

North Vancouver School District SCHOOL PLAN for 2013-2014

School: Brooksbank Elementary

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

School/Community Context:

At Brooksbank Elementary we believe that our students' level of engagement and sense of belonging are correlates and determiners of their academic achievement. As such, school decisions, plans, activities and calendar setting are approached through that lens.

While there is an embedded culture of collaboration at Brooksbank School centered around a primary open area teaching space, there is intentionality behind our efforts to promote a sense of belonging at the classroom, school-wide and community levels. Staff note that increased frequency of multi-age activities, student leadership opportunities, choice in extra curricular programs, and authentic learning experiences have been effective in addressing this goal; more staff and students know and address one another by name, and the frequency of pro-social behaviour is increasing.

With the financial support of our Parent Advisory Council, Brooksbank School is now able to offer our 'Net Generation' (Tapscott, 1998) students more access to digital tools, thereby altering the traditional roles of teacher and student, and our approach to curriculum and assessment. The trusting learning environment created through reciprocity as staff commit to actively learning alongside their students is indicative of the value Brooksbank teachers and support staff place on the importance of relationships and professional development. Indeed, as they become better acquainted with project-based learning, applications of technology, and varied assessment as, for and of learning, staff note that they are experiencing a reorientation of sorts in their approach to teaching.

Brooksbank is aligned with initiatives within our Sutherland Family of Schools to increase student engagement, to assist in making the transition from elementary to secondary more seamless, and to foster a sense of belonging within our community.

More information can be found on our website www.brooksbank.ca and in our classroom blogs.

Demographics (2012-2013 school year):

Total number of students: 338 Male: 172 Female: 166

Number of students per grade

Grade	K	1	2	3	4	5	6	7
English	56	53	53	35	45	32	29	35

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17.61	.3	4	1	7

Progress Analysis:

Review of School Goals – 2012 - 2013

Previous School Plan Goal 1: To increase student achievement through the use of digital technology

Trend Data Analysis:

April dialogue with teachers has brought forward the observations below about the degree to which digital technology has improved the ability of at-risk students to fully express themselves and demonstrate their learning. What has emerged is an awareness of the convergence of our two goals, both of which ultimately lead to increased student achievement, and a decision to focus on student *engagement* rather than *achievement* in Goal #1.

- **Kindergarten**
 - through the use of *Kidspiration* in the computer lab, students have been able to demonstrate their knowledge of phonemes in a new way
 - using *Starfall* on the iPads, students who have struggled to make connections between letter and sound have had the opportunity for more practice; improvement noted
- **Grade One**
 - “iPads have levelled the playing field” by adding another mode of learning.
 - Teachers note increased self-confidence, especially amongst children who struggle with pen and paper / written output
 - Math apps for addition and subtraction seem to be improving automaticity for students who otherwise struggle
- **Grade Two**
 - Immediate feedback for students has been a confidence booster. Teachers have been using for math assessment, and are noticing improvement.
- **Grade Three**
 - Teachers note that there is increased engagement of students in ‘ordinarily mundane topics’ (eg. Students have created a rap for grammar)
 - The ability to publish and present to a ‘real’ audience increases relevancy
- **Grade Four**
 - Opportunities for Assessment for learning are increased when students watch themselves and learn (g. recitation of poetry in iMovie)
 - Students are proud of work that looks good (using Pages), and has correct spelling – students with weak fine motor or low written output have more opportunity for success
- **Grade Five**
 - Students with written output concerns are at less of a ‘disadvantage’ next to their peers when they can present an oral book report on the ipad, having had ample opportunity to revise, redo and many tools to create a ‘professional looking’ report
 - Working in a collaborative environment (both online, and working with partners on an ipad) has increased the social emotional connection amongst students
- **Grade Six**
 - The availability of ‘quick research’ facilitates learning
 - Sharing has become much easier

- **Grade seven**
 - iPads, along with the increased frequency of personal mobile devices has led to an intermediate team collegial conference inquiry
 - Many questions and some answers about the role of social media in elementary classrooms
 - Collaboration with Seycove Flight students and staff is broadening the learning environment

Previous School Plan Goal 2: To promote an increased sense of belongingness at the friendship, school-wide and community levels

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

Trend Data Analysis:

Teachers recognize connections amongst increased investment in a positive trajectory (ie. focus on belonging) the increased involvement of students in school activities, social emotional well being and academic engagement. Having observed the positive impact of multi-age activities on school climate the year previous, staff committed in 2012-13 to an increase in the frequency of such events and organized a new winter workshop series, a senior intermediate 'Do Good Team', a tiered Peer Mediator program, and older buddy supports. Further, staff contributed to a Curriculum Day presentation & video for the FOS, thereby inviting the involvement of Sutherland and feeder schools in our belonging initiative.

Specifically, teachers notice that during multi-age activities, students are developing relationships with peers of all ages, and multiple teachers. Students are working together, and older students are showing patience as they guide younger ones. There is a perception that all students are taking more responsibility for one another. Brooksbank staff believes that improved relationships amongst students are evident in greater school spirit, more interest in taking on leadership roles, and a higher level of civic awareness.

Opportunities for Further Development:

Brooksbank's goals are intertwined, aligned with the 4 pillars (Curriculum, Instruction, Assessment and Social Emotion Learning), reflective of the BC Ed Plan, and closely linked to the NVSD Strategic Plan. In reviewing the wording of Goal #1, and making the connection between student engagement and academic achievement, we are changing the wording from 'increasing *achievement*' to 'increasing *engagement*'.

As we move into our second year with these goals as our focus, we have the opportunity to carry on with connected collegial conference, more widespread implementation of Project Based Learning (PBL), and an increased focus on assessment. As outlined in Katz's *Three Block Model of UDL* (Katz, 2012), Brooksbank's goals together foster inclusive instructional practice and the development of community and social and emotional well being.

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Brooksbank Elementary School Plan for 2013 - 2014 are:

- 1. To increase student engagement 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 engagement 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 goals are to engage our students, foster an inclusive learning environment, and empower students to take more ownership for their learning while teachers revise how they teach and assess.

Objective 1.1:

To increase opportunities for all students to customize and demonstrate their learning through the use of digital technology

Strategies/Structures/Resources:

- Commit school based professional development days to digital technology and assessment workshops
- Establish a schedule of Lunch & Learn sessions in the areas of assessment and technology
- Continue to resource iPads with researched applications for diversity of expression
- Teach the use of various apps to support options in digital expression
- 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)
- Broaden the use of iPad technology in LAC, Counselling and Guided Reading
- Schedule classes such that there are opportunities for teachers to have collaborative planning / teaching time and students to work with peers
- Sustain the collegial conference inquiry into the use & effect of social media in an elementary environment
- Maintain connection with Seycove Flight students / staff; engage in collaborative projects
- Pursue the purchase of additional iPads to increase availability of tools for students
- Advocate for a robust wireless network / access

Evidence: (Qualitative)

Qualitative Baseline:

Anecdotal reports of staff in September 2013 regarding the level of engagement of students and the ability of students to demonstrate their learning.

Qualitative Target:

A perceived improvement in engagement and the ability of students to more easily and fully express themselves and demonstrate their learning through the use of digital technology

Qualitative Actual:

- Anecdotal data to be collected in Spring 2014

School Goal 2:

To promote an increased sense of belongingness at the friendship, 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 and Sutherland Family of Schools

Strategies/Structures/Resources:

- Maintain PBS committee focus on inclusion and belongingness
- Review roles / responsibilities of SBRT / ERT
- Revisit the articulation process to more seamlessly support the transition of students from elementary to secondary
- Introduce FOCUS to encourage self-regulation, and as a bridge to Sutherland Secondary
- 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
- Continue 'Do Good' student leadership team; 20 will attend 'Me to We' in September

Evidence: (Qualitative)**Qualitative Baseline:**

Anecdotal reports from students, staff and parents regarding school tone 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 awareness of the factors contributing to a sense of belonging as observed by parents, students and staff

Qualitative Actual:

Anecdotal data to be collected in Spring 2014

Objective 2.2:

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:

- Schedule regular multi-age activities and arrange buddy classes
- Increase opportunities to welcome new families to Brooksbank in such a way that they feel valued (PAC coffee mornings, website maintenance, invite community partners to Curriculum Night)
- Provide opportunities for parents to access support services of our community partners (eg. displays at Curriculum Evening, links on school website)
- Enhance opportunities for attendance and meaningful involvement of parents at events, on fieldtrips and as volunteers within the school
 - o Host a second annual *Family Appreciation* event in lieu of 'Volunteer Tea'
- 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)
 - o Support students' civic initiatives (eg. bake sale to raise funds for Children's Hospital)
 - o Maintain 'Do Good' initiative & leadership team
- Continue to schedule celebrations / showcases of learning (eg. Science Fair, Coffee House, Christmas and Spring concerts, Family Appreciation social, Sports Day, Musicals)
- Provide activities that bring varied groups of students together (eg. Ski Program)
- Embrace shared / distributed leadership of Brooksbank Staff
- Organize a variety of after school programming (eg. Lego Club, Chess Club, Soccer, Chillin' Club, Dance)

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <p>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>
<p>Qualitative Target:</p> <p>A marked increase in the frequency of opportunities to promote belongingness as initiated by students, staff, parents and FOS</p>
<p>Qualitative Actual:</p> <p>Review the success of events throughout the year at staff meetings.</p> <p>Report out in March 2014 to what degree staff believe that our efforts to promote belongingness have been successful</p>

Connections:

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

It is essential that school plans reflect the unique characteristics of each school site; it is equally important that school plans connect thoughtfully to district directions and align with the initiatives of the Family of Schools (FOS).

- Sutherland FOS Administrators meet monthly, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation.
- Administrators within the Sutherland FOS reviewed commonalities in goals and strategies amongst schools. Discussions centered around incorporating strategies to assist in elementary to secondary transition.
- The FOS discussed a possible common goal in the future related to “student engagement”. The goal would encompass academic engagement and a sense of belonging.
- Grade 7/8 Transition process is being revised to provide a greater focus on the students at risk (academic, behavior, and/ or social-emotional). The revision will include a more accurate means of tracking students at risk in the area of math. Sutherland Secondary may be offering a new Math course within the Learning Assistance program for the coming year.
- The FOS hosted a joint Curriculum Implementation day with a focus and discussion on developing a “sense of belonging”. More opportunities for the staff within the FOS to get together for events will be provided in the future.
- The initiatives of the FOS are to reflect the objectives stated in the School District’s “3 Year Operating Plan” and “2011-2021 Strategic Plan”. The following objectives are highlighted in the actions and activities of the Sutherland FOS.
 - *Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities.*
 - *Provide recognition of the value and contributions of our students, our staff, and our community partners.*
 - *Provide seamless transitions for all students at each stage of growth and development.*
 - *Strengthen engagement and connection for all learners.*
 - *Build connections and partnerships with other educational organizations to support and strengthen our own instructional practice and to stay current with educational research.*

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, 2013.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2013

	Name	Signature
Chairperson (Principal)	Arlene Martin Spencer Kelly	<i>Original Document signed by SPC Members</i>
Parent	Jacqueline Engel	
Parent	Rosalie Vlaar	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent