

North Vancouver School District SCHOOL PLAN for 2013-2014

School: L'Ecole Braemar Elementary

Address: 3600 Mahon Avenue
North Vancouver, BC V7N 3T6
Phone: 604-903-3270

School/Community Context:

L' Ecole 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 (K to grade 7), Early French Immersion (K to grade 7) and Late French Immersion (Grades 6 and 7). The approximately 500 students who attend L'Ecole 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, publishes a monthly newsletter 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 (2012-2013 school year):

Total number of students: 494 Male: 231 Female: 263

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	29	21	30	32	32	39	28	38
Fr. Imm.	22	23	29	35	22	24	48	42

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
25.28	7	27	7	30

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 (T.O.P.A.)

Trend Data Table:

Key Performance Measure: Test of Phonological Awareness			
	Baseline	Target	Actual
2011-12	7/44 (16%)	0/44	2/44 (4.5%)
2012-13	6/51 (12%)	0/51	Pending (May 2013)
2013-14	n/a	n/a	n/a

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

- Growing number of families express interest in how to support literacy development for their child at home
- Classroom teachers 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
- students whose birthdays are later in the year are often not 'as ready' to complete the tasks asks of them (ie maturational lag) can affect data outcomes from year to 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 iPads as instructional tool both at school and home

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 DIBELS (Standardized version of Dynamic Indicators of Basic Early Literacy Skills) for grades 4-6 English , RAD (Reading Assessment Device) for grade English 7, Trousse d'évaluation en lecture GB+ Beauchemin for grades 4-7 Early French Immersion)

Trend Data Table:

Key Performance Measure: DIBELS (DAZE Gr. 4-6) RAD (Gr. 7), Trousse d'évaluation en lecture GB+ Beauchemin (Gr 4-7 Early French Immersion)	Baseline Sept. 2012		Target	Actual May 2013
	Eng.	French		
Grade 4 (at risk) 2012-2013	4/32 (12.5%)	2/22 (9%)	<3%	Results pending
Grade 5 (at risk) 2012-2013	11/38 (28.9%)	3/24 (13.6%)	<3%	
Grade 6 (at risk) 2012-2013	4/28 (14.2%)	2/20 (10%)	<3%	
Grade 7 (at risk) 2012-2013	0/ 38 (0%)	0/24 (0%)	<3%	

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

First year of data collection. Trend data not available at this time

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 identified in Reading 44 and Writing 44 on a consistent basis for grades 1-7.
- Explore and access applications which motivate struggling readers while developing their reading skill and independence

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

Objective 2.1 To identify students in grades 3, 6 &7 who are at risk for numeracy and to improve their proficiency as measured by the BC Performance Standards for mathematics.

Trend Data Table

Key Performance Measure: BC Performance Standards-Numeracy (English and Early French Immersion Program only; exclusive of Late French Immersion Program)	Baseline	Target	Actual
	1 st Term 2012-13		3 rd Term
Grade 3 (at risk) 2012-13	6/68 (8.8%)	<3%	Results pending
Grade 6 (at risk) 2012-2013	4/48 (8.3%)	<3%	
Grade 7 (at risk) 2012-2013	2/62 (3.2%)	<3%	

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

First year of data collection. No trend data available at this time.
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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
- Create 'math homework club' with senior students volunteering their time to assist younger students
- Revive school leadership math committee
- Engage students in their own learning through the demonstration of meta cognition strategies (ie. Talking oneself through their thinking process)

Previous School Plan Goal 3: To increase the level of grade 7 student engagement and connection to secondary school

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

Trend Data for 2012-13

Key Performance Measure:	Baseline	Target	Actual
	Sept. 2012		Jan-Feb. 2013
Locally developed student survey (Question # 1 d & e post transition)	15/37	60%	Inconclusive evidence due to lack of return from grade 8

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

No trend data available at this time.

Opportunities for Further Development:

- Create a grade 7 page on Carson Graham Secondary School website
- Explore with family of schools when and where elementary sites might benefit from secondary school student leaders
- Explore opportunities for joint use of Carson Graham Secondary School facilities
- Consider regular mail out of Carson Graham Secondary School newsletters to the grade 7 parent community
- Plan a September welcome back barbecue where grade new grade 8's can reconnect with their former grade 11 buddies

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Braemar Elementary School Plan for 2013-14 are:

- 1. To improve the reading proficiency of students who are identified as 'at risk' learners in the area of reading comprehension**
- 2. To Improve students' achievement in Mathematics**
- 3. To increase the level of grade 7 student engagement and connection to secondary school**

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

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. Because the school community values the success of all students it wants to ensure that 'learners at risk' are provided with every opportunity to succeed by enabling them to question and think critically about what they are reading.

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 (T.O.P.A.)

Strategies/Structures/Resources:

- Continue to communicate to families the importance of reading at home with kindergarten students; provide them with booklet of 'at home activities' that can be used to strengthen phonological skills
- While remaining open to cultural context, encourage families to support regular school attendance; establish school wide guidelines for tracking attendance more than once per term and alerting parents as needed
- Incorporate daily classroom activities focussed on the development of phonological skills
- Provide small group intervention two to three times per week for those students scoring less than 25%ile on the February assessment; reassess in May
- Use integrated (multi disciplinary) approach to instruction when appropriate

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Number of K students scoring greater than the 25%ile on the Test of Phonological Achievement (T.O.P.A.)	Feb. 2014	May 2014 All	May 2014

Evidence: (Qualitative)

Qualitative Baseline: Students demonstrate difficulty identifying initial sounds that are either the same or different. Students are unable to identify simple rhyming word pairs containing of only three phonemes each Students tend to shy away from literacy based activities
Qualitative Target: When presented with two words orally students are able to identify initial sounds that are the same/different Students are able to correctly identify rhyming pairs of words Students produce and play with sound patterns
Qualitative Actual: Data not currently available

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 DIBELS (Standardized version of Dynamic Indicators of Basic

Early Literacy skills) for grades 4-6 English, RAD (Reading Assessment Device) for grade 7 English, Trousse d'évaluation en lecture GB+Beauchemin for grades 4-7 Early French Immersion)

Strategies/Structures/Resources:

- Provide Grade Guided Reading in both French and English streams
- Direct instruction of the reading strategies and the Reading/Writing Connection strategies identified in Reading 44 and Writing 44
- Engage students in their own learning through oral discussion of the strategies used before, during and after reading.
- Use peer support for Guided Reading at the Primary and Intermediate level via the Primary and Intermediate teams
- Provide families with information on how they can help their child at home with reading.

Evidence: (*Quantitative*)

Key Performance Measure: DIBELS (DAZE Gr. 4-6) RAD (Gr. 7), Trousse d'évaluation en lecture GB+ Beauchemin (Gr 4-7 Early French Immersion)	Baseline Sept. 2013		Target	Actual April 2014
	Eng.	French		
Grade 4 (at risk) 2013-2014	Data Pending		<3%	
Grade 5 (at risk) 2013-2014			<3%	
Grade 6 (at risk) 2013-2014			<3%	
Grade 7 (at risk) 2013-2014			<3%	

Evidence: (*Qualitative*)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Students use ideas and examples from the text to support answers to questions - Students make comparisons and connections between stories when prompted - Students use context clues such as pictures to assist with comprehension
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Students make inferences and can explain their thinking (meta cognition) - Students consistently and independently make comparisons and connections between stories - Students rely less on pictures and more on written text to derive meaning from the print materials

Qualitative Actual:

- Data not currently available

**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 commiserate with their ability.

Objective: 2.1

To identify students in grades 3, 6 &7 who are at risk for numeracy and to improve their proficiency as measured by the BC Performance Standards for mathematics

Strategies/Structures/Resources:

- Ensure that new teachers have access to important math resources such as Math 44, useful websites, textbooks and math manipulatives
- Use math literature to help students connect math concepts to real-life math
- Use math manipulatives to reinforce basic concepts involving the visual/spatial
- Engage students in their own learning through the demonstration of meta cognition strategies (ie.talking oneself through their thinking process)
- Use iPads and appropriate applications as a tool to teach/reinforce concepts

Evidence: (Quantitative)

Trend Data Table

Key Performance Measure: BC Performance Standards- Numeracy (English and Early French Immersion Program only; exclusive of Late French Immersion Program)	Baseline 1st Term 2013-14	Target	Actual 3rd Term 2013-14
Grade 3 (at risk) 2013-14	Data Pending	<3%	
Grade 6 (at risk) 2013-2014		<3%	
Grade 7 (at risk) 2013-2014		<3%	

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Students use strategies taught to solve multi-step problems with direct instruction- Students have an increasing understanding of the language of Math (receptive)
<p>Qualitative Target:</p> <ul style="list-style-type: none">- 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.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Data not currently available

School Goal #3

To increase the level of grade 7 student engagement and connection 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 7 students. While numerous efforts are made each year to prepare these students for anticipated changes, grade 8 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 students reporting that they feel confident (positive) about their transition to secondary school as measured by locally developed questionnaire

Strategies/Structures/Resources:

- Organize intake meetings with secondary school counsellor
- Organize peer visits from secondary school ex. student leadership presentations, band presentations, student coaching initiatives etc.)
- Work with secondary schools to introduce/expand 7-11 program
- Organize grade 7 visits to secondary schools
- introduce quasi grade 8 classroom expectations' in grade 7 classrooms toward year end

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Locally developed student survey (Question #1d&e post transition)	Sept. 2013	60%	March-April 2014

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - numerous students report that they are concerned about the amount of homework they will receive in grade 8 - students express concern over use of lockers - students express concern about getting lost in larger setting and understanding a more complex timetable
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - to lessen/eliminate the number of students feeling intimidated by the organization and size of secondary school and better understand the academic expectations teachers may hold for them.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Data not available at this time

Connections:

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

The 2013 -14 L'Ecole Braemar Elementary School plan aligns itself directly with District #44 Achievement Contract goals of improving students' achievement in literacy and improving students' achievement in numeracy. Despite the ever increasing pace of change in our world today, acquiring a solid foundation in literacy and numeracy skills, commiserate with one's ability,

Remains fundamental to a positive sense of self and success for all students. Goal #3, that of facilitating student transition from grade 7 to grad 8, is common to all schools in the Carson Graham family of schools. Promoting opportunities to establish positive relationship with our local secondary schools is seen as an important step in preparing our students to become member sofa 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 School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: April, 2013

Name	Signature
Chairperson (Principal) H. McTaggart	<i>Original Document signed by SPC Members</i>
Teacher Non participant	
Parent Bahar Ziraknejad	
Parent Sally Greenwood	
Parent Lora Hargreaves	
Student (Gr 10, 11, 12 schools only) N/A	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent