

North Vancouver School District SCHOOL PLAN for 2011-2012



Respect ... Responsibility...Safety

School: Carisbrooke Elementary

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

School/Community Context:

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

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

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

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



Demographics

Total number of students: 369 (Sept. 2010) Male: 208 Female: 161

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	44	39	42	39	46	59	53	47
# FTE Teachers & Administrators	% Aboriginal Students		% Special Needs Students		% International Students		% ESL	
19.68	0.5%		7.6%		4.6%		5%	

Progress Analysis: Review of School Goals – 2010/2011

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

Objective 1.1:

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

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
TOPA (%age of Kindergarten students scoring "at risk")	Jan. 2011: 21% <u>NOTE:</u> Jan. 2010: 25%	10% reduction in monitored group	June 2011: <u>NOTE:</u> June 2010: 4%
DIBELS (%age of students, gr. 1-3, scoring Below or Well Below Benchmark for reading skills)	Sept. 2010: 50% (60 students) <u>NOTE:</u> New measure 2010/11	10% reduction in monitored group	Jan/Feb 2011: 33% (40 students)

Report Card data (% of monitored students – September Baseline - not yet meeting/approaching expectations in reading, grades 1-3)	Nov. 2010: 59% (35 students)	10% reduction in monitored group	March 2011: 51% (30 students)
	<u>NOTE:</u> Nov. 2009: 25%		<u>NOTE:</u> June 2010: 19%

Evidence: (Qualitative)

<p>Qualitative Baseline: At risk students reporting on their reading as indicated by a September student self report survey:</p> <ul style="list-style-type: none"> ○ I like to read. (91%) ○ I am a good reader. (72%)
<p>Qualitative Target: A 10% improvement in the number of students reporting a positive change in their reading in the May 2011 survey (same statements).</p>
<p>Qualitative Actual: At risk students reporting on their reading as indicated by a May student self report survey:</p> <ul style="list-style-type: none"> ○ I like to read. (95%) ○ I am a good reader. (85%)

Objective 1.2:

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

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
DIBELS/DAZE (%age of students scoring Below or Well Below Benchmark)	Sept. 2010: 22%	5% reduction in monitored group	Jan/Feb 2011: 2%

Evidence: (Qualitative)

<p>Qualitative Baseline: At risk students reporting on reading comprehension as indicated by a September student self report survey:</p> <ul style="list-style-type: none">○ I like to read. (85%)○ I usually understand what I read. (88%)○ I can explain what I have read to another. (78%)
<p>Qualitative Target: A 5% improvement in the number of students self reporting a positive change in reading comprehension in the May 2011 survey (same statements).</p>
<p>Qualitative Actual: At risk students reporting on reading comprehension as indicated by a May student self report survey:</p> <ul style="list-style-type: none">○ I like to read. (83%)○ I usually understand what I read. (92%)○ I can explain what I have read to another. (67%)

FSA Data (for monitoring Intermediate trends):

FSA/Reading – Grade 4 (%age of students <u>not yet meeting</u> expectations)	FSA 2010: 13%	Jan. 2011: 10%
FSA/Reading – Grade 7 (%age of students <u>not yet meeting</u> expectations)	FSA 2010: 12%	Jan. 2011: 2.5%

Goal 1 Analysis: Supports for students identified as most at risk in the **Primary** grades (K/1 – 3) included the use of Firm Foundations and Launch into Reading Success for Kindergarten students; additional Learning Assistance support; the continued use and review of Reading 44, Writing 44, and Instructional Institute strategies in the classroom to help differentiate instruction; the use of class meetings, TRIBES, “Roots of Empathy”, and “Friends” programs to support social/emotional development; and the targeted allocation of budgetary resources to purchase learning materials and professional resources.

This year’s data shows a decrease, over the school year, of primary students less than fully meeting expectations in reading fluency; however, there continues to be a relatively large cohort of primary students not yet/approaching expectations in reading at their grade level. Note: 33% (i.e., 40 students) of Sept.’s “at risk” cohort continued to score Below or Well Below the Benchmark in the January DIBELS retest; 51% (i.e. 30 students) of students scoring in the “not

yet meeting/approaching” expectations on the November report card, continued to score below expectations on the March report.

Supports for students identified as most at risk in the **Intermediate** grades (4 - 7) included the use of Learning Assistance support; the continued use and review of Reading 44, the Academy of Reading, computer assisted technology (NEO’s), Writing 44, and Instructional Institute strategies in the classroom to help differentiate instruction; the use of class meetings, TRIBES, “Roots of Empathy”, “Minds Up” and “Friends” programs to support social/emotional development; and the targeted allocation of budgetary resources to purchase learning materials and professional resources.

This year’s data shows a decrease of 20% of Intermediate students less than fully meeting expectations in reading comprehension (i.e., 22% in September to 2% in February).

School-wide reading strategies and events include a weekly Buddy program (K-7), Family Literacy Day Celebration, and author visits.



Family Literacy Event



Buddies!



Family Literacy Event

The practice of assessing all students in September (DIBELS/DAZE) will be changed for September 2011 in order to provide more immediate support to those students identified at year end (June 2011 Reports) as not yet meeting/approaching reading expectations. Formal assessment will continue over the course of the school year to monitor the progress of the cohort and assess other students who appear to be struggling.

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

Objective 2.1:

To improve the writing skills of **Primary** students, grades 1 to 3, identified as “at risk” in the September writing assessments, as evidenced by a 5% reduction of the target group in April.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
September School-wide Write (% of students not yet meeting/approaching expectations, grades 1-3)	Sept. 2010: 45%	5% reduction in target group	June 2011:
Report Card data (% of monitored students not yet			

meeting/approaching expectations, grades 1-3)	Nov. 2010: 52% (28 students)		Mar. '11: 37% (20 students)
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Evidence: *(Qualitative)*

<p>Qualitative Baseline: At risk students reporting on writing skills as indicated by a September student self report survey:</p> <ul style="list-style-type: none"> ○ I like to write. (80%) ○ I am a good writer. (63%)
<p>Qualitative Target: A 5% improvement in the number of students self reporting a positive change in writing skills in the April 2011 survey (same statements).</p>
<p>Qualitative Actual: At risk students reporting on writing skills as indicated by a May student self report survey:</p> <ul style="list-style-type: none"> ○ I like to write. (74%) ○ I am a good writer. (70%)

Objective 2.2:

To improve the writing skills of **Intermediate** students, grades 4 to 7, identified at risk in the September writing assessments, as evidenced by a 5% reduction of the target group in April.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
September School-wide Write (% of students not yet meeting/approaching expectations, grades 4-7)	Sept. 2010: 11% (23 students)	3% reduction in target group	June 2011:

Evidence: (Qualitative)

Qualitative Baseline:

At risk students reporting on writing skills as indicated by a September student self report survey:

- I generate ideas in a variety of ways. **(79%)**
- I organize my ideas based on my purpose for writing. **(58%)**
- I use a variety of sentence lengths and patterns. **(58%)**
- I write so my thoughts flow smoothly and are easy to read. **(37%)**
- I carefully choose the most effective words to express my ideas. **(47%)**
- I choose the tone and point of view that suit my writing purpose. **(68%)**
- I use my personal style to make my writing unique. **(58%)**
- I re-read, reflect, revise, and edit. **(63%)**

(taken from *Writing 44: The 8 Writing Skills*)

Qualitative Target:

A 5% improvement in the number of students self reporting a positive change in writing skills in the April 2011 survey (same statements).

Qualitative Actual:

At risk students reporting on writing skills as indicated by a May student self report survey:

- I generate ideas in a variety of ways. **(81%)**
- I organize my ideas based on my purpose for writing. **(48%)**
- I use a variety of sentence lengths and patterns. **(78%)**
- I write so my thoughts flow smoothly and are easy to read. **(44%)**
- I carefully choose the most effective words to express my ideas. **(41%)**
- I choose the tone and point of view that suit my writing purpose. **(70%)**
- I use my personal style to make my writing unique. **(63%)**
- I re-read, reflect, revise, and edit. **(44%)**

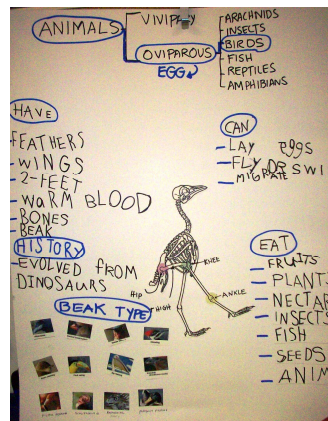
FSA Data (for monitoring Intermediate trends):

FSA/Writing – Grade 4 (%age of students <u>not yet meeting</u> expectations)	FSA 2010: 17%	Jan. 2011: 0%
FSA/Writing – Grade 7 (%age of students <u>not yet meeting</u> expectations)	FSA 2010: 24%	Jan. 2011: 5%

Goal 2 Analysis: Supports for students identified as most at risk in the **Primary** grades (K/1 – 3) included the use of Firm Foundations for Kindergarten students; additional Learning Assistance support; the continued use of Writing 44 and Instructional Institute strategies in the classroom to

help differentiate instruction; the targeted allocation of budgetary resources to purchase learning materials and professional resources.

This year's data shows a decrease, over the school year, of primary students less than fully meeting expectations in writing skills; however, there continues to be a relatively large cohort of primary students not yet/approaching expectations in writing at grade level. (Note: 52% (28 students) of Sept.'s "at risk" cohort scored in the "not yet meeting/approaching" expectations in writing on the November report card, 37% (20 students) in this group continued to score below expectations on the March report card.)



Grade 1 Research Project

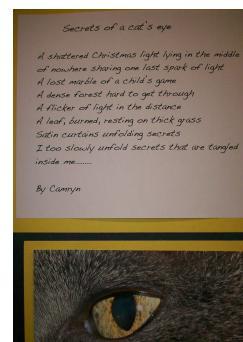
Supports for students identified as most at risk in the **Intermediate** grades (4 - 7) included the use of Learning Assistance support; the continued use of Writing 44 strategies, computer assisted technology (NEO's), and Instructional Institute strategies in the classroom to help differentiate instruction; and the targeted allocation of budgetary resources to purchase learning materials and professional resources.

School-wide and classroom writing "events" continue to provide all students with a purpose for writing and publishing. This year's writing events included:

- o January 2011, School-wide Writing Contest: Journey of a Lucky Penny – 39 Primary student entries (39/167 Primary students, 23%)
- o January 25/2011, Family Literacy Day & Evening Event with guest author, Diane Swanson.
- o Feb. 10/11, Family Treasures' Night at the Museum, grades 1,2,3 students present written research projects based on family artifacts.



Family Treasures



Writing/Digital Photography

The practice of assessing all students in September (School-wide Write assessment) will be changed for September 2011. Carisbrooke staff has agreed that a June school-wide write assessment plus data from the June Reporting period would better identify those students at risk for writing skills the following September. Students identified in June would receive more immediate support in the following September. (September writing assessments posed problematic for staff as agreement could not be reached as to which level of Performance Standards would be most useful at the beginning of the year.) Formal assessment will continue over the course of the school year to monitor the progress of the cohort and assess other students who appear to be struggling.

Opportunities for Further Development:

Although the data shows that our targets were met and that an overall improvement in achievement of students at risk/not yet meeting/approaching expectations in Reading and Writing was achieved, the SPC and Carisbrooke staff agree that improvements can continue to be made in the identification and tracking of these students. Continuing to work on these two goals focuses our dialogue, our professional practices, the allocation of our resources, and professional development choices. Most importantly, we believe with this focus we continue to strive to better meet the needs of all of the students of the Carisbrooke community.

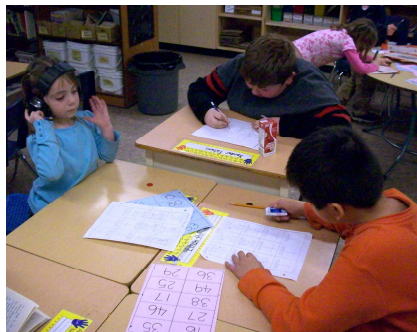
Other areas for potential concern and improvement; specifically, numeracy, social responsibility and safe schools, are continually monitored by staff and council. In all of these areas, Carisbrooke students continue to either excel or report favourable experiences. Three years ago, Carisbrooke staff embraced the PBS (Positive Behavior Support) model. School-wide behaviour expectations are continuously monitored; socially responsible behaviours are regularly and proactively taught and reinforced.



February is Heart Month



Student Leadership



Numeracy Counts!



Positive Behaviour Support

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Carisbrooke School Plan for 2011-2012 are:

1. To improve the reading skills of students, grades K to 7, identified as most at risk of underachievement; and
2. To improve the writing skills of students, grades 1 to 7, identified as most at risk of underachievement.

School Goal 1:

To improve the reading skills of students, grades K to 7, identified as most at risk of underachievement

Goal Rationale:

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

Objective 1.1:

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

Strategies/Structures:

- Continue screening with TOPA at Kindergarten;
- Continue Kindergarten intervention programs (Firm Foundations, Launch into Reading Success);
- Identify students in grades 1, 2, 3, from June's report card, who are not yet meeting or approaching expectations for reading fluency;
- Use Diagnostic assessments (TOPA, DIBELS, Dolch Basic Word List) throughout the year to monitor progress of at risk cohort;
- Group students accordingly for LAC, LSW, and classroom intervention and monitor progress;
- Determine and support effective intervention strategies through direct support, resource allocation, professional development, and LAC stewardship.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
TOPA (%age of Kindergarten students scoring "at risk")	Jan. 2011: 21%	10% reduction in	

	Jan. 2012:	monitored group	June 2012:
Report Card data 1. September baseline: %age of students not yet meeting or approaching expectations in reading 2. %age of students, in identified group, not meeting or approaching expectations in reading	Mar: 2011: 51% June 2011: Nov. 2011:	10% reduction in monitored group	June 2012: March 2012:
DIBELS (%age of students in identified group scoring Below/Well Below Benchmark)	Jan/Feb. 2011: 33% Sept. 2011:	10% reduction in monitored group	Jan/Feb 2012:

Evidence: *(Qualitative)*

<p>Qualitative Baseline: At risk students reporting on their reading as indicated by a September student self report survey:</p> <ul style="list-style-type: none"> ○ I like to read. ○ I am a good reader.
<p>Qualitative Target: A 10% improvement in the number of students reporting a positive change in their reading in the April/May 2012 survey (same statements).</p>
<p>Qualitative Actual:</p>

Objective 1.2:

To improve the reading comprehension of those Intermediate students in grades 4 to 7 identified at risk in the June 2011 reporting period, as evidenced by a 5% reduction of the target group in

June 2012. (For example, if 100 students are tested and 20 identified as being at risk, then a 5% reduction in that number would indicate that 1 student is no longer considered at risk.)

Strategies/Structures:

- ***Use the Reading Performance Standards, classroom assessment tools, and the June 2011 reporting period results to identify students at risk for reading comprehension in the fall 2012;
- Continue to use diagnostic assessments (DIBELS, DAZE, RAD) to monitor the progress of Intermediate students at risk for reading comprehension; retest in Spring to determine progress;
- Group students accordingly for LAC and classroom intervention; monitor progress;
- Encourage classroom use of RAD to determine reading needs of Intermediate students;
- Determine and support effective intervention strategies through direct support, resource allocation, professional development, and LAC stewardship;
- Train parent volunteers to assist classroom teachers in supporting reading instruction (similar to the role of parent volunteers in the Primary classes).

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
<p>***Third term (June) classroom data:</p> <p>1. September baseline: %age of students not yet meeting or approaching expectations in reading</p> <p>2. %age of students, in identified group, not meeting or approaching expectations in reading</p>	<p>June 2011:</p> <p>Nov. 2011:</p>	<p>5% reduction in monitored group</p>	<p>June 2012:</p> <p>March 2012:</p>
<p>DIBELS/DAZE (%age of identified students scoring Below/Well Below Benchmark)</p>	<p>Jan.Feb. 2011: 2%</p> <p>Sept. 2011:</p>	<p>5% reduction in monitored group</p>	<p>Jan/Feb 2012:</p>

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - At risk students reporting on reading comprehension as indicated by a September 2011 student self report survey: <ul style="list-style-type: none"> o I like to read. o I usually understand what I read. o I can explain what I have read to another.
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<p>Qualitative Target:</p> <ul style="list-style-type: none"> - A 5% improvement in the number of students self reporting a positive change in reading comprehension in the April 2012 survey (same statements).
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

FSA Data (for monitoring Intermediate trends):

FSA/Reading – Grade 4 (%age of students <u>not yet meeting</u> expectations)	FSA 2010: 13%	Jan. 2011: 10%	Jan. 2012:
FSA/Reading – Grade 7 (%age of students <u>not yet meeting</u> expectations)	FSA 2010: 12%	Jan. 2011: 2.5%	Jan. 2012:

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

Goal Rationale:

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

Objective 2.1:

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

Strategies/Structures:

- Use the writing performance standards (school-wide write) in June 2011 to identify Primary students not yet meeting expectations in writing; reassess yearly to monitor progress
- Group students accordingly for LAC and classroom intervention; monitor progress
- Continue implementation of *Writing 44* strategies
- Determine and support effective intervention strategies through direct support, resource allocation, professional development, and LAC stewardship.
- Plan and implement classroom and school-wide opportunities for students to write for a purpose

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
June School-wide Write (% of students not yet meeting/approaching expectations, grades 1-3)	Sept. 2010: 45%	5% reduction in target group	June 2012:
Report Card data (% of identified students not yet meeting/approaching expectations, grades 1-3)	June 2011:		June 2012:
	Mar. 2011: 37%		
	Nov. 2011:		March. 2012:

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - At risk students reporting on writing skills as indicated by a September 2011 student self report survey: <ul style="list-style-type: none"> o I like to write. o I am a good writer.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - A 5% improvement in the number of students self reporting a positive change in writing skills in the April/May 2012 survey (same statements).

Qualitative Actual:

- Click here to type qualitative ACTUAL comments

Objective 2.2:

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

Strategies/Structures:

- Use the writing performance standards (school-wide write) in June 2011 to identify Intermediate students not yet meeting expectations in writing; retest in June 2012 to determine progress
- Group students accordingly for LAC and classroom intervention; monitor progress
- Determine and support effective intervention strategies and resources through direct support, resource allocation, professional development, and LAC stewardship.
- Encourage teaching and implementation of *Writing 44* strategies throughout the curriculum
- Plan and implement school-wide opportunities for students to write for a purpose
- Encourage classroom use of technology and multi-media resources to motivate and encourage the writing process.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
June School-wide Write (% of students not yet meeting/approaching expectations, grades 4-7)	Sept. 2010: 11% June 2011:	3% reduction in target group	June 2012

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- At risk students reporting on writing skills as indicated by a September 2011 student self report survey:<ul style="list-style-type: none">o I generate ideas in a variety of ways.o I organize my ideas based on my purpose for writing.o I use a variety of sentence lengths and patterns.o I write so my thoughts flow smoothly and are easy to read.o I carefully choose the most effective words to express my ideas.o I choose the tone and point of view that suit my writing purpose.o I use my personal style to make my writing unique.o I re-read, reflect, revise, and edit. <p style="text-align: center;">(taken from <i>Writing 44: The 8 Writing Skills</i>)</p>
<p>Qualitative Target:</p> <ul style="list-style-type: none">- A 5% improvement in the number of students self reporting a positive change in writing skills in the April/May 2012 survey (same statements).
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

FSA Data (for monitoring Intermediate trends):

FSA/Writing – Grade 4 (%age of students <u>not yet meeting</u> expectations)	FSA 2010: 17%	Jan. 2011: 0%	Jan. 2012:
FSA/Writing – Grade 7 (%age of students <u>not yet meeting</u> expectations)	FSA 2010: 24%	Jan. 2011: 5%	Jan. 2012:

Connections:

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

In addition to meeting throughout the year as a leadership team, the School Planning Council participated in the Carson/Balmoral Family of Schools Joint School Planning Council Meeting at Norgate Elementary on February 9, 2011. This event focussed on sharing and collaboration

among SPC members, administrators and District representatives. The focus for the meeting was primarily on analysis and data measurement.

For staff members, May's Curriculum Implementation day will provide an opportunity to collaborate with colleagues from the Carson/Balmoral Family of Schools in furthering understanding and implementation of "Differentiated Learning for the 21st Century".

This School Plan, 2011-2012, is strongly connected to District goals, supports and structures; for e.g.

- Curriculum supports: Firm Foundations/Launch into Reading Success, Reading 44/Writing 44
- Recommended assessment practices: RAD, DIBELS, School-wide Writes
- Professional Development opportunities

Consultation Process of Carisbrooke Elementary School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Capilano Elementary School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: May 4, 2011

Name	Signature
Chairperson (Principal) A. MacPhail	<i>Original Document signed by SPC Members</i>
Admin Alternate (VP) T. MacLeod	
Parent K. Cattell	
Parent L. Leteta	
Parent D. Maser	
Parent Alternate L. Cayuela	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 12, 2011**