

North Vancouver School District SCHOOL PLAN for 2013-2014

School: Carisbrooke Elementary School
Address: 510 East Carisbrooke Road
 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, 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, Choir, and Band; as well as leadership and citizenship opportunities: Student Council, Peer Counselors, 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. Support of local and national charities (Make a Wish Foundation), and other student-led campaigns are an important part of our school community.

Demographics (2012-2013 school year):

Total number of students: 352 Male: 195 Female: 157

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	43	40	44	42	44	37	44	58

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
18.82	.85%	6.8%	.28%	4.5%

Progress Analysis:

Review of School Goals – Previous Year(s)

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

Objective 1.1: Increase the number of Primary students, K to 3, meeting grade level reading expectations at year end by 10%.

Trend Data Table:

Key Performance Measure: TOPA (% of kindergarten students meeting expectations for pre-reading skills)			
	Baseline	Target	Actual
January 2011/June 2011	79%	10% increase	90%
January 2012/June 2012	Not available	10% increase	Not available
January 2013/June 2013	95%	2.5% increase	June 2013

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

As indicated, in 2011 the target of 10% increase was exceeded. Data was unavailable in 2012. In the current school year, only two of our students scored below <25%ile. Our goal is to improve by 2.5% (one student), but ideally hope for 100% by the end of the school year..

Trend Data Table:

Key Performance Measure: DIBELS (% of students, in Grade 1 meeting/exceeding expectations)			
	Baseline	Target	Actual
September 2011/Jan-Feb 2012	Not available	10% increase	Not available
September 2012/ Jan-Feb. 2013	35%	10% increase	67.5%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

This was the first year that we were able to collect data for this specific objective. Although initiated last year the strike resulted in the inability to use data within the school plan. This year there was a significant increase in students meeting/exceeding from the first term (32.5%). One would suggest that the increase from September to February would, on a yearly basis, be fairly significant as students who are not meeting or exceeding in this area receive significant LAC and classroom support. It will be interesting to see if the DIBELS scores at the end of the year continue to show significant or modest improvement.

Trend Data Table:

Key Performance Measure: REPORT CARD DATA (% of students, gr 1-3 meeting/exceeding expectations for Reading)			
	Baseline	Target	Actual
Nov 2010/June 2011	41%	10% increase	49%
Nov 2011/June 2012	Not available	10% increase	Not available
Nov 2012/June 2013	82%	5%	June 2013

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Clearly, there has been a vast “jump” in the percentage of students in Grades 1-3 who are meeting/exceeding expectations in reading. We know that the focus on reading has always been a primary focus and LAC support has continued to be instrumental. It may be fair to speculate that the relatively lower baseline percentage indicated in November 2010 was instrumental in creating an increased focus on reading. The percentage may also be indicative of a new cohort of students moving through the primary grades.

Objective 1.2:

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

Trend Data Table:

Key Performance Measure: DIBELS (% of students in grade 4 meeting grade level expectations for reading skills (new baseline))			
	Baseline	Target	Actual
September 2012/Jan-Feb 2013	82%	5% increase	82%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

This is a new baseline. This year we are reporting on the Grade 4 cohort (which appears to be in line with the Primary cohort (82%)). Although this objective will no longer be represented in the school plan, we would like to track the Grade 4 cohort through the grades (until Grade 7) in order to obtain data that represents change from the same cohort. Grades 4-7 will be represented on a yearly basis through school-based collection of data.

Trend Data Table:

Key Performance Measure: FSA Results - Reading			
	2011	2012	2013
Grade 4 students (meeting/exceeding)	90%	100%	96%
Grade 7 students (meeting/exceeding)	97%	90%	90%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

As we recognize that each year measures a new cohort, we tend to look at trends over time. When averaged over three years, the Grade 4 students averaged 95% meeting/exceeding in the area of reading. If we average the Grade 7 scores over three years we are looking at 92.3% of our students meeting/exceeding in the area of reading. This slight drop could be attributed to the level of difficulty of the Grade 7 test, but does warrant attention as to why the drop is occurring. However, this may be a mute point, if the FSA tests do not continue this year. The question then becomes what can we develop to replace the FSA test?

Review of School Goals – Previous Year(s)

Previous School Plan Goal 2: Develop and strengthen the writing skills of students, grades K to 7, identified as at-risk of not meeting grade expectations.

Objective 2.1: Increase the number of primary students, K to 3, meeting grade level writing expectations at year end by 10%.

Trend Data Table:

Key Performance Measure: SCHOOL – WIDE WRITE (% 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	Not available
September 2012/June 2013	Did not write	n/a	Did not write

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

The school-wide write has not occurred over the last two years. This is an activity that will be discussed with teachers over the course of the year. There appears to be some interest in resuming this activity, but the difficulty is finding release time for teachers to work in teams to assess the writing. Assessment through teams results in rich discussion and commonality of goal development. Although this objective will not be a part of the school plan in the future, it remains an integral objective within the school community.

Trend Data Table:

Key Performance Measure: REPORT CARD DATA (% of students, grades 1-3 meeting/exceeding expectations in writing)			
	Baseline	Target	Actual
November 2010/March 2011	48%	10% increase	63%
November 2011/March 2012	Not available	10% increase	Not available
November 2012/ March 2013	80%	5% increase	June 2013

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Much like the increase in reading, the increase in students meeting/exceeding in writing is significant. Like reading, writing is an integral part of student development and warrants a school's full attention. Obviously, the data is trending in a positive direction and we hope to further increase the percentage of students meeting/exceeding in this area. The extreme percentage increase, in writing (and reading), from a couple of years ago, does warrant some discussion amongst staff and students.

Objective 2.2: Increase the number of Intermediate students, grades 4 to 7, meeting grade level writing expectations at year end by 5%

Trend Data Table:

Key Performance Measure: FSA WRITING (meeting/exceeding expectations)			
	2011	2012	2013
Grade 4 students	100%	95%	81.5%
Grade 7 students	95%	100%*	91%

* Grade 7 students cannot improve by 5%, but goal is to maintain percentage

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

The trend data in both Grades 4 and 7 is interesting. The Grade 4 students have continued to drop over the last three years and yet, the percentage reflected in the 2013 scores is within range of the school report card marks for the primary students. The fact there is a steady drop can be a concern and should warrant some school-based discussions. As FSA results may not be available next year we will have to follow the trends of school marks. Grade 7 percentage also dropped but the overall three year average (95.3%) remains high.

Trend Data Table:

Key Performance Measure: SCHOOL-WIDE WRITE (% of students, grades 4-7 meeting/exceeding expectations)			
	Baseline	Target	Actual
September 2010/June 2011	89%	5% increase	83%
September 2011/June 2012	Not available	5% increase	Not available
September 2012/June 2013	Did not write	n/a	Did not write

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Please see School-Wide Write (Grades 1-3) (above)

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

Objective 3.1: Increase the number of students, grade 4-7, engaged in volunteer opportunities at school by 5% (annually)

Trend Data Table:

Key Performance Measure: Intermediate Student Survey (% of students who volunteer at school many or all of the time, February 2012)			
	Baseline	Target	Actual
February 2012/ April 2013	72%	5% increase	94%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Overall, volunteerism is undertaken by most students at Carisbrooke. Many of the students engage in long-term volunteerism (lunch monitors, peer counselling, library duties, recycling, etc). Almost all students engage in smaller scale volunteering (garbage pickup, helping others for a specific task). Based upon discussions, the willingness is there in almost all students, but the school is the “driver” in providing opportunities. Increased opportunities, should lead to percentage increases.

Objective 3.2: Foster meaningful connections and healthy relationships among all student groups

Trend Data Table:

Key Performance Measure: Intermediate Student Survey(% of students who report never or rarely having been bullied or teased at school)			
	Baseline	Target	Actual
February 2012/February 2013	81%	5% increase	86%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

It is nice to see that the school reached the 5% target increase, however this is an area where constant awareness and improvement is desirable. There is an increased community awareness of “bullying” and this can lead to increased reporting, which is very positive. As a school, one of the areas we hope to work on is identifying what bullying is and is not. There is some further definition of this topic required within the school community, and communication between school and community is integral.

Trend Data Table:

Key Performance Measure: Intermediate Student Survey (% of students who report never bullying another student)			
	Baseline	Target	Actual
February 2012/April 2013	83%	5% increase	82.08%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

As a newer performance measure, it is difficult to determine a trend. However, the 5% target increase was not realized. This is interesting and does match the data regarding students who report never (or rarely) having been bullied. Needless to say, this is a topic of discussion that should be taking place in school, as we seem to have a need to educate students on how to **not** engage in bullying behaviour. Part of this will be identifying what bullying behaviour is and is not, and then showing alternative methods of student to student interaction.

Opportunities for Further Development:

Although the school plan goals are changing, it is important to note that the three pre-existing goals will continue to be tracked by the school, as most of the data collected is produced annually by schools, the district, and/or by the BC Gov't. (TOPA, DIBELs, report card data, social responsibility surveys, FSA's etc). These goals will be discussed in staff meetings, primary and intermediate team meetings, SBRT's, and in assorted contexts. The tracking of both reading and writing skills of our students is a requirement of all schools and must be diligently examined on an ongoing basis. It would be desirable to carry on with doing a school-wide write, although this does require an extraordinary time commitment from staff. Having teachers meeting in grade groups and discussing the writing of our students is a powerful experience, but does require some considerable planning on the part of the school staff.

In regards to the third goal ("strengthening engagement and positive connections"), it is fair to say that this is a goal that Carisbrooke has demonstrated some degree of excellence. As the data suggests, student volunteerism in this school increased by 22% (94% of students) in the intermediate grades. This could be partially a result of a class to class poll as opposed to a written survey (last year), however such a large jump would suggest this is a positive, growing trend within the school. In addition, the recent "Gotcha Blitz," which tracks volunteerism (or good deeds) within the school, yielded impressive results. Over 800 "gotchas" were tallied over a two week period (impressive when one considers our school population is 352 students). This data also suggests that we should be aware that our primary students are also eager to volunteer and we should look at ways to provide opportunities for our younger students to volunteer. In regards to monitoring issues of bullying, this is both very topical and serious in nature. Much like reading and writing it is an area that must constantly be monitored by schools. Data suggests that the school did reach the goal of a 5% increase in students reporting that they had **not** been bullied or teased (86% total). The school did not reach the 5% increase regarding students who reported they had **not** bullied or teased someone. This will remain an area that is monitored by the school, as a whole and on a classroom to classroom basis.

School Goals for 2013-2014:

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

1. To improve proficiency in understanding and answering math word problems (math literacy)
2. To strengthen the process of Grade 7 student transition to Grade 8

School Goal #1:

To improve proficiency in understanding and answering math word problems (math literacy) - NEW GOAL

Goal Rationale:

We are beginning to examine literacy and how it relates to the “language of numeracy.” With an emphasis on comprehension coupled with computation requires close examination of “math language.” It is our belief that specific teaching to a school-wide math vocabulary would be advantageous to our students. Current testing practice from both district and provincial sources amply demonstrate that current expectations in numeracy include the ability to read both with fluency and comprehension. The belief is that increasing students’ math vocabulary, coupled with focusing on mastery of math fundamentals, would help students with both fluidity (fluency) and concept (comprehension) when answering numeracy word problems.

Objective 1.1:

To increase reading comprehension, specific to the “language of numeracy.”

Strategies/Structures/Resources:

- Continue to in-service staff and inform parents on the purpose of Math 44, implications of new Math IRP, and the importance of making connections to real world mathematics. Include in each Student Planner, key skills to work on at home. Include in monthly newsletters ideas for games, puzzles and activities that parents can use to further math understanding and skills. This new objective would also emphasize the role of literacy (comprehension and then computation) in understanding mathematics (particularly in the area of problem-solving).
- Development of numeracy “word walls” and the development of a school-based “math literacy” test with the emphasis on comprehension and application to computation.
- In grade level teaching teams, establish time lines and structure conversations with a focus on increasing comfort levels with strategies as defined in Math 44 and in *Elementary and Middle*

School Mathematics: Teaching Developmentally by John A. Van De Walle and Teaching Student-Centered Mathematics

- Continue to provide regular in-service on the importance of math-based literacy in teaching mathematics, particularly as it pertains to problem-solving (comprehension then computation)
- Use established meeting times (staff meetings, Intermediate and Primary team meetings, Networking Groups – K-2, 3-5, 6-7) and focus questions to engage in conversations to further a school-wide understanding of all aspects of mathematics teaching(particularly literacy-based concerns, discoveries and instructional ideas).
- Explore Provincial Performance Standards and school wide rubrics for assessing and evaluating Numeracy skills to further guide classroom and individual instruction.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Grade 2 NVSD Numeracy Test	May 2013	5%	May 2014

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - The changing expectation in numeracy is a topic across staff, schools and districts. Concern over the increased demands on literacy (reading comprehension) when undertaking math questions (computation) has required that teachers need to focus on a targeted, combined literacy/numeracy approach when teaching math.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - The target is to increase discussion amongst teachers, students and parents regarding the need for a focused approach on math literacy. Also, to develop some discussion on specific tools (word walls) and processes (deconstructing word problems) that can be used in the classroom and reinforced at home
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - 2013/2014 (to be reported)

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Grade 6 District Numeracy Test	June 2013	5%	June 2014

Evidence: (Qualitative)

Qualitative Baseline:

- The changing expectation in numeracy is a topic across staff, schools and districts. Concern over the increased demands on literacy (reading comprehension) when undertaking math questions (computation) has required that teachers need to focus on a targeted, combined literacy/numeracy approach when teaching math.

Qualitative Target:

- The target is to increase discussion amongst teachers, students and parents regarding the need for a focused approach on math literacy. Also, to develop some discussion on specific tools (word walls) and processes (deconstructing word problems) that can be used in the classroom and reinforced at home

Qualitative Actual:

- 2013/2014 (to be reported)

School Goal # 2:

To strengthen the process of Grade 7 student transition to Grade 8 – NEW GOAL

Goal Rationale:

Transition to high school has long been recognised as a difficult time for many of our students. High school is considerably different than elementary school and both academic and social demands can be significant. In recognition of this fact, it has become imperative that educators examine ways in which the transition from one school to another can be openly discussed and addressed. Effective implementation of strategies and structures can result in minimizing the stress and strain of change, as students make this very important and essential transition.

Objective 2.1:

To increase the number of students who report they feel ready to deal with social challenges in high school

Strategies/Structures/Resources:

-engagement in open discussions with students and parents about preparing for high school

- provide opportunities for Grade 6 and 7 teachers to meet with high school teachers to talk about the differences regarding both academic and social expectations as students transition into high school
- provide opportunities for students to attend high school for specific grade areas when appropriate (one of our students attended a Grade 8 woodworking course at a local high school)
- Organize peer visits to and from secondary school (ex. cyber bullying workshop delivered by students, band presentations etc.)
- Organize intake meetings with secondary school counselor (specifically for students identified as being “at-risk.”) (Preferably mid-year and specific to students “at-risk.”)
- Organize grade 7 visits to secondary schools (including specific events)
- Have a Grade 8 teacher speak with Grade 7 classes as a “kickoff” to introduce quasi grade 8 classroom expectations’ in grade 7 classrooms toward year end
- Introduce opportunities for Secondary School First Nation Support Workers to visit elementary school and vice versa
- Work with Learning Support Teachers from both elementary and secondary school to determine appropriate and individualized ways to support special needs students in their transition
- Establish “check-in” routines to track student adjustment in the first 6 months of grade 8
- Organize post-transition visits for Grade 7 teachers to visit both counselors and students (when appropriate)

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Grade 7-8 Student Transition Survey	May 2013	10%	June 2014

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Discussions with both Grade 7 students and teachers suggest that the social transition to high school is of great concern to many students. Fears of making new friends and figuring out how to maintain connections with old friends. Fears of falling into the “wrong” group are also quite a concern for students.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Having discussions with Grade 7 students about the social demands of high school and sharing data from Grade 8 students should help to lessen the anxiety. Having Grade 8 students and teachers coming to the school to talk about social demands and solutions would also be very helpful.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - 2013/2014 (to be reported)

Objective 2.2:

To increase the number of students who report they feel ready to deal with academic challenges in high school

Strategies/Structures/Resources:

- S/S/R are the same as those listed in Objective 2.1

Key Performance Measure:	Baseline	Target	Actual
Grade 7-8 Student Transition Survey	May 2013	10%	June 2014

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Meeting the academic demands of high school is a concern for most Grade 7 students. The thought of having several different teachers and the expectations of increased independence and responsibility can be intimidating.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Having discussions with Grade 7 students about the academic demands of high school and sharing data from the Grade 8 student survey should help to lessen the anxiety. Having Grade 8 students and teachers coming to the school to talk about academic demands and solutions would also be very helpful.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- 2013/2014 (to be reported)

Objective 2.3:

To increase the percentage of Grade 7 students who consistently complete homework (in preparation for high school).

Strategies/Structures/Resources:

- tracking homework completion for students who are considered to be “at-risk.”
- engagement in open discussions with students and parents about preparing for high school
- provide opportunities for Grade 6 and 7 teachers to meet with high school teachers to talk about the differences regarding both academic and social expectations as students transition into high school
- provide opportunities for students to attend high school for specific grade areas when appropriate (two of our students attended Grade 8 math course at Seycove this year)
- Organize peer visits to and from secondary school (ex. cyber bullying workshop delivered by

students, band presentations etc.)

- Organize intake meetings with secondary school counselor (specifically for students identified as being “at-risk.” Preferably mid-year and specific to students “at-risk.”
- Organize grade 7 visits to secondary schools (including specific events)
- Have a Grade 8 teacher speak with Grade 7 classes as a “kickoff” to introduce a “quasi” Grade 8 expectations (in the Grade 7 classroom) towards the end of the year
- Introduce opportunities for Secondary School First Nations Support Workers to visit elementary schools (and vice versa).
- Work with LSTs and LATs from both elementary and secondary schools to determine appropriate and individualized ways to support special needs students in their transition
- Establish “check in” routines to track student adjustment in the first 6 months of Grade 8.
- Organize post-transition visits for Grade 7 teachers to visit both counselors and students (when appropriate)

Key Performance Measure:	Baseline	Target	Actual
Teacher survey that identifies the percentage of Grade 6 students who complete their homework on a consistent basis (students will be tracked in Grade 7)	77%	5%	Jan 2014

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Discussions with Grade 6 teachers suggest that most students will complete homework if constantly reminded by their teachers and if given opportunities within class time to complete work. If not given reminders, or in-class time to complete, up to 1/4 of the students struggle with homework completion-which is essential to success in high school
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Our target is to begin talking with students, as they move into Grade 7, about the expectations of high school and how homework completion is a definitive marker to high school success. This discussion should include parents (support network from our parent community is outstanding)
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - 2013/2014 (to be reported)

Connections:

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

The School Planning Council met as a leadership team throughout the year and this was followed up with FOS meetings where the development of the school plan was a consistent agenda item. Attention to the District Achievement Plan was also acknowledged both at the SPC and FOS level.

Goal # 1: To improve proficiency in understanding and answering math word problems (math literacy)

Our Numeracy goal is tied closely to the School District's Achievement Plan Goal #2 (To improve students' achievement in Numeracy) and goes further into the investigation of the literacy/numeracy link (math literacy). This goal was created in recognition of the fact that students today are required to demonstrate mastery both in computation and comprehension. As a result, this goal is also tied to the first goal under the District Achievement Plan (To improve students' achievement in literacy)

Goal # 2 : To strengthen the process of Grade 7 student transition to Grade 8

This goal was a focus of many FOS meetings this year and was seen as an essential goal for all "feeder" schools to embed in their school plan. Development of this goal also resulted in a uniform Grade 7 and Grade 8 survey to be given to students over the course of two years. The Grade 7 survey (anticipatory) and the Grade 8 survey (reflective) were developed to determine the academic and social concerns of our transitioning students. Needless to say, this ties in very nicely with the District Achievement Plan's third goal (To improve graduation and six-year completion rates).

-The District Plan highlights the importance of aboriginal awareness and aboriginal achievement, however, our school population includes only 2 aboriginal students. Our goal at Carisbrooke is to create awareness of the diversity of cultures – aboriginal and otherwise.

Consultation Process of Carisbrooke 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 Carisbrooke School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 3/13

	Name	Signature
Chairperson (Principal)	Wayne Mitchell	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Darlene Maser	
Parent	Lucy Cayuela	
Parent	Lea Anne Sexton	
Parent	Melanie Zimmerman	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent