North Vancouver School District
SCHOOL PLAN for 2015-2016

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 (McKinsey, 2010). There is a growing understanding that all students benefit when provided multiple options for engagement, and the shared belief at Brooksbank is that engagement is the gateway to achievement (Bearisto, 2015).

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.

Moving forward, we are excited about the opportunities for further growth at Brooksbank and within our Family of Schools as the Ministry Accountability Framework evolves and the BC Ed Plan becomes more widely familiar.

More information can be found on our website www.brooksbank.ca and in our classroom blogs.

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Demographics (*2015-2016 school year*)**:**

Total number of students: 405

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	49	57	42	64	54	55	37	47

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
20.02	**0.5%**	**4.9%**	**1.5%**	**4%**

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1:

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

- 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 and society

- 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

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

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:
  - Group of intermediate students presenting a proposal for the organization and implementation of a Student Talent Show, and then working for the duration of the year with staff sponsorship to complete the project
  - Students in grade 6 created a monthly school newspaper with compassion as a focus, and maintained production for the full duration of the year with minimal adult involvement.
  - Grade 6 student nominated for Canadian Living Free the Children Award for her work in the school, community and society at raising awareness and funds for various concerns impacting children

- A combined parent and staff team coordinated a professional development day workshop on self-regulation.

- School 'Do Good' team continues to promote belongingness in a variety of events, activities and campaigns to raise awareness, including 'Lights out Lunches', 'Fill Someone's Basket', Kindergarten welcome and more.

- The new Brooksbank code of conduct was launched with school start up in September - *"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 personalize learning through the use of digital technology
- To explore options for increasing the availability of digital technology for students with identified executive functioning / expressive needs
- To increase opportunities for students, staff and parents to develop greater understanding and fluency in their use of digital technology and social media

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

- With some improvement in availability of wireless at Brooksbank, classes continue to increase the use of technology in daily operations, with an increasing number of students opting to demonstrate their learning through electronic presentations

- iPads have been provided to each EA, counsellor, Learning Assistance and ELL to support differentiation of learning options, communication and assessment for students with identified written / verbal expression challenges
  - 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 that the co-teaching model adopted in 2012 and facilitated through release time provided by administration has been very successful in promoting collaborative inquiry, learning and growth of staff in their use of technology

- Some school based professional development time has been devoted to digital technology, but with the late start to the school year, and various adjustments made as a result, this area has received less than intended attention.

Previous School Plan Goal 3:

To increase intellectual engagement through improved formative assessment practices.

- To develop a broader and deeper understanding of authentic assessment for learning
- To increase opportunities for students to be actively involved in the assessment process

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

- This goal in particular has been a driver toward transitioning staff meetings from informational to developmental – staff members have begun to initiate professional development, networking and mini-workshop opportunities at staff and team meetings
- With direct teacher involvement in both CR4YR and the Design Series, there has been ongoing professional dialogue about authentic assessment, RTI and attention to the UDL framework
- Primary staff has initiated a review and reconceptualising of Guided Reading to focus intervention on literacy for at-risk students in primary

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 assessment.**

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 four 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:

– Promote, teach and model new code of conduct: "Compassion in thought, speech and action"
– Initiate opportunities to share collaboration time with Sutherland and the FOS, to explore ways to emphasize respect for cultural diversity, personal values and choices, strengths and abilities
– Reconceptualization of the role of LST to a more collaborative model with SBRT and library as a Literacy Hub for co-teaching
– Expand the articulation process to more seamlessly support the transition of students from elementary to secondary by bringing together throughout the year to review student progress
– Discuss the use of 'bells' to bring students to class / Would the removal of bells increase student self-regulation and enhance a 'family' atmosphere? (as an interim measure, a new PA system with ability to program for a 'soft' bell tone has been ordered – this is scheduled to be installed during summer 2015)

Targeted / Intensive:

– Continue to work with Brooksbank PAC to obtain materials to support student sensory needs
– As per the new accountability framework, plan through a UDL framework with attention to meeting the needs of Aboriginal students and children in care
– 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:

- Foster connections between Sutherland and younger students through purposeful events / activities
- 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)
- Make greater, more regular use of open areas to facilitate multi-age groupings, and collaborative student projects

Targeted / Intensive:

- Increase both academic achievement and connectedness within the community through a 6,7,8 math transitions block bringing elementary students from the FOS into the high school on a two-week rotation
- Collaborative co-teaching model for bi-weekly math instruction (grade 6,7,8) within the FOS
- Begin the articulation / transition process for students with identifications in the fall
- Organize regular weekly recess / lunch structured programs (eg. board games, animation)

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
- Host a fourth annual Family Appreciation event (in lieu of Volunteer Tea)
- Communicate with the parent community about our initiatives (on blogs, school website, annual report 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)

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, school, FOS and through guided experiences in social media
- Pursue opportunities for collaborative digital projects within our Family of Schools

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

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
- Formalize buddy class supports - "kids teaching kids"
- Sustain peer 'Tech Squad' for supporting students and staff in their use of technology

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. <u>Making Classroom Assessment Work</u>, Anne Davies; <u>Leading the Way to Making Classroom Assessment Work</u>, Anne Davies; <u>Living Sensationally: Understanding Your Senses</u>, Winnie Dunn; <u>Seven Strategies of Assessment for Learning</u>, Jan Chappuis)
- Team participation in Design Series 2015-2016
- Provide ongoing communication to 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

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 drumming ceremony and celebration of the contributions of Coast Salish art and story telling through the Sutherland FOS Sky Art project 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 ongoing collegial conferencing begun in 2013-14, Brooksbank is rethinking current assessment practices and adapting to accommodate flexible learning environments. With a goal focusing on assessment, Brooksbank is situated to continuing moving 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*:

    o **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.

    o **Community Connections:** Brooksbank is closely connected with our community and Family of Schools. 29 students were recognized with Civic Youth Awards in May 2014

    o **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, Sky Art celebration, invitations to drama productions, the now annual elementary volleyball tournament, and the pilot of a Math 6,7,8 Transition Course scheduled to start fall 2015

    o **Communications**: Brooksbank continues to have representation both locally and outside our district, with teaching staff involved in Moving Forward, CR4YR and Design Series

    o **Sharing and Celebrating Success**: Brooksbank students were asked once again to write articles about the impact of a focus on belonging in addressing bullying at elementary schools

    o **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, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2015.

	Name	Signature
Chairperson (Principal)	Ms Arlene Martin	
Chairperson (Vice Principal)	Mr Spencer Kelly	
Teacher	Mr Paul Clarke	*Original Document Signed by SPC Members*
Teacher	Ms Laura Kristensen	
Parent	Ms Pat Link	
Parent	Ms Chandra Junck	

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015