

North Vancouver School District
SCHOOL PLAN for 2014-2015

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

School/Community Context:

Learn not for school, but for life
~Seneca

At Brooksbank Elementary we believe that our students' levels of engagement and sense of belonging are correlates and determiners of their academic achievement. School is accepted as a place where in addition to becoming competent thinkers, students should be nurtured to become compassionate and contributing members of their classrooms, community and society. School decisions, plans, activities and calendar setting are approached with learners at the center.

Brooksbank has a growing appetite to understand and accommodate the learning needs of all students through personalization. There is intentionality behind our efforts to promote a sense of belonging for our students. The recent change in the Brooksbank code of conduct reflects a school-wide commitment to encourage awareness of how thoughts, words and actions directly and indirectly impact the sense of belonging felt by others. The resulting sense of self-worth and positivity has become abundantly clear at Brooksbank as evidenced by the warm culture and increased frequency of pro-social interactions.

Brooksbank staff is invested in providing a flexible learning environment that works for all students, and the use of digital media is embraced and encouraged. The ability of students to interact and communicate effectively with the world around them is becoming increasingly important. As they become better acquainted with how to effectively use digital media to enhance and differentiate student learning, staff note that they are experiencing a reorientation of sorts – a shift in focus from teaching to encouraging deeper learning. There is a growing understanding that all students benefit when provided multiple options for engagement.

Brooksbank School values the involvement of parents and community, and recognizes that increased overlap in school and family spheres of influence contributes to student learning and success (Epstein, 2011). As such, we strive to communicate consistently and effectively with families, offer opportunities for parents to learn alongside their children, include parents in decision-making and collaborate extensively with our community and Family of Schools.

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 (2013-2014 school year):

Total number of students: 343 Male: 180 Female: 163

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	41	60	53	50	35	41	33	30

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17.87	0	7.3	.87	5.2

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: 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 and Sutherland Family of Schools
- 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:

- Students, staff and parents note an increase in the frequency of student-initiated projects to enhance a sense of belonging at Brooksbank, within the Sutherland School and globally. Examples this year include:
 - Grade 5 students requesting the opportunity to organize and implement the Terry Fox Run. With minimal adult support requested, this group executed a thoughtful and successful plan
 - Grade 5 / 6 students organized a weekly Dance Club for primary students, resulting in this group performing at school assemblies
 - A recycling / composting program which has broadened due to the determination of a grade 4/5 class
 - The "Compassion Team" solicited the support of administration and teachers to create a video for presentation of the new code of conduct at the Family Appreciation social
 - A group of band members initiated a fund-raiser for a music scholarship in Zambia, for which they have raised several hundred dollars
 - Grade 3 students held bake sales to support education programs in Nepal
- A combined parent, staff and student team did a presentation on Collaboration at the fall 2013 Education and Programs Standing Committee meeting.
- In May 2014, 29 Brooksbank intermediate student members of the 'Do Good' Committee were presented with Civic Youth Awards for their school, community and global contributions.
 - Awareness of valuing diversity
 - Article written for North Shore News for 'Pink Day' on the importance of fostering a sense of belonging
 - Extensive research and fund-raising efforts made for charities of the group's choice
- The new Brooksbank code of conduct, to be launched at the Family Appreciation social in May, is "*Compassion in thoughts, words and actions*", reflecting belief in the importance of educating the heart.

Previous School Plan Goal 2: To increase student engagement through the use of digital technology.

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

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

- Despite challenges with bandwidth and wireless access over the past years, Brooksbank staff has eagerly adopted technology into their planning and teaching, making daily use of 3 carts of i-Pads, and the Apple TV / monitors in each classroom. Students are encouraged to use technology creatively.
- Staff and School Based Resource Team (SBRT) have been working collaboratively to differentiate learning, communication and assessment for students with identified written / verbal expression challenges and have met with considerable success:
 - Students have used various apps to achieve the same learning outcomes as their grade level peers
 - Specific apps have been identified and installed
- Staff notes an improved ability of students to more easily and comfortably express themselves with the facilitation of digital technology.
- The extended school based resource team notes an increase in student engagement in activities involving communication, and have advocated for an increase in the availability of i-Pads for students with expressive challenges.

Opportunities for Further Development:

School planning has become progressively more meaningful at Brooksbank. Goals have been reviewed within a framework that encourages thoughtfulness in all four pillars of educational practice (curriculum, instruction, assessment, social & emotional learning), and at the universal, targeted and intensive levels. Planning for professional development days, collaboration time, collegial conference, lunch and learn sessions, staff meetings and educational leadership has been done concurrently while finalizing the school plan.

The introduction of a third goal for 2014-15, focusing on formative assessment, is in many ways a result and extension of our current focus. There is intentionality in the interconnectedness of the three goals, which all lend themselves to engaging students, fostering an inclusive learning environment and empowering students and teachers to take ownership of their learning.

Moving into 2014-15, in addition to a concentrated focus on the new code of conduct, Brooksbank staff will continue to expand its understanding of inquiry and project-based learning. Delving deeper into formative assessment, the well-established primary guided-reading program that operates on a Response-to-Intervention (RTI) framework will provide background knowledge and experience.

School Goals for 2014-2015:

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

- 1. To promote an increased sense of belongingness both as individuals and as members of our school, community and society**
- 2. To increase student engagement through the use of digital technology**
- 3. To increase intellectual engagement through improved formative assessment.**

School Goal 1:

To promote an increased sense of belongingness both as individuals and as members of our school, community and society

Goal Rationale:

In addition to / in place of clearly established messages about the unacceptable nature of bullying behaviour, students need a positive trajectory. Brooksbank initially engaged in this goal based on the hypothesis that if students were invested in promoting a sense of belonging in the classroom and school community, they would be less inclined to engage in anti-social behaviour (Larson, 2000). The resulting change in culture has far surpassed initial expectations. Over the past three years, there has been an increase in the frequency of students initiating their own leadership and seeking opportunities to enhance the sense of belonging within the community. The third objective within this goal has been added with recognition that increased parental involvement will benefit students, support school improvement, assist teachers, and strengthen families (Epstein, 2011).

Objective 1.1:

To develop a greater awareness and understanding of factors contributing to or adversely affecting an individual's sense of belonging within the school community, Sutherland Family of Schools and society

Strategies/Structures/Resources:

Universal:

- Maintain Positive Behaviour Support (PBS) committee focus on belongingness and compassion
- Promote, teach and model new code of conduct: "Compassion in thought, speech and action"
- During collaboration time, develop lessons that support the new code of conduct, emphasizing respect for cultural diversity, personal values and choices, strengths and abilities
- Review roles / responsibilities of School Based Resource Team (SBRT) with regard to this initiative
- Revisit the articulation process to more seamlessly support the transition of students from elementary to secondary
- Host a Family of Schools September workshop with occupational therapist Marc Landry to improve understanding of brain differences, sensory processing and self-regulation
- Discuss the use of 'bells' to bring students to class / Would the removal of bells increase student self-regulation and enhance a 'family' atmosphere?

Targeted / Intensive:

- Work with Brooksbank PAC to obtain materials to support student sensory needs
- Small group social skills instruction & support to be provided by Family of Schools Leader and Autism Support Worker
- Provide resources to inform about autism (Michelle Garcia Winner books, games and workshops, www.socialthinking.com)

Objective 1.2:

To implement strategies intended to foster a school-wide commitment to promoting a sense of belonging both as individuals and as members of our school, community and society

Strategies/Structures:

Universal:

- Schedule regular multi-age activities and arrange buddy classes
- Continue 'Do Good' student leadership team; 20 will attend 'Me to We' in September
- Support student initiatives and opportunities for leadership ('Do Good', Multicultural Club, Athletics Council, Tech Team,)
- Provide activities that bring varied groups of students together (eg. Ski Program)
- Embrace and support shared / distributed leadership of Brooksbank Staff (eg. Administration teaches to provide release time for collaboration)
- Schedule common intermediate guided reading
- Make greater, more regular use of open areas to facilitate multi-age groupings, and collaborative student projects

Targeted / Intensive:

- Organize regular weekly recess / lunch structured programs (eg. board games, animation)
- Similar to guided reading groups, create Social Thinking groups based on like-mindedness and social ability / deficits
- Provide Peer Counseling training for the inclusion of identified students (counselor and FOS Leader)

Objective 1.3:

To develop and maintain partnership programs to inform and involve families throughout the school year.

Strategies/Structures:

- Work in collaboration with the PAC to organize parent information evenings / workshops (on parenting, attachment, resilience, self-regulation, sensory processing, navigating the school system)
- Continue to schedule celebrations / showcases of learning (eg. Science Fair, Coffee House, Christmas and Spring concerts, Family Appreciation social, Sports Day, Musicals)
- Host a third annual Family Appreciation event
- Communicate with the parent community about our initiatives (on blogs, school website, and at PAC meetings)
- Provide opportunities for parents to access support services of our community partners (eg. displays at Curriculum Evening, links on school website)
- Provide opportunities for attendance and meaningful involvement of parents at events, on field trips and as volunteers within the school
- Through PAC, facilitate the creation of a collaborative team of parents from the targeted and intensive group, to research and share available resources (books, workshops, assessment options)

Evidence: *(Qualitative)*

Qualitative Baseline:

- As Brooksbank School begins 2014-15 school year with a new Code of Conduct, survey students to measure the extent to which:
 - o they are aware of how their thoughts, speech and actions directly and indirectly impact the sense of belonging of others
 - o they have a sense of belonging at school
 - o they feel connected to at least one adult at school
 - o they participate in academic and non-academic activities
- Anecdotal reports from students, staff and parents regarding school tone with specific attention to any sense of change in terms of engagement and supporting the well-being of one another

Qualitative Target:

- An increase in the number of students who agree or strongly agree on the survey
- A perceived increase in the awareness of the factors contributing to a sense of belonging as observed by parents and staff
- A perceived improvement in school tone with special attention to any sense of change in terms of school spirit and supporting the well being of one another

Qualitative Actual:

- Survey data to be collected in September 2014 and March 2015
- Anecdotal data to be collected in April 2014 and March 2015

School Goal 2:

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. Learners become more engaged as the frequency of authentic learning opportunities increases. Recent findings in studies on student engagement highlight students' need for "worthwhile tasks, some autonomy in how to do them, good feedback...opportunities to learn and improve" (Levin, 2010). Growth in our understanding and use of digital technology is a requisite element of this goal.

Objective 2.1:

To increase opportunities for *all* students to personalize learning through the use of digital technology

Strategies/Structures/Resources:

- Promote digital citizenship
- Personalize learning by offering students support in the use of social media and choice in learning opportunities
- Provide opportunities for students to collaborate with peers in their classrooms and school
- Pursue opportunities for collaborative digital projects within our Family of Schools
- Advocate for a robust wireless network / access

Objective 2.2:

To explore options for increasing the availability of digital technology for students with identified executive functioning / expressive needs

Strategies/Structures/Resources:

- Broaden the use of iPad technology in Learning Assistance Center (LAC), Counseling, Guided Reading
- Purchase iPads for each of the Education Assistants (EA) (x6)
- Purchase a pod of 4 Netbooks and / or 3-4 iPads with keyboards and stylus for the use by students with written expression challenges
- Install Prizmo-2 app on EA / LAC iPads

Objective 2.3:

To increase opportunities for students, staff and parents to develop greater understanding and fluency in their use of digital technology & social media

Strategies/Structures:

- Monitor and promote effective use of social media

- Commit school based professional development time to digital technology
- Continue Lunch & Learn sessions in the area of technology
- Continue to schedule classes such that there are opportunities for teachers to plan and teach collaboratively
- Schedule training sessions for parents on use of apps; how and why iPads are useful tools
- Formalize buddy class supports - “kids teaching kids”
- Establish a peer ‘Tech Squad’ for supporting students and staff in their use of technology
- Work collaboratively with the PAC to provide parent workshops about the reasoned use of technology and supporting digital citizenship
- Offer training sessions for parents on use of apps; how and why iPads are useful tools

Evidence: *(Qualitative)*

Qualitative Baseline:

- In September 2014, survey intermediate students to measure the extent to which:
 - o They perceive a personalized learning environment
 - o They feel engaged and interested in their learning
 - o Students use technology to facilitate communication / enhance expression
- Anecdotal reports of staff in April 2014 regarding the level of engagement of students and the extent to which learning is personalized

Qualitative Target:

UNIVERSAL:

- students will demonstrate autonomy and independence as they use technology to complete tasks
- students will use technology to facilitate and enhance expression
- there will be an increase in students’ perception of their levels of engagement and belief that their learning is personalized

TARGETED AND INTENSIVE:

- with support, students will use technology to achieve expressive goals, and will move toward independence

Qualitative Actual:

- Survey to be re-administered in March 2015
- Anecdotal observations of staff to be collected in March 2015

School Goal 3:

To increase intellectual engagement through improved formative assessment practices.

Goal Rationale:

For students to feel interested and successful in school, it is important that their skills and the challenges presented are in balance (Czikszentmihalyi, 1990). With the transformation of the BC Curriculum, Brooksbank staff recognizes the requirement for a paradigm shift that includes the way we approach assessment. Assessment should be an ongoing component of the learning cycle, and must be aligned with the curriculum, evaluation and communication of student learning. As learning becomes increasingly personalized, flexibility in assessment will become imperative and formative assessment central.

Objective 3.1:

To develop a broader and deeper understanding of authentic assessment for learning

Strategies/Structures/Resources:

- Collegial Conference focused on formative assessment
- Increase familiarity with new Handbook for Assessment, Evaluation and Reporting
- Book studies: (eg. Making Classroom Assessment Work, Anne Davies; Leading the Way to Making Classroom Assessment Work, Anne Davies; Living Sensationally: Understanding Your Senses, Winnie Dunn; Seven Strategies of Assessment for Learning, Jan Chappuis)
- Team participation in Design Series 2014 & 2015
- Provide informational sessions for parents around the Four Pillars of Educational Practice (Curriculum, Assessment, Instruction, Social and Emotional Learning)
- Provide training for Educational Assistants (EA) around their roles in supported assessment
- Increase staff and parent knowledge on how brain differences affect learning

Objective 3.2:

To increase opportunities for students to be actively involved in the assessment process

Strategies/Structures:

- Use common grade level rubrics/assessment tools and clear examples for common activities and tasks
- Increase formative assessment as a part of the learning cycle
- Co-construct criteria with students
- Develop a consistent feedback loop that involves student, peer, teacher, parent
- Guide students through regular self and peer-assessment based on shared criteria
- Conduct student-led conferences to support students in taking ownership of their learning
- Implement district math assessments for grades 2-6, and use to inform practice

Evidence: (Qualitative)

Qualitative Baseline:

- In May 2014, using *Formative Assessment Usage: Self-Assessment for Teachers*, set a baseline of current formative practices used in the school
- Administer follow up survey in March, 2015

Qualitative Target:

UNIVERSAL:

- Teachers will make increased use of formative assessment
- An expanded repertoire of formative assessment tools to use across the curriculum
- Students will use formative assessment to increase understanding and engagement
- Students will begin to use the language of assessment to increase achievement on tasks

TARGETED AND INTENSIVE:

- With support, students will begin to use the language of assessment to increase achievement on tasks

Qualitative Actual:

- Teacher self-assessment to be administered in March 2015
- Anecdotal observations of staff to be collected in March 2015

Connections:

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

- The value placed on fostering a sense of belonging for all students dovetails well with the *Value Statement for Aboriginal Education* developed in November 2013. Participation in the pole-raising ceremony at Sutherland further raises awareness of how Aboriginal perspectives and understandings have contributed to the development of our community
- Brooksbank's school plan is aligned with British Columbia's transforming curriculum with aspects of the core competencies (communication, thinking, personal and social identity) woven throughout.
- Through collegial conferencing in 2013-14, Brooksbank has begun rethinking current assessment practices and change that must occur to accommodate flexible learning environments. With the addition of a goal focusing on formative assessment, Brooksbank is situated to move forward aligning curriculum, assessment and evaluation.
- Brooksbank's new code of conduct (*Compassion in thoughts, speech and actions*) aligns with North Vancouver School District's *Statement of Values*. Students, staff and parents are encouraged to interact respectfully, collaboratively, with responsibility and trust.
- Brooksbank's school plan, code of conduct and culture reflect the *North Vancouver School District Vision, Values and Goals*:
 - **Instructional Practice:** assessment and instruction are meaningful, relevant and evolving. Curriculum and assessment are the focus of professional development time, staff collaboration and collegial conferencing. Addition of an assessment goal supports the May 2013 revision of NVSD Policy 209: Student Assessment.
 - **Community Connections:** Brooksbank is closely connected with our community and Family of Schools. 29 students were recognized with Civic Youth Awards in May 2014
 - **Integrated Communities:** Through changes in the articulation process and focus on grade 7/8 transition, students within the Sutherland Family of Schools have been offered more opportunities to participate in shared activities, including a bbq at Sutherland, invitations to drama productions, the first annual elementary volleyball tournament
 - **Communications:** A Brooksbank team of parents, students and staff made a presentation about Collaboration and Belonging to the Education and Programs Standing Committee in fall 2013
 - **Sharing and Celebrating Success:** Students at Brooksbank joined with Sutherland students in the writing of connected articles about the impact of a focus on belonging in addressing bullying at elementary and secondary schools
 - **Program Diversity:** Sutherland Family of Schools is responsive to the needs of students. An example is the new Leadership Course offered at Sutherland, with the instructional support of administration at Sutherland and Brooksbank

Consultation Process of Brooksbank 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 Brooksbank 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 14, 2014

Name	Signature
Chairperson (Principal) Ms Arlene Martin	<i>Original Document signed by SPC Members</i>
Chairperson (Vice Principal) Mr Spencer Kelly	
Parent Ms Roslie Vlaar	
Parent Ms Jacquie Engel	
Parent Ms Pat Link	
Parent Ms Tracey White	

Board Approval of School Plan:

Approved by:

**Dr. Pius Ryan, Assistant Superintendent
June 2, 2014**