

North Vancouver School District SCHOOL PLAN 2009-2010

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

Principal: Mrs. Joan Martins

School/Community Context:

Brooksbank Elementary School's catchment area includes children from both the City of North Vancouver and the District of North Vancouver. Working with the City of North Vancouver the school is able to provide a crossing guard for the children that need to cross Keith Road. Brooksbank Elementary School's unique design has 3 separate wings or instructional pod areas. One of the wings continues to function as an open area teaching space. A second wing has regular classrooms and contains space for Top Drawer Daycare. Another community partner is the Sunshine Preschool, an ELF (Early Learning Foundation) preschool, who has a history of operating on our school grounds. Brooksbank Elementary is the home school for the School District's Elementary High Performance Program (HPP). This unique district program has students from grades 5, 6, and 7 participating in the regular ministry curriculum during the morning, leaving students free to pursue specialty interests (hockey, dance, swimming, etc.) in the afternoon.

In addition to a regular classroom program, staff, parents, and members of our community sponsor several programs and opportunities for the students such as: Student Peer Mediators, Student Council, Spelling Club, Choir, and Band for senior students. Brooksbank Elementary provides opportunities for the students to participate in team and individual sport activities such as cross country, basketball, volleyball, and track and field. In the Spring, all students participate in the Kilometre club. Brooksbank Elementary School has an active PAC. They sponsor various fund raising activities such as Scholastic Book Fair, Read-a-Thon, Monthly Healthy Lunch, Back-to-School Meet and Greet and a welcome to Brooksbank Coffee Morning on the first day of school.

A monthly newsletter is sent home on the third Thursday of the month. This newsletter is also posted on the school maintained website. Calendar information and updates can also be found on the website. The website can be accessed at www.brooksbank.ca.

Demographics:

Total number of students: 293 Male: 154 Female: 139

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		42	27	34	38	30	44	34	45

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
16.24	.68	6.48	3.07	3.75



Progress Analysis:

Review of School Goals – Previous Year

1. To improve reading performance in students

- Analysis of Objective 1.1: To identify students at risk for reading readiness in Kindergarten

Objective achieved- school to continue to identify those at risk, provide small group remedial instruction and resources for home study

- Analysis of Objective 1.2: To increase the reading proficiency of students in grades 1-7

Objective achieved- as measured by the 2007 Grade 4 and 7 FSA results –will continue to use Readwell for Grade 1; continue with Guided Reading for primary and intermediate

2. To improve the success rates of students in Mathematics

- Analysis of Objective 2.1: To improve student understanding, K-7, in the Mathematical strands of Number and Shape and Space

Objective too broad- narrow the focus for next year- new text resources for Kindergarten, Grades 1, 2, 4, 5, and 7 have been implemented this year, Grade 3 and 6 will be added in September 2009- data showed that the number of primary students Not Yet Meeting or Approaching on their report card decreased from 34 to 21

- Analysis of Objective 2.2: To identify and support students at risk or not meeting expectations at all grade levels

Objective achieved- at risk students worked with a SEA or LAT and resources provided for home study - Academy of Math began in the LAC; we have been allotted 9 seats by the School District – school to continue to identify those at risk and provide remediation

3. To improve writing performance in grade 1-7

- Analysis of Objective 3.1: To improve students' understanding and application of the pre-writing process

Objective achieved- Writing Performance Standards were used to track student progress- current practice teacher reference materials were purchased- students who were meeting expectations in writing on their final report had decreased from 42 to 28

- Analysis of Objective 3.2: To improve students' understanding and application of the eight strands of rich writing

Objective too broad- Primary students who were meeting expectations in writing on their final report has decreased from 42 to 28

4. To provide a safe and caring school environment

- Analysis of Objective 4.1: To continue the implementation of the School's Code of Conduct (Aspect of Code of Conduct)

Objective achieved- PBS committee meets monthly and will continue next year –will continue to send home the Code of Conduct for students and parents to sign - Code of Conduct Referral Form is in place and documents behaviour which is recorded in BCeSIS-STAR cards continued; will be replaced with 'Sparkles' next year- staff attended the PBS conference Making Connections, followed up with training from the Area Council from the Richmond School District and adopted a new "Traffic Light Program"- Code of Conduct Matrix was rewritten

- Analysis of Objective 4.2: To develop and review Crisis Management plans (Aspect of Crisis Management)

Objective does not directly increase student learning, so it will not be continued next year- crisis management plans have been written -request made for speaker system to be installed in the hallways

- Analysis of Objective 4.3: To identify preventative and proactive programs to develop socially responsible student behaviours (Aspect of Violence Prevention)



Objective achieved-Key Performance Measures in Self Esteem and Social Responsibility have all increased beyond the 2010 targets

- Analysis of Objective 4.4: To increase student feelings of engagement and belonging at school

Objective achieved- Key Performance Measures in Safety and Social Responsibility have all increased beyond the 2010 targets- peer mediators for the playground added a new dimension to increase students' feelings of engagement; new mediators have been trained for next year-Student Council and opportunities for grade 6 and 7 students to volunteer will continue next year

Opportunities for Further Development:

Active and attentive listening and taking responsibility for completing assignments are areas that the staff have indicated for further growth and development.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Brooksbank Elementary School Plan for 2009/2010 are:

1. **To improve student achievement in the area of non-fiction literacy**
2. **To improve student achievement in mathematical computation**
3. **To improve student awareness of social responsibility**

School Goal 1:

To improve student achievement in the area of non-fiction literacy

Goal Rationale:

Staff has noted that there is an imbalance in the amount of time spent teaching fiction and non-fiction literacy. "Over 90% of the classroom books fall into the fiction category. Considering about 80% of the reading we do outside of school is nonfiction, it wasn't hard to recognize a disconnect." Stephanie Harvey. It was noted on the 2008 Grade 4 FSA test, in the content area of Analyzing and Interpreting Text, the incorrect responses for the 20 questions ranged from 8% to 85%

Objective 1.1:

To improve grades 4 and 5 students' achievement in questioning and making inferences with nonfiction text

Strategies/Structures:

- Resource each teacher with a copy of Adrienne Gear's Nonfiction Reading Power
- Use nonfiction text during Reading Process/Guided Reading lessons
- Teach instructional activities for Reading Strategies # 6, 7, 11 Reading 44 Intermediate
- Teach: Question/Answer relationships: page 85 Reading 44 Intermediate
- Teach: The Power to Question and Infer: Chapter 4 Nonfiction Reading Power
- Use graphic organizers such as OWI (Observe/wonder/Infer); Text Questions and Inferences; My Questions/My Inferences from Nonfiction Reading Power
- Resource the library with nonfiction materials for 'Topic Tubs' and 'Anchor Books'



Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percentage of Grade 3 and 4 students who are fully Meeting or Exceeding on Questioning and Inferences pre-test in April 2009	25%	80%	

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- Intermediate teachers will gather anecdotal information through use of Grades 4 and 5 Reading And Viewing Performance Standards in October 2009
Qualitative Target: <ul style="list-style-type: none">- Teachers will gather anecdotal information through use of Grades 4 and 5 Reading and Viewing Performance Standards in April 2010 and use as a discussion tool to evaluate the effectiveness of strategies
Qualitative Actual:

Objective 1.2:

To improve grade 3 students' ability to sequence ideas with nonfiction text

Strategies/Structures:

- Teach 'Fact Finder Strategy' Reading 44 Intermediate page 72
- Use nonfiction read-a-louds to teach sequence of events
- Teach sequencing in Science to show the life cycle of a flowering plant; the steps in constructing a building or structure; show the cycle of day and night
- Teach sequencing in Social Studies to organize information in chronological order; identify how changes can occur in communities over time
- Teach writing instructions and/or directions
- Use pre-made sequencing activities to reinforce skills in small groups

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade 2 students scoring 80% or above on sequencing Pre-test in April 2009	31%	80%	

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- Primary teachers will gather anecdotal information through use of Grade 3 Performance Standards for Writing to Communicate Ideas and Reading for Information in October 2009
Qualitative Target: <ul style="list-style-type: none">- Teachers will gather anecdotal information through use of Grade 3 Performance Standards for Writing to Communicate Ideas and Reading for Information in April 2010 and use as a discussion tool to evaluate the effectiveness of strategies
Qualitative Actual: <ul style="list-style-type: none">-

School Goal 2: To improve students' achievement in mathematical computation

Goal Rationale:

During Family of Schools' meetings, it was noted that for many students, their weak computational skills interfered with their ability to perform more complex, multi-step algorithms and mathematical patterns.

Objective 2.1:

To improve grade 2 and 3 students' fluency in addition, subtraction and multiplication basic facts

Strategies/Structures:

- Begin math lessons with short mental math warm-ups
- Teach strategies from Math Habits 4, 5, 6, and 10 from [Primary Math 44](#)
- Teach Mental Mathematic Strategies- grade 2 page 121 [Primary Math 44](#)
- Teach Mental Mathematic Strategies-grade 3 page 165 and page 175 [Primary Math 44](#)
- Teach Multiplication strategies-grade 3 page 181 [Primary Math 44](#)
- Use Calendar Math-page 302 [Primary Math 44](#)
- Use additional strategies and teaching ideas available in [Teaching Student-Centered Mathematics Grades K-3](#) John Van de Walle-Chapter 4, page 94 and Chapter 10, page 275
- Provide small group instruction with SEA, for students NYM and Approaching Expectations
- Provide Math Academy, in the LAC, to students at risk
- Include math tips for parents in the school newsletter

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target April 2010	Actual
Number of grade 1 and 2 students Not Yet Meeting or Approaching on 2009, Second term report	15	5	

Evidence: (Qualitative)

<p>Qualitative Baseline: Primary Teachers will gather anecdotal information through use of Grade 2 and 3 Numeracy Performance Standards: Strategies and Approaches, and Accuracy, in October 2009</p>
<p>Qualitative Target: Primary Teachers will gather anecdotal information through use of Grade 2 and 3 Numeracy Performance Standards: Strategies and Approaches, and Accuracy, in April 2010 and use as a discussion tool to evaluate the effectiveness of strategies</p>
<p>Qualitative Actual:</p>

Objective 2.2:

To improve grade 6 and 7 students' numerical patterning and algebraic reasoning

Strategies/Structures:

- Begin math lessons with short mental math warm-ups
- Teach strategies from Math Habits 4, 5, 6, and 10 from Intermediate Math 44
- Teach numerical patterning lessons from Intermediate Math 44 Grade 6 page 181; grade 7 page 264
- Use additional strategies and teaching ideas in Teaching Student-Centered Mathematics Grades 5-8 John Van de Walle – Chapter 2, page 37 and Chapter 9, page 265
- Provide remediation for students who have not mastered their basic facts, LAT/SEA, using Elementary and Middle School Mathematics John Van de Walle, page 137 and 156
- Investigate starting a Friday afternoon Math group, mixing the Grade 6 and 7's into groups and having rotating stations
- Include math tips for parents in the school newsletter

Key Performance Measure:	Baseline	Target April 2010	Actual
Number of grade 5 and 6 students with C- and C on their 2009 second term report card	15	5	
Percentage of incorrect answers in the areas of Patterns and Relations, and Number on District Grade 6 math Assessment, May 2008	47% 40%	35% 35%	

Evidence: (Qualitative)

Qualitative Baseline: Teachers will administer short Math Habits self assessment survey to students in grades 6 and 7 in September 2009
Qualitative Target: Teachers will re-administer Math Habits self assessment survey to students in grades 6 and 7 in April 2010 and evaluate the responses
Qualitative Actual:

School Goal 3:
To improve student awareness of social responsibility

Goal Rationale:

As noted in the 2008 Safe School and Social Responsibility Survey for Elementary Students (SSRS), Brooksbank intermediate students reported a higher than average tendency to act as bystanders to bullying. Staff agrees that students need to become more socially responsible.

Objective 3.1:

To increase grade 6 and 7 students' awareness of their rights and responsibilities within the school community

Strategies/Structures:

- Teach Rights and Responsibilities to students using posters from PBS conference
- Use lessons from Names Will Never Hurt Me: Bully Proofing for Children by Beverly Brookman
- Teach the 8 Social Responsibility lessons provided by the PBS committee
- Provide Peer Mediator training to Grade 6 students by the counsellor
- Provided Safe Teen program for Grade 7 students
- Include social responsibility tips to parents in the school newsletter

Key Performance Measure:	Baseline	Target	Actual
Based on the 2008 SSSRS: When you have seen others being bullied, or picked on, or discriminated against, have you...			
-told the person to stop (never, hardly ever)	26%	10%	
-walked away (never, hardly ever)	42%	20%	
-helped the person being hurt to get away (never, hardly ever)	22%	10%	
-talked to an adult at home (never, hardly ever)	48%	25%	
-reported it to an adult at school (never, hardly ever)	44%	10%	
-did nothing (some of the time, most of the time, always)	35%	10%	
Percentage of students in grade 5 and 6 who scored 7/7 on Rights and Responsibility matching test in April 2009	49%	90%	

Evidence: (Qualitative)

Qualitative Baseline: Teachers lead discussion on being a bystander during bullying incidents, to identify need for improvement in this area, and record anecdotal comments generated in the discussion, September 2009
Qualitative Target: Teachers lead follow up discussion in April 2010 and compare anecdotal comments to September's comments, to evaluate effectiveness of strategies taught
Qualitative Actual:

Objective 3.2:

To increase Kindergarten and grade 1 students' awareness of their individual responsibilities

Strategies/Structures:

- Teach the 8 Social Responsibility lessons provided by the PBS committee
- Teach Responsibility unit from Character Education page 73
- Encourage students to carry their own pack backs and hang up their own coats
- Return home reading books daily
- Tidy up cloakroom area at end of day and take home belongings
- Include tips on Social Responsibility for parents in the school newsletter

Evidence: (Qualitative)

Qualitative Baseline: Teachers will monitor cloakroom area each Friday and visually check the floor for student belongings. Record progress on class chart for November 2009-February 2010
Qualitative Target: Teachers will use progress charts to monitor effectiveness of the strategies
Qualitative Actual:

Connections:

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

Family of Schools:

- We participate in Family of Schools Administrators' meetings and review topics throughout the year:
 - Grade 7 to 8 transitions
 - Code of Conduct
 - School Expectations
 - Emergency Procedures
- We share Student Services' Staff within the Family of Schools: promotes continuity of programs such as guided reading, printing programs, and District Programs such as Math 44, Writing 44, and Reading 44
- We chose a common goal in Mathematics this year to look at improving computational skills

District Achievement Plan:

- We will continue to track students at risk electronically using the District's student tracking system
- We will continue with the instructional institute to provide in-service on assessment for learning, authentic assessment and literacy assessment
- Teachers will participate in the implementation of Writing 44
- A collegial group worked on "understanding by design" techniques for lesson design

Consultation Process of Brooksbank Elementary School Planning Council:

- School administrators, staff, and parents 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, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 5, 2009

	Name	Signature
Chairperson (Principal)	Joan Martins	<i>Original Document signed by SPC Members</i>
Parent	Charlene Duncan	
Parent	Allyson Helgason	
Parent	Trish O'Brien	

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 15, 2009