassess yearly to monitor progress;
- Group students accordingly for LAC and classroom intervention; monitor progress;
- Continue implementation of *Writing 44* strategies;
- Determine and support effective intervention strategies through direct support, resource allocation, professional development, and LAC stewardship;
- Plan and implement classroom and school-wide opportunities for students to write for a purpose.

Evidence: *(Quantitative)*

Key Performance Measure: SCHOOL –WIDE WRITE (%age of students, gr. 1-3, meeting expectations)			
	Baseline	Target	Actual
September 2010/June 2011	55%	10% increase	80%
September 2011/June 2012	Not available	10% increase	
September 2012/June 2013		10% increase	

Key Performance Measure: REPORT CARD DATA (%age of monitored students, gr. 1-3, meeting/exceeding expectations in writing)			
	Baseline	Target	Actual
November 2009/June 2010	72%	10% increase	80%
November 2010/March 2011	48%	10% increase	63%
November 2011/March 2012	Not available	10% increase	Not available
November 2012/March 2013		10% increase	

Evidence: *(Qualitative)*

Key Performance Measure: STUDENT SURVEY (Monitored students, gr. 1-3, self-report on attitudes toward writing)			
	Baseline	Target	Actual
September 2010/May 2011	71.5% like/enjoy writing	10% improvement in positive attitude	72% like/enjoy writing

Key Performance Measure: SCHOOL-WIDE WRITE (%age of students, gr. 4-7, meeting/exceeding expectations)			
	Baseline	Target	Actual
September 2009 baseline	80%	5% increase	
September 2010/June 2011	89%	5% increase	83%
September 2011/June 2012	Not available	5% increase	
September 2012/June 2013		5% increase	

FSA – Writing (meeting/exceeding expectations)	2009	2010	2011	2012	2013
Grade 4 students	82%	83%	100%	95%	
Grade 7 students	93%	76%	95%	100%	

Evidence: *(Qualitative)*

Key Performance Measure: STUDENT SURVEY (Monitored students, gr. 4-7, self-report on attitudes toward writing)			
	Baseline	Target	Actual
September 2010/June 2011	58.5%	5% improvement in positive attitude	58.6% like/enjoy writing
September 2011/June 2012	Not available	5% improvement in positive attitude	73% like/enjoy writing
September 2012/ June 2013		5% improvement in positive attitude	

**School Goal 3:
Strengthen engagement and positive connections among all learners.**

Goal Rationale:

This Goal came up for discussion with parents, staff, and students after conducting a Social Responsibility Survey with Intermediate students in February. Student survey results spoke to a need to focus on:

- student engagement and contribution to the school community (72% participate in leadership and volunteer opportunities); and
- positive student connections/relationships with each other, particularly in understanding when actions are hurtful to another. (83% of Intermediate students report that they have never bullied another student; yet only 38% of students claim that they have never been bullied or teased at school).

Objective 3.1:

Increase the number of students, grades 1 to 7, engaged in volunteer opportunities at school by 5% at year-end.



Strategies/Structures:

- Continue to build student leadership and volunteering opportunities for students, grades 1 to 7;
- Create a method to measure volunteer activities and participation in Primary classrooms;
- Recognize volunteer participation in classes and school-wide on a monthly basis.

Key Performance Measure:	Baseline	Target	Actual
Intermediate Student Survey: %age of students who volunteer at school many or all of the time, February 2012	72%	5% increase	

Evidence: (Qualitative)

<p>Qualitative Baseline: 2011-12 leadership/volunteer opportunities for Carisbrooke students:</p> <ul style="list-style-type: none">▪ Lunch Monitors, grade 7▪ Morning Announcers, grade 7▪ Safety Patrol, grades 6 and 7▪ Peer Counsellors, grades 6 and 7▪ Student Council, grades 4 to 7▪ Recyclers, grade 5▪ Playground “Swampers”, grade 4
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Create a Primary volunteer opportunity for interested Primary students, 2012-13- Maintain Intermediate volunteer/leadership opportunities
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

Objective 3.2:

Foster meaningful connections and healthy relationships among all student groups.



Strategies/Structures:

- Continue to develop ways to connect students with each other in meaningful ways; for e.g. cooperative learning strategies, group projects, family groupings, buddy systems, Tribes, Friends, etc.;
- Enhance fair play skills through Physical Education programs: good sportsmanship, cooperative games, playground games, self-control through sports programs (e.g. Taekwondo), etc.;
- Develop a school-wide social emotional learning plan (SEL programs); for e.g. MindUp, Tribes, Roots of Empathy, class meetings, etc.;
- Encourage professional development in SEL programs;
- Invite multi-cultural performances and events into the school;

- Continue with school-wide social skills training with the “Stand By Me” program (bi-yearly);
- Continue to build on Positive Behaviour Support foundation (PBS);
- Develop positive social media skills through guests like Jessie Miller;
- Use a problem-solving, restorative approach with students in conflict;
- Continue to create opportunities to engage with peers from across the Carson Family of Schools to develop an appreciation of its diversity.

Key Performance Measure:	Baseline	Target	Actual
Intermediate Student Survey, February 2012:			
<ul style="list-style-type: none"> ▪ %age of students who report <u>never</u> or <u>rarely</u> having been bullied or teased at school 	81%	5% increase	
<ul style="list-style-type: none"> ▪ %age of students who report never bullying another student 	83%		

Connections:

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

In addition to meeting throughout the year as a leadership team, the School Planning Council participated in the Carson/Balmoral Family of Schools Joint School Planning Council Meeting at Westview Elementary on January 24, 2012. This event focussed on sharing and collaboration among SPC members, administrators and District representatives. The focus for the meeting was on the use of trend evidence and common FOS goals. To this end, Objective 3.2 includes the strategy “Continue to create opportunities to engage with peers from across the Carson Family of Schools to develop an appreciation of its diversity”.

This School Plan, 2012-2013, is strongly connected to District goals, supports and structures; for e.g.

- Curriculum supports: Firm Foundations/Launch into Reading Success, Reading 44/Writing 44;
- Recommended assessment practices: RAD, DIBELS, School-wide Writes, Social Responsibility Survey;
- Recommended Social Emotional Learning (SEL) practices and programs: Our Turn to Talk, Tribes/Cooperative Learning, Roots of Empathy, Friends, MindUp, and FOS Transition Initiatives;
- Collegial Conferencing and Professional Development opportunities; and
- Strategic resourcing and budget allocation.

Consultation Process of Carisbrooke Elementary 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 Larson 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)	Alannah MacPhail	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Lori Leteta	
Parent	Darlene Maser	
Parent	Melanie Zimmerman	
Parent Alternate	Lucy Cayuela	

Board Approval of School Plan:

Approved by:

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