

North Vancouver School District
SCHOOL PLAN for 2014-2015

School: École Braemar Elementary
 Address: 3600 Mahon Avenue
 North Vancouver, BC V7N 3T6
 Phone: 604.903.3270

School/Community Context:

École Braemar Elementary School, situated in a quiet residential community of central North Vancouver, enjoys a strong sense of community spirit and parental support. Unique in character, it offers three distinct programs – English (Kindergarten to Grade Seven), Early French Immersion (Kindergarten to Grade Seven) and Late French Immersion (Grades Six and Seven). The approximately 500 students who attend École Braemar Elementary come from both the immediate neighbourhood and beyond the school’s regular catchment boundaries. As such, it is a diverse and active community of learners.

Home to a high percentage of students at the upper intermediate level, the school works continually to provide a large variety of leadership opportunities in the areas of social responsibility, athletics and the arts. While the scope of these opportunities varies from year to year, the importance of engaging students and promoting excellence, not only in academics but beyond, is highly valued by staff and parents alike.

Braemar Elementary has a well established Parent Advisory Council (BPAC) that meets regularly and keeps parents informed of upcoming BPAC sponsored events. It also provides families with information through the school based website.

Collectively, the Braemar school community works hard to embody the core values of safety, respect, responsibility and integrity. In short, our school is a dynamic centre of learning where students, staff and parents work in concert encouraging our students to achieve their fullest potential as lifelong learners.

Demographics (2013-2014 school year):

Total number of students: 488 Male: 215 Female: 273

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	33	27	28	32	31	37	25	28
Fr. Imm.	22	24	22	29	36	20	52	42

FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
25.11	1	5	3	6

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the reading proficiency of students who are identified as 'at risk' learners in the area of reading comprehension.

Objective 1.1 To identify students in kindergarten who are at risk for learning to read and to improve their performance as measured by the Test of Phonological Awareness (TOPA)

Trend Data Table:

Key Performance Measure: TOPA			
	Baseline February	Target	Actual May
2011-2012	7/44 (16%)	0/44	2/44 (5%)
2012-2013	6/51 (12%)	0/51	1/51 (2%)
2013-2014	6/55 (11%)	0/55	TBA

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

Year 3 – Upon reviewing the data, this goal has not been met for each cohort of Kindergarten students for the past two years. We will continue working on this goal as a growing number of families express interest in how to support literacy development for their child at home. Classroom teachers also report that regular and sustained reading practice with parent volunteers helps build confidence and increase reading fluency of students in the primary grades. Targeted interventions provided in small group settings have proven successful in strengthening the phonemic skills of students at risk for learning to read. Studies support that students whose birthdays are later in the year are often not 'as ready' to complete the tasks asked of them – for example, maturational lag. For this reason, the data outcomes can be affected from year to year. We feel that this objective continues to be important and so we will keep this objective for the 2014-2015 school year.

Opportunities for Further Development:

- Continue to promote the importance of 'reading buddies' between older and younger students
- Welcome parents into the classroom as a means of observing instructional strategies with regard to literacy development
- Incorporate technology such as iPads as instructional tools both at school and home
- Use Primary Reading 44 resource strategies
- Promote reading at school (i.e., Literacy Day) and at home (i.e., home reading program)
- Provide parents with strategies on best practices to support reading at home
- Encourage the use of school and public libraries
- Have Literacy Committee provide ideas of reading strategies to support teachers
- Students who are identified as 'at risk' receive remedial support via Learning Assistance Centre (LAC) or Learning Support Worker (LSW)
- Reassess 'at risk' K students when in grade three using a LAC reading assessment

- Use Foundation Skills Assessment (FSA) reading scores when students are in grade four for further qualitative data, if necessary
- Use professional development during staff collaboration days, lunch and learns, and staff meetings to promote best practices for reading strategies

Objective 1.2 To identify students in grades 4-7 who are at risk for reading comprehension and to improve their performance as measured by the Standardized version of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for grades 4-6 English , Reading Assessment Device (RAD) for grade 7 English, Trousse d'évaluation en lecture GB+ Beauchemin for grades 4-7 Early French Immersion.

