

North Vancouver School District

Braemar School Plan 2007/2011

Plan Submission Deadline: April 30, 2007

FEATURES of Braemar School:

Address: 3600 Mahon Avenue, North Vancouver, B.C. V7N 3T6

Phone: 604-903-3270

Principal: Phil Marshall

Total number of students: 481: Male - 230 Female - 251

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	21	39	23	45	29	29	36	39
Fr. Im.	22	24	23	21	20	20	52	39

Percentage of Aboriginal Students: 0%

Percentage of Special Education Students: 5.80%

Percentage of ESL Students: 6.06%

Number of Teachers and Administrators: 25.17 (total FTE)

OUR MISSION

To enable our students to achieve their fullest potential as lifelong learners. The students, staff and parents work in partnership to provide a respectful, nurturing environment that promotes individual and social responsibility, academic success, aesthetic development and physical well-being.

SCHOOL GOALS

Based upon the priorities of the North Vancouver School District as identified in the District Performance Plan and the review of student achievement using Provincial, District and school classroom performance data, the goals set out in this school's plan for 2007/2011 are:

- To improve Reading and Writing proficiency in students
- To improve success rates in Mathematics K-7
- To provide a Safe, Caring and Healthy school environment



School Plan Goal 1: To improve Reading and Writing proficiency in students

Analysis/Rationale:

The staff and parents of students have reviewed data from the annual FSA results and Satisfaction Survey and have identified a need to continue to focus on increasing Reading and Writing skills in Grades K to 7

Data sources used in conducting the analysis:

- FSA (Gr. 4 & 7) May 2001 - May 2006 for Reading and Writing
- Satisfaction Survey (Gr. 4 & 7) of Students, Staff and Parents
- TOPA (Test of Phonological Awareness for Kindergarten)
- March Reporting Period Performance Standards for Reading
- Annual March/April School-Wide Write Data

Objective: 1.1 (Reading)

To improve the performance of "at risk" students identified on the TOPA

Strategies:

- Administer the TOPA to all K students in January and identify those below the 25th percentile
- Use interventions in Kindergarten as outlined in Firm Foundations
- Provide additional support through LAC and facilitate home support
- Retest those identified again in June of the same year

Key Performance Measures:

Baseline:

Annual January results of the TOPA assessment of students who achieved above the 25th percentile

Target:

To increase the number of students who achieve above the 25th percentile on the TOPA re-test in June

Actual:

January 2004 - 86%	June 2004 - 98%
January 2005 - 84%	June 2005 - 100%
January 2006 - 97%	June 2006 - 100%
January 2007 - 84%	June 2007 - ___%
January 2008 - ___%	June 2008 - ___%
January 2009 - ___%	June 2009 - ___%
January 2010 - ___%	June 2010 - ___%



Objective: 1.2 (Reading)

To improve students' overall performance in the area of Reading as measured by the Reading Performance Standards for grades 1 to 7

Strategies:

- Ensure regular instruction of the reading strategies and the Reading/Writing Connection strategies identified in Reading 44 on an ongoing basis for grades 1 to 7
- To provide LAC intervention for identified individuals each year
- To utilize peer support for Guided Reading at the Primary and Intermediate level via the Primary and Intermediate teams
- Principal to publish newsletter home support tips for Reading and Writing
- Celebrate Reading/Writing school-wide through an annual "Literacy Day"

Key Performance Measures:

Baseline:

Percentage of students Not Yet Meeting Expectations in the Reading Performance Standards as reflected by the March report cards

Grade	1	2	3	4	5	6	7	School
Mar.06	5%	9%	2%	12%	17%	9%	5%	7.4%

Target:

To demonstrate a decrease in the percentage of students Not Yet Met Expectations in the Reading Performance Standards as reflected by the March report cards over a five-year period

Actual:

Grade	1	2	3	4	5	6	7	School
Mar. 07	0%	11%	2%	12%	4%	6%	9%	7.3%
Mar. 08								
Mar. 09								
Mar. 10								

Baseline:

Percentage of students Exceeding Expectations in the Reading Performance Standards as reflected by the March report cards

Grade	1	2	3	4	5	6	7	School
Mar.06	16%	24%	18%	8%	12%	21%	29%	16.9%



Target:

To demonstrate improvement in the percentage of students Exceeding Expectations in the Reading Performance Standards as reflected by the March report cards over a five-year period

Actual:

Grade	1	2	3	4	5	6	7	School
Mar. 07	24%	17%	34%	6%	15%	25%	35%	21.4%
Mar. 08								
Mar. 09								
Mar. 10								

FSA Reading Data for Cohort Comparison

Year	Gr.4 School	Gr.4 District	Year	Gr.7 School	Gr.7 District
2001	92%	86%	2004	98%	89%
2002	89%	88%	2005	92%	83%
2003	90%	85%	2006	84%	80%
2004	96%	89%	2007		
2005	87%	84%	2008		
2006	89%	86%	2009		
2007			2010		
2008					
2009					
2010					

Objective: 1.3 (Writing)

To improve proficiency in form and convention writing for students in the Primary grades and to improve proficiency in essay and report writing for Intermediate students

Strategies:

- Assess all students with the Performance Standards scale by conducting a school-wide write in March/April. The results will be discussed by the Reading/Writing Committee thereby guiding future instruction
- Utilize the Braemar primary scope and sequence of technical writing skills for primary students
- Utilize the Braemar scope and sequence of technical essay and report writing skills for intermediate students



- LAC and resource support for identified students for a defined period of time
- Continue use of co-writer software to support SLD students
- Promote use of Performance Based Standards by sharing strategies at Primary and Intermediate team meetings.

Key Performance Measures:

Baseline:

School-Wide Write Assessment - percentage of students Not Yet Meeting Expectations: based on Writing Performance Standards

Grade	1	2	3	4	5	6	7	School
Nov. 2004	0%	9%	12%	24%	17%	10%	11%	10.4%

Target:

To improve to a level of less than 10% of students who are Not Yet Meeting Expectations in writing. (Level 1/2 ESL and designated LD students exempted)

Grade	1	2	3	4	5	6	7	School
Feb. 2005	3%	9%	15%	20%	5%	7%	3%	7.6%
May 2005	4%	9%	4%	11%	7%	4%	0%	4.2%
Nov. 2005	7%	12%	9%	12%	4%	6%	11%	7.6%
Feb. 2006	5%	11%	0%	0%	1%	5%	3%	4.3%
May 2006	5%	6%	0%	10%	6%	2%	2%	3.9%
Mar. 2007								
Mar. 2008								
Mar. 2009								
Mar. 2010								



School Plan Goal 2: To improve success rates in Mathematics K-7

Analysis/Rationale:

Following an analysis of the data in the testing instruments listed below, the school community decided to coordinate our efforts with those of the district and focus instructional practices on improving the numeracy skills of all students K to 7

Data sources used in conducting the analysis:

- Early Numeracy testing in Kindergarten
- FSA (Gr. 4 & 7) May 2001 - May 2005 for Numeracy
- NV Grade 6 Mathematics Assessment
- Braemar 2005 Teacher and Parent Surveys
- Satisfaction Survey
- March Reporting Period Performance Standards for Math

Objective: 2.1

To increase the percentage of kindergarten students who meet the expectations for numeracy readiness by the end of Kindergarten

Strategies:

- Assess all Kindergarten students, using the North Vancouver Numeracy Assessment Package, in late January or early February
- Provide each Kindergarten teacher with "*Mathematics Intervention Handbook: Kindergarten/Grade 1*"
- Provide intervention through aide-time, additional support through LAC and/or facilitate home support to "at risk" students and re-assess them in June to determine readiness for September

Key Performance Measures:

Baseline:

Annual results of the February NV Kindergarten Early Numeracy Assessment of students who achieved above the score of 16

Target:

To increase the number of students who achieve above the established benchmark for "at risk" students on the NV Numeracy re-test in June (at risk is defined as a score of 16/20 or below in January and 18/20 or below in June)



Actual:

January 2006 - 14%	June 2006 - 6%
January 2007 - 30%	June 2007 - _%
January 2008 - ___%	June 2008 - _%
January 2009 - ___%	June 2009 - _%
January 2010 - ___%	June 2010 - _%

Objective: 2.2

To improve students' overall performance in the area of Math as measured by Performance Standards for grades 1 to 7

Strategies:

- Continue to implement Mathematics 44 strategies from Gr. 1 - 7
- Track Grade 4 & 7 F.S.A. Numeracy annually in "Meets and Exceeds Expectations" categories and consider the item-level analysis
- Track Math Achievement of Grade 6 students in June using North Vancouver School District Grade 6 Math Assessment
- Increase the instructional implementation of School and District supported Math resources (see Structures section)
- Improve ways to communicate math strategies with parents (alternate years - family math night with buddy math week)

Key Performance Measures:

Baseline:

Percentage of students Not Yet Met Expectations in the Math Performance Standards as reflected by report cards

Grade	1	2	3	4	5	6	7	School
Mar.06	0%	3%	0%	4%	9%	5%	13%	5.2%

Target:

To demonstrate a decrease in the percentage of students Not Yet Met Expectations in the Math Performance Standards as reflected by the March report cards over a five-year period

Actual:

Grade	1	2	3	4	5	6	7	School
Mar. 07	0%	0%	2%	0%	4%	9%	8%	3.5%
Mar. 08								
Mar. 09								
Mar. 10								



Baseline:

Percentage of students Exceeding Expectations in the Math Performance Standards as reflected by report cards

Grade	1	2	3	4	5	6	7	School
Mar.06	11%	7%	19%	17%	9%	24%	31%	15.9%

Target:

To demonstrate improvement in the percentage of students Exceeding Expectations in the Math Performance Standards as reflected by the March report cards over a five-year period

Actual:

Grade	1	2	3	4	5	6	7	School
Mar. 07	14%	0%	20%	20%	4%	19%	28%	13.3%
Mar. 08								
Mar. 09								
Mar. 10								

Baseline:

The percentage of correct responses of Braemar students in the NV Grade 6 Mathematics Assessment in comparison to District students

	Overall	Number	Shape & Space	Patterns	Probability & Stats.
Braemar June 05	64%	68%	61%	57%	73%
District June 05	63%	64%	61%	59%	71%

Target:

To demonstrate improvement in the percentage of correct responses of Braemar students in comparison to District students in the NV Mathematics Assessment Grade 6 over a five-year period

Actual:	Overall	Number	Shape & Space	Patterns	Probability / Stats.
Braemar June 06	69%	data	breakdown	not	available
District June 06	70%	"	"	"	"
Braemar June 07					
District June 07					
Braemar June 08					
District June 08					
Braemar June 09					
District June 09					



Braemar June 10					
District June 10					
Braemar June 11					
District June 11					

Baseline:

Percentage of Grade 4 students Meeting or Exceeding Expectations in the Math Performance Standards as reported by the annual FSA.

Target:

To demonstrate improvement in the percentage of Grade 7 students Meeting or Exceeding Expectations in the Math Performance Standards as reflected by the annual FSA. The target measure would be the positive difference between the Grade 4 percentage and, three years later, the Grade 7 percentage.

Actual:

FSA Math Data for Cohort Comparison

Year	Gr.4 School	Gr.4 District	Year	Gr.7 School	Gr.7 District
2001	96%	89%	2004	97%	92%
2002	89%	89%	2005	94%	91%
2003	100%	91%	2006	96%	91%
2004	92%	93%	2007		
2005	90%	91%	2008		
2006	96%	91%	2009		
2007			2010		
2008					
2009					
2010					



School Plan Goal 3: To provide a Safe, Caring and Healthy school environment

Analysis/Rationale:

As part of the District's Safe and Caring Program, Braemar School sets an annual focus based on the results of the Safe and Caring Schools audit. This is combined with the school wide utilization of the Social Responsibility Performance Standards creating a desired outcome of a safe, caring and healthy school

Data sources used in conducting the analysis:

- Safe and Caring Schools Audit (bi-annual)
- Safe and Caring Social Responsibility Student Surveys (bi-annual)
- Social Responsibility Performance Standards self-assessment and teacher assessment

Objective: 3.1

To improve students' skills in the areas of social interaction and social responsibility regarding student leadership, caring and respectful behaviour, communication and healthy living

Strategies:

- continued classroom implementation and exploration of ways to use the Social Responsibility Performance Standards - see Technical Notes p. 17
- continued participation in the Network of Performance-Based Schools
(Network schools use teacher developed and validated classroom based performance standards in reading, writing, numeracy, and social responsibility.)
- in the area of Student Leadership and Empowerment through:
 - the continued development and growth of a Student Council (year 3)
 - continuing the Peer Counselling Program with new Grade 6 Peer Counsellors (Nov-Dec) training to commence in early 2007 (year 3)
 - the continued development of a Grade 7 Service Program (year 3)
 - the development and implementation of a school-wide "Buddy Class" or "Extended Buddy Class" (a few classes) program
 - continuing to utilize grade 5/6 students for paper and juice-container school wide recycling
 - continuing student-led morning announcements
 - maintaining a student Spring Garden Club
 - involving student leadership in a May-June student talent show
 - student assemblies and student fundraising



- in order to create a Safe and Caring environment, the Braemar staff values student behaviour that is respectful, courteous and kind resulting in a positive school climate through;
 - the continuation of a Social Responsibility Bulletin Board
 - maintaining a consistent "Class Meeting" format
 - regular classroom review of assembly behaviour
 - environmental clean-up of the school-grounds by 2 classes per week,
 - a first-week school Bienvenue - Getting to Know You assembly
 - continued implementation of the "Virtues Project" or "Calling all Students" via morning PA announcements
 - continued utilization of rainy day activities
 - the development and implementation of a program supporting an orphanage in India catering to street kids supporting "Ashraya" with educational materials and to initiate student communication

- in the area of Communication with students;
 - to continue with student led morning PA announcements
 - "active listening" taught and practiced by staff and students (i.e. looking at the speaker, stopping to listen to PA announcements)
 - utilizing a common Social Responsibility vocabulary and language - Performance Standard common language and WITS (walk away, ignore, tell someone, seek help)
 - problem solving to settle disputes (using "I" messages, role playing, class meetings, and active listening/paraphrasing skills)- Cool Solutions

- in the area of Communication with parents;
 - to effectively communicate the goals and strategies of the School Plan via newsletters, email, school web-site and BPAC

- in the area of an Active and Healthy School Environment by:
 1. School Environment
 - the improvement of Braemar's PAC lunch program towards healthier food alternatives and reducing unhealthy food i.e. sugar/fatty foods eliminating any food that contains trans fats. I.e. apple chips, banana chips, granola bars, fruit leather, baked chips, trail mix, popcorn.
 - being conscious of classroom candy "rewards" and seek alternatives (sugar free or stickers?)
 - maintain the 9:00am morning start with fitness on Tuesdays and Fridays, combined with healthy fitness and nutrition tips on the PA
 - increased playground painted lines for recess/lunch activities



2. Scheduled PE
 - o raising teacher awareness of various "healthy food choices" program options and movement education at staff meetings by teacher sharing/ActionBC Committee tips
 - o promotion of classes in outdoor activities and field trips (PE IRP p. 8)
3. Classroom Action
 - o do "Bounce at the Bell" jumps at 12:02 daily throughout the year
4. Family and Community
 - o Participate in the "Eat Well, Play Well Olympics" in Jan. / Feb.
 - o the continuation in programs such as the Injury Prevention Program, Bicycle Safety, St. John's Ambulance First Aid, and RCMP Program
 - o staff-student activities (volleyball, basketball, softball games)
5. Extra-Curricular
 - o continuing a 6 week Kilometre club in the fall and adding a 3-4 week session in the spring with parent assistance
6. School Sprit
 - o continue the "Action Star of the Month" bulletin board in the front foyer including all students K-7
 - o participate in school-wide "Move for Health" day activity in May on the World Health Org. day
 - o opening week dance on Friday, September 8th

Key Performance Measures:

Baseline:

Performance Standards Assessment - Teacher assessment in May 2002: 80% of grade 1 to 7 students Fully Meet or Exceed Expectations in Social Responsibility

Target:

To demonstrate improvement of 2% per year for 4 years to a target of 88% of students who Fully Meet or Exceed Expectations in Social Responsibility

Actual:

Percentage of students Fully Meeting or Exceeding Expectations in the Social Responsibility Performance Standards

June '03	81%	June '04	73%	June '05	79%	June '06	79%
June '07		June '08		June '09		June '10	



Objective: 3.2

Continued focus on the Braemar Code of Conduct (Care and Respect of Self, Others, Learning and the Environment)

Strategies:

- to create and maintain a School Code of Conduct and Social Responsibility Consistency by:
 - holding an assembly per term that focus on the Code of Conduct
 - providing an annual opportunity for families to engage in Code of Conduct homework
 - posting the Braemar Code of Conduct (and updated Code of Conduct "Expectations" sheet) in all classrooms
 - communicating the Braemar Code of Conduct information in newsletters and on the school web-site
 - continuing to utilize a primary and intermediate "Think Sheet" to engage students in the 5 Ws of their actions and how it impacts the victim, class, school or environment
 - enhancing the profile and authority of our aides. (Introducing aides at beginning year assembly & monthly principal meetings)
 - continuing to reinforce our Code of Conduct so that it is not just a "school" Code but a "family" Code

Key Performance Measures:

Baseline:

Results of the Safe and Caring District Audit for the percentage of participants who believe the school fully meets or exceeds expectations in the aspect "Code of Conduct": Sept.2002 - 59%

Target:

To achieve 100% who believe the school fully meets or exceeds expectations on the September, 2004 assessment in the aspect "Code of Conduct"

Actual:

Sept '03	95%	Sept '04	97%	Sept '05	89%	April '07	98%
April '09		April '11		April '13		April '15	



Structure

Activities that align school resources, time, personnel and organization planning to support the goals, objectives and implementation of strategies:

- September sign-up for members for the Reading/Writing, Math and Social Responsibility committees. All staff members are encouraged to be on one, or more, School Plan committees
- Promote and involve staff with the Instructional Improvement (Barrie Bennett and the District's 5 year plan) strategies for use in Reading, Writing and Math activities. Examples, encourage staff attendance at workshops, create Pro D activities with I.I. strategies, tactics, skills, organizers and concepts; use I.I. methods in staff meetings
- Professional development days and staff meetings used to support all goals
- Ed Leadership days used to support the planning, activities, student evaluation, in-service and staff support work of the school plan committees

The Reading/Writing Goal

- Ensure that the library resources are meeting the needs of the male population who struggle with reading (high interest low vocabulary books) and similar resources for late French Immersion students (age appropriate interest levelled books with French low vocabulary)

The Mathematics Goal




- Provide leadership, direction and support with respect to the implementation of Math 44 and Math Makes Sense and the use of manipulatives and other resources through the Math Leadership Team
- Implement the yearly plan of topics in "*Math 44: Teaching for Proficiency*" a resource document for teachers
- Encourage teachers to attend workshops in Mathematics and Kindergarten teachers to attend meetings and workshops on numeracy and intervention
- Provide support and promote the use of Numeracy Performance Standards
- Provide Braemar teachers with a Pro D session in the use of the Numeracy Performance Standards
- Supply teachers with additional resources to supplement classroom practice

The Safe, Caring and Healthy School Goal

- The blending of the Social Responsibility and the Safe and Caring committees as the annual S&C assessment is to be moved from September to January. This will permit the committee to guide the results of the annual audit to an action/implementation plan within the School Plan
The continuation of Braemar Opening Week focus on building a sense of community to continue, for example, pancake breakfast/community dance and buddy activity







Progress Analysis- Yearplan of Data Collection and Implementation - page 1
To Improve Reading and Writing Proficiency in students
To Improve Success Rates in Mathematics K-7

BRAEMAR SCHOOL - YEAR PLAN OF DATA COLLECTION & IMPLEMENTATION 2007-2008							Page 1		
SCHOOL GOAL	2007			2008					
	Sept.	Oct.	Nov. / Dec.	Jan.	Feb.	Apr.	May	June	ONGOING
Goal 1: To Improve Reading and Writing Proficiency in students 	- create the Reading / Writing Committee to review & actualize year-plan of activities. - Principal to inform parents in assisting their children with reading - pamphlet & FFF - LAT screening for students below expectations in reading with LAC intervention - some Gates testing - continue use of Co-Writer software to support LD students	- Obtain funding for Overnight Reading Program from PAC or other source	- staff to review Gr. 4/7 FSA R/Wr. results to determine instructional needs	- celebrate Reading on Literacy Day during Literacy week	Data: - TOPA test - obtain & report results; use intervention program in Firm Foundations with LAC and home support	Data: Reading - percentage of students Meeting or Exceeding using Performance Standards reflected by report cards Data: School Wide Write - percentage of students Meeting or Exceeding using Performance Stand.	Data: - Reading and Writing FSA - students in Grades 4 & 7 write	Data: - TOPA retest obtain and report results	Reading 44, Writing 44 and promoting use R/Wr. Performance Standards by sharing strategies at team & staff meetings - utilize peer support for Guided Reading - continue Overnight Reading Program - teachers to use a variety of instructional methods & project formats for reading from Instructional Improvement Plan strategies, tactics, skills, organizers and concepts for Reading and Writing - results of School-Wide Write discussed - by Reading / Writing committee to guide future instruction - utilize Braemar scope and sequence of technical writing and report writing skills
	Goal 2: To Improve Success Rates in Mathematics K-7 	- create the Math Committee to review & actualize year-plan of activities. - LAC and resource support for identified students for defined periods of time - provide Kindergarten teachers with "Math Intervention Handbook: Kindergarten/Grade 1"	- devise ways to communicate math strategies to parents (math night or arcade or quick scale home)	- examination of Gr. 4/7 FSA Numeracy results (item level analysis)		Data: K Numeracy Assessment and intervention of some students	Data: Math - percentage of students Meeting or Exceeding using Performance Standards reflected by report cards	Data: - Math FSA - students in Grades 4 & 7 write Data: - NVSD Gr. 6 Math Assessment	Data: - K Numeracy retest obtain & report results



Progress Analysis- Yearplan of Data Collection and Implementation - page 2 To Provide a Safe, Caring and Healthy School Environment

BRAEMAR SCHOOL - YEAR PLAN OF DATA COLLECTION & IMPLEMENTATION 2007-2008								Page 2	
SCHOOL GOAL	2007	2008							ONGOING
	Sept.	Oct.	Nov.	Jan.	Feb.	Apr.	May	June	
Goal 3: To Provide a Safe, Caring & Healthy School Learning Environment   	- create the Social Resp. Committee to review & actualize year-plan of activities	- review of consistent "Class Meeting" format at staff meet.	- Gr. 6 St. John First Aid training	- Code Assembly	Data: - grade 4 & 7 students & parents & staff complete School Satisfaction Survey	- Code Assembly	- bicycle safety and injury prevention programs	Data: - measure % of students who Fully Meet or Exceed Expectations in Social Responsibility	Stud. Leadership / Empowerment: - student-led announcements - Buddy Class program - Student Council - Gr. 7 Service Prog. - Peer Counselling Program
	- Code Assembly	- RCMP programs		- Utilize class meeting discussions and assemblies to reinforce the Code and the Social Responsibility Performance Stand.	- family homework posters				- utilize a team of Gr. 5/6s for paper and juice container school-wide recycling - involve student leadership in talent shows, assemblies & fundraising
	- display & teach the Code and develop classroom rules & discussions that relate to the Code						Safe/Caring Audit Data: - record results of bi-annual audit's percentage of participants who ranked the school as Fully Meets or Exceeds in the aspect of Code of Conduct -odd years		Caring / Respectful Behaviour: - Social Resp Bulletin Board - consistent class meeting format - regular review & improvement of assembly behaviour - annual family homework/posters - environmental cleanup-2 classes weekly - use of Cool Solutions - use of rainy day activities
	- ensure that the Code and Code consequences are clearly communicated to students/parents through posting Code in classrooms, web, classrm discussion, newsletters, parent hand-books, student planners, and assemblies						Social Resp Audit Data: - record results of bi-annual Social Responsibility student survey - even years		Communications with Students: - active listening taught and practiced by staff & students - use of Social Resp Performance Standards using common vocab. - use of Problem Solving Cool S.
	- continue Buddy Classes for involvement in positive community-building activities (older + younger)							- ActionBC Move 4 Health Day	Communications with Parents: - PA - Virtues / Calling All Students
	- continuing ActionBC prog Bounce-at-the Bell @ noon					- ActionBC -Eat Well Play Well Olympics			Communications with Parents: - effectively communicate the goals and strategies of the School Plan via newsletters, email, web-site and BPAC
	- Kilometer Club 4-6 wks	- Kilometer Club					- Kilometer Club	- Kilometer Club	
	- continuing a Gr. 7 Service Program			- student / staff Basketball game			- student / staff Volleyball game		
	- healthier lunch program						- Garden Club		Active & Healthy School Environment: - healthier food alternatives - reduce candy / unhealthly food rewards - Tues / Fri 9:00 fitness session and nutrition tips on PA - promotion of outdoor pursuits - action star bulletin board in foyer
	- environmental cleanup 2 divisions per week								- support aides and enhance their profile
- first week "Getting to Know You" assembly and opening week dance								- utilize Think Sheets for recording & tracking Code of Conduct infractions	
Crisis Management: - fire drills # 1 & #2	Crisis Management: - student release drill - fire drill # 3					Crisis Management: - fire drill # 4	Crisis Management: - earthquake drill - fire drill #5	Crisis Management: - fire drill #6	- utilize Second Step K-7, B Cool & Roots - examine Tribes (Gibbs)



Technical Notes

- in 2005-06 the Braemar SPC added a Math Goal and reduced the two goals of Reading and Writing to one Reading/Writing goals.
- in 2007, the Safe and Caring audit became a bi-annual audit and the Social Responsibility student survey for Grades 4-7 was introduced in the spring of 2006 to be done bi-annually in the even years.
- continued classroom implementation and use of strategies utilizing the Social Responsibility Performance Standards (from p. 10):
 - Read a scenario and match card
 - Give a card and act out
 - Ask what do you think this means?
 - Have kids put the card in plain kid language
 - Poster board - matching game or puzzle
 - Stick a colour on your back that they don't know-people treat them in the colour description - Students guess what level of the performance standard they are
 - Rate people in the newspaper - i.e. heroes or criminals
 - Use fairy tale book to rate characters with the performance standards
 - Class meetings - take one of the topics and chart examples
 - Students submit anonymous scenarios to discuss at a class meeting afterwards
 - Role play the performance standards different areas - i.e. contributing
 - Focus on one or the four areas each time
 - Evaluate class meeting problems by using performance standards
 - Colour system - use colour to relate - i.e. that is a blue level
 - Valuing and respecting - setting goals for yourself of where you are within the performance standards and where you would like to be in one or x months
 - Think sheets have Grade 1-3, 4-5 and 6-8 levelled performance standards on back for students to circle where they broke the School Code and circle where they'd like to be
 - Meant to allow the children to become better at self-assessing their behaviour



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.
- Where there is a population of Aboriginal students of 5 or more, the school has included the school goal and objectives specific both to the needs of the students and to the involvement of the Aboriginal community. Where there are Aboriginal students enrolled in the school but fewer than 5, the school has considered a plan to meet the educational needs of these students.
- A summary of the approved Braemar School Plan will be posted on the school web site by October 31, 2007.

Proposed School Plan

School Planning Council Approval:

Date: April 30, 2007

	Name	Signature
Chairperson (Principal)	Phil Marshall	Original Document signed by all SPC Members listed
Teacher	position vacant	
Parent	Rick Danyluk	
Parent	Allan Chen	
Parent	Carole Scott	

Board Approval

Approved by:

**Bryn Roberts, Assistant Superintendent
June 5, 2007**



District Performance Plan Feedback:

[Click here to enter SPC comments on District Performance Plan \(if any\)](#)