Trend Data Table:

Key Performance Measure: DIBELS (Eng gr 4 – 6), RAD (Eng gr 7), Trousse d'évaluation en lecture GB + Beauchemin (Early French Immersion gr 4 – 7)	Baseline Sept 2012		Target	Actual May 2013	
	Eng	Fren		Eng	Fren
Grade 4	4/32 13%	2/22 9%	< 3%	1/32 3%	0/22 0%
Grade 5	11/38 29%	3/24 14%	< 3%	0/38 0%	0/24 0%
Grade 6	4/28 14%	2/20 10%	< 3%	0/28 0%	0/20 0%
Grade 7	0/38 0%	0/24 0%	< 3%	0/38 0%	0/24 0%
Key Performance Measure: DIBELS (DAZE Eng gr 4 – 6), RAD (Eng gr 7), Trousse d'évaluation en lecture GB + Beauchemin (Early French Immersion gr 4 – 7)	Baseline Sept 2013		Target	Actual May 2014	
	Eng	Fren		Eng	Fren
Grade 4	10/31 32%	5/36 14%	< 3%	TBA	TBA
Grade 5	8/37 22%	3/20 15%	< 3%	TBA	TBA
Grade 6	3/25 12%	3/52 6%	< 3%	TBA	TBA
Grade 7	4/28 14%	0/42 0%	< 3%	TBA	TBA

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

Year 2 – Upon review of the data, this goal will continue to be supported for next year. Even though the percentage of students brought forward during the Intake Meetings in September were high, majority of these students who were assessed for possible remedial support in reading did not meet the criteria for remedial service via the LAC. We feel that this objective continues to be important and so we will keep this objective as part for the 2014-2015 school year.

Opportunities for Further Development:

- Teachers promote use of Performance Based Standards by sharing strategies at each of the monthly primary and intermediate team meetings
- Use of iPads as a tool for both visual and auditory tracking of personal reading development
- Direct instruction of the reading strategies and the Reading/Writing Connection strategies indentified in Reading 44 and Writing 44 on a consistent basis for grades one to seven
- Explore and access applications which motivate struggling readers while developing their reading skill and independence
- Have Literacy Committee provide ideas of reading strategies to support teachers
- Use professional development during staff collaboration days, lunch and learns, and staff meetings to promote best practices for reading strategies
- Reword the objective to be more inclusive of the whole cohort that we decide to choose
- A primary cohort, grade two, and an intermediate cohort, grade five, will be chosen for the next three years beginning in 2014-2015 and ending in 2016-2017

Previous School Plan Goal 2: To Improve students' achievement in Mathematics

Objective 2.1 To identify students in grades three, six, and seven who are at risk for numeracy and to improve their proficiency as measured by the BC Performance Standards.

Trend Data Table:

Key Performance Measure: BC Performance Standards for Numeracy (English and Early French Immersion Program only – exclusive of Late French Immersion Program)	Baseline First Term Report Card 2012-2013	Target	Actual Third Term Report Card 2012-2013
Grade 3	6/68 9%	< 3%	5/62 8%
Grade 6	4/48 8%	< 3%	2/46 5%
Grade 7	2/62 3%	< 3%	3/26 5%
Key Performance Measure: BC Performance Standards for Numeracy (English and Early French Immersion Program only – exclusive of Late French Immersion Program)	Baseline First Term Report Card 2013-2014	Target	Actual Third Term Report Card 2013-2014
Grade 4	1/67 1%	< 3%	TBD
Grade 7	6/46 13%	< 3%	TBD
Grade 8	N/A	N/A	N/A

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

Year 2 – Upon reviewing the data, this goal has been met for the Grade Four cohort, however, the goal was not met for the Grade Seven cohort. We feel that this objective continues to be important and so we will keep this objective for the 2014-2015 school year.

Opportunities for Further Development:

- Ensure that new teachers have access to important math resources such as Math 44
- Use math literature to help students connect math concepts to real-life math
- Revive school leadership Math Literacy Committee
- Provide math remedial support for students deemed to be 'at risk'
- Engage students in their own learning through the demonstration of meta-cognition; knowledge about when and how to use particular strategies for learning or for problem solving
- Strategies (i.e., Talking oneself through their thinking process)
- Have the Math Literacy Committee provide ideas of teaching and assessment strategies to support teachers
- Use professional development during staff collaboration days, lunch and learns, and staff meetings to promote best practices for math strategies
- Include all students in the selected cohort(s)
- A primary cohort, grade two, and an intermediate cohort, grade five, are chosen for the next three years beginning in 2014-2015 and ending in 2016-2017

Previous School Plan Goal 3: To increase the level of Grade Seven Student engagement and connection to secondary school

Objective 3.1 To increase the number of Grade Seven Students reporting that they feel confident (positive) about their transition to secondary school as measured by locally developed questionnaire

Trend Data Table:

Key Performance Measure: Locally developed Carson Graham Family of Schools (FOS) student survey (Question # 1 d & e post transition)	Baseline Sept 2012	Target	Actual Jan-Feb 2013
Grade 7	15/37 (41%)	60%	Inconclusive evidence due to lack of return from grade 8
Key Performance Measure: Locally developed Carson Graham FOS student survey for English grade sevens and locally developed Handsworth FOS student survey for French Immersion grade sevens.	Baseline Sept 2013	Target	Actual Jan 2014
Grade 7 English (Carson Graham FOS)	Data not collected	60%	Inconclusive evidence due to lack of return from grade 8

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

Year 2 - Unable to analyze data for this goal as survey was not completed at the grade seven level. We feel that this objective continues to be important and so we will keep this objective for the 2014-2015 school year.

Opportunities for Further Development:

- Create a grade seven page on Carson Graham Secondary School website as well as a link on Braemar Elementary website to Carson Graham
- Create a grade seven page on Handsworth Secondary School website as well as a link on Braemar Elementary website to Handsworth

- Explore with FOS when and where elementary sites might benefit from secondary school student leaders
- Explore opportunities for joint use of Carson Graham/Handsworth Secondary School facilities
- Consider regular mail out of Carson Graham/Handsworth Secondary School newsletters to the grade seven parent community
- Plan a September Welcome Back Barbecue where new grade eights can reconnect with their former grade 11 buddies
- Include data from both English grade seven students in Carson Graham FOS and French Immersion grade seven students in Handsworth FOS
- Create authentic opportunities for grade sevens to create connections amongst themselves within Carson Graham/Handsworth FOS
- Use the NVSD Grade Seven/Eight Transition document
- Adding the Handsworth FOS survey data so that data can be collected from the grade seven French Immersion students as well
- Baseline date (for the grade seven part of the survey) changed to April/May 2014 as the answers to the questions in the survey will hold more validity

School Goals for 2014-2015:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Braemar Elementary School Plan for 2014-2015 are:

- 1. To improve students' literacy in reading proficiency.**
- 2. To improve students' achievement in mathematics.**
- 3. To improve students' transition to secondary school.**

School Goal 1: To improve the Literacy level of students in reading proficiency.

Goal Rationale:

At Braemar we feel that learning to read is fundamental to student success at school. We also believe that learning to read enables youngsters to become both independent and life long learners once their formal schooling is complete. Braemar provides many programs to support reading, especially at the primary level. Because the school community values the success of all students, Braemar Elementary wants to ensure that all students are provided with every opportunity to succeed by enabling them to question and think critically about what they are reading.

Objective 1.1 To improve the literacy of Kindergarten to Grade Seven students with a particular focus on phonographics for students in Kindergarten, reading fluency for students in grade two, and comprehension for students in grade five who are 'at risk' learners.

Strategies/Structures/Resources:

- Continue with strategies, structures, and resources from 2013-2014 School Plan
- To assess students using the TOPA for Kindergarten, DIBELS for Grade Two, and DAZE for Grade Five identify students 'at risk'
- To continue LAC, LSW, Education Assistant (EA), and Speech and Language support for students who are struggling with reading
- To promote the use of recommended software such as Reading A - Z
- Have recommendations provided by the Literacy Committee of 'best practices' regarding teaching reading and reading assessment strategies to support teachers throughout the year during lunch and learns, professional development opportunities, staff collaboration days, and staff meetings

Evidence: (Quantitative)

Key Performance Measure: TOPA - Number of Kindergarten students scoring greater than the 25 th percentile.	Baseline February 2015	Target	Actual May 2015
Kindergarten	TBA	0	TBA
Key Performance Measure: Assessments - For grade two students, this will be indicated by the number of students at/above grade level in reading fluency as outlined by the DIBELS. For grade five students, this will be indicated by the number of students at/above grade level in reading comprehension as outlined by the DAZE assessment.	Baseline Sept-Oct 2014	Target	Actual May-June 2015
Primary - Grade 2	TBA	<5%	TBA
Intermediate - Grade 5	TBA	<5%	TBA

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> • Classrooms have varying approaches to reading proficiency • All of the primary students who receive LAC support also receive LSW support - this has had positive effects on reading proficiency in the early years in addition to regular classroom programming • Number of staff members who are able to provide targeted reading interventions are limited • All grades one to three students participate in guided reading in the primary years • Students are able to identify reading strategies used before, during, and after reading
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Qualitative Target:

- Provide in-service to broaden the skill sets of teachers and support staff to engage in daily skill building techniques that develop and challenge student reading skills
- Continue LAC and LSW support for the number of primary students receiving reading interventions
- Provide support to staff regarding 'best practices' for guided reading, literature circles, novel studies, and other reading-based programs
- Students in grades one to three show an increase in reading literacy (and skills taught) from participating in guided reading
- Students show an increased use of reading strategies taught before, during, and after reading

Qualitative Actual:

- TBD

School Goal 2: To improve students' proficiency in Mathematics.

Goal Rationale:

Proficiency in Mathematics is a critical life skill. Early intervention and additional learning opportunities provide students with targeted support in areas fundamental to more abstract and rigorous mathematical concepts. The School Planning Council recognizes the importance that numeracy skills play throughout one's life and wishes all students to reach a personal level of independence consistent with their ability.

Objective: 2.1 To improve the Mathematical proficiency of Kindergarten to Grade Seven students with a particular focus on students in grades two and grade five who are 'at-risk' learners.

Strategies/Structures/Resources:

- Continue with strategies, structures, and resources from 2013-2014 School Plan
- Have recommendations provided by the Math Literacy Committee of 'best practices' regarding teaching math and math assessment strategies to support teachers throughout the year during lunch and learns, professional development opportunities, staff collaboration days, and staff meetings
- Provide remedial support for those students who are 'at risk' in the upper intermediate levels

Evidence: (Quantitative)

Key Performance Measure: Report Card Data - For both primary and intermediate students, this will be indicated by the number of students 'meeting expectations' (or higher) as outlined by the report card data.	Baseline 1st Term 2014-2015	Target	Actual 3rd Term 2014-2015
Primary - Grade 2	TBA	<6%	TBA
Intermediate - Grade 5	TBA	<3%	TBA

Evidence: (Qualitative)

Qualitative Baseline:

- Classrooms have varying approaches to math proficiency
- Students use strategies taught to solve multi-step problems with direct instruction
- Students demonstrate an increasing understanding of the language of Math (receptive)

Qualitative Target:

- Provide in-service to broaden the skill sets of teachers and support staff to engage in daily skill building techniques that develop and challenge student math skills
- Students identify and use a variety of strategies to independently solve multi-step problems
- Students are able to communicate and explain their thinking in Math using the language of Math

Qualitative Actual:

- TBD

School Goal 3: To improve students' transition to secondary school.

Goal Rationale:

It has long been recognized that the transition from elementary school to secondary school is one that causes considerable concern, if not anxiety, for many grade seven students. While numerous efforts are made each year to prepare these students for anticipated changes, grade eight students report anecdotally that they still began their first year at secondary school with a certain level of trepidation. This feedback has prompted both elementary and secondary schools to further examine ways in which together, they might ease the transition for students from the familiar and comfortable surroundings of their elementary school to the larger, lesser known secondary school setting.

Objective 3.1 To increase the number of Grade Seven Students reporting that they feel confident/prepared about their transition to secondary school as measured by the locally developed surveys from both the Handsworth FOS (for French Immersion students) and the Carson Graham FOS (for English students).

Strategies/Structures/Resources:

- Continue with strategies, structures, and resources from 2013-2014 School Plan
- Organize additional early transition opportunities for those students deemed 'at risk' by the School Based Resource Team (SBRT) in consultation with the FOS leader(s) and case manager(s)
- Organize more grade seven/eight transition opportunities to provide grade seven students to connect with their respective high school (i.e., Carson Graham or Handsworth) as well as other grade seven students from the respective feeder schools
- Review the current grade 7/8 Transition Surveys for both Carson Graham FOS and Handsworth FOS and create a survey that is worded in such a way that it is easier to track the data

- Have the Social Responsibility and Leadership Committee analyze the Grade Seven/Eight Transition Survey and provide recommendations on how to better support grade seven students during their transition year

Evidence: (Quantitative)

Key Performance Measure: Grade Seven/Eight Transition Survey developed by the FOS – French Immersion Grade Seven students will participate in the Handsworth FOS Survey and English Grade Seven students will participate in the Carson Graham FOS Survey.	Baseline May 2014	Target	Actual Nov 2014 or Dec 2015
Grade 7 English (Carson Graham FOS)	TBD	95%	TBD
Grade 7 French Immersion (Handsworth FOS)	TBD	95%	TBD

Evidence: (Qualitative)

<i>Qualitative Baseline:</i>
<ul style="list-style-type: none"> • Teachers report that there are students who are concerned about the transition to secondary school
<i>Qualitative Target:</i>
<ul style="list-style-type: none"> • Teachers report that fewer students are concerned about the transition to secondary school
<i>Qualitative Actual:</i>
<ul style="list-style-type: none"> • TBA

Connections:

Connections to FOS School Plans and/or District Achievement Plan:

The 2014-2015 École Braemar Elementary School Plan aligns itself directly with the North Vancouver School District Achievement Contract goals of improving students' achievement in reading literacy, *to improve students' literacy in reading proficiency*, and improving students' achievement in numeracy, *to improve students' achievement in mathematics*. Despite the ever increasing pace of change in our world today, acquiring a solid foundation in literacy and numeracy skills, consistent with one's ability, remains fundamental to a positive sense of self and success for all individuals. Goal Three, *to improve students' transition to secondary school*, is common to all schools in both the Carson Graham FOS as well as the Handsworth FOS. Promoting opportunities to establish positive relationships with our local secondary schools is seen as an important step in preparing our students to become members of a larger, more complex, learning community, thereby setting the stage for their success.

Consultation Process of Braemar 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 Braemar Elementary School Plan will be posted on the school web site by October 31, 2014.

School Planning Council Approval of Proposed School Plan:

Date: April 2014

	Name	Signature
Chairperson (Principal)	Sanj Johal	<i>Original Document signed by SPC Members</i>
Alternate Chair (VP)	Kevin Ward	
Teacher	Non participant	
Parent	Sarah Sykes	
Parent	Sally Greenwood	
Parent	Lora Hargreaves	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
May 26, 2014**