North Vancouver School District

SCHOOL PLAN for 2011-2012

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

Principal: Mrs. Arlene Martin

School/Community Context:

Brooksbank Elementary School's catchment area includes children from both the City and the District of North Vancouver. The school's unique design has three 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 operating on Brooksbank grounds is the Sunshine Preschool, an ELF (Early Learning Foundation) preschool. Situated on the north side of the school is a beautiful flower garden, and new in 2011, as part of North Vancouver's Official Community Plan is the Edible Garden project .

In addition to the 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, Chess 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, students participate in the Kilometre club. The school has an active PAC that supports various fund raising activities such as Scholastic Book Fair, weekly hot lunch program, Jingle Mingle at Christmas, Back-to-School Meet and Greet and a Welcome to Brooksbank Coffee Morning on the first day of school.

Regular communication with the school community is maintained through various means A monthly newsletter is emailed on the third Thursday of the month; this newsletter is posted on the school maintained website. Calendar information, classroom news and updates can also be found on the website www.brooksbank.ca. Important notices and reminders are delivered to staff and families via School Connects, both by phone and email.

Demographics:

Total number of students: 307 Male: 162 Female: 145

Number of students per grade

Grade	ADK	1	2	3	4	5	6	7
English	50	39	42	30	30	38	32	46

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17.04	**.65**	**7.17**	**0.65**	**5.5**

Progress Analysis:

Review of School Goals – Previous Year (2010-20111)

Demographic Changes

- a slight decrease in males from 56.3% to 52% ; increase in females from 44% to 48%
- Overall student population increased by 8% (25 students)
- Staffing increased by 2.57 FTE.

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

- **Analysis of Objective 1.1:** *To improve grades 4 and 5 students' achievement in questioning and making inferences with nonfiction text*

  - **Target met**- 86% of Grade 4's and 5's were Meeting or Exceeding on the Questioning and Inferences post-test in March 2011.
  - The following qualitative data was gathered by the staff in January 2011:

    Students' general areas of strength in the area of non-fiction literacy:
    - Ability to identify text features
    - Recognition of first sentence / main idea connection
    - Ability to summarize

    Students' general areas of need in the area of non-fiction literacy:
    - Ability to skim for information
    - Key ideas / important facts highlighted more discriminately

    Strategies that have been successful in addressing students' needs:
    - Use of non-fiction for guided reading
    - Collaborative teaching
    - Some use of *Reading Power*

- **Analysis of Objective 1.2**: *To improve grade 3 students' ability to sequence ideas with non-fiction text*

  - **Target met** with 93% of Grade 3 students scoring 80% or above on sequencing post-test in March 2011.
  - The School Planning Council has decided to continue with this objective for next year to be able to include a new cohort group. A target of 90% has been set.
  - The following qualitative data was gathered by the staff in January 2011:

    Students' general areas of strength in the area of sequencing:
    - Ability to follow sequential instructions

    Students' general areas of need in the area of sequencing:
    - Need practice reading non-fiction text
    - Key ideas / important facts highlighted more discriminately

    Strategies that have been successful in addressing students' needs:
    - List sequence on the board
    - Students organize strips in sequence
    - Students verbally repeat back sequence of instructions

2. To improve students' achievement in mathematical computation

- **Analysis of Objective 2.1:** *To improve grade 2 and 3 students' fluency in addition, subtraction and multiplication basic facts*

  - **Target met** - Four grade 2 and 3 students are Not Yet Meeting or Approaching on the 2011 second term report card.
  - The following qualitative data was gathered by the staff in January 2011:

    Students' general areas of strength in the area of fluency of basic facts:
    - Ability to skip count forward and backward
    - Doubling to 7
    - +1, -1

    Students' general areas of need in the area of fluency of basic facts:
    - Ability to follow a problem solving process
    - Fact families
    - Doubles +1
    - Vocabulary
    - Memorization of basic facts

    Strategies that have been successful in addressing students' needs:
    - Integrating math into other curricular areas
    - Use calendar time to reinforce concepts
    - Vocabulary words visible at calendar
    - Math games

- **Analysis of Objective 2.2:** *To improve grade 6 and 7 students' numerical patterning and algebraic reasoning*

  - **Objective not met**- Thirteen grade 6 and 7 students still have a C- or C on their 2010 second term report card;
  - June 2010 Math Assessment results show improvement of 25% in variables and equations, but a decrease by 5-40% in performance in 3 other areas

    Percentage of correct answers in the areas of
    - Patterns 53% (decrease of 40%)
    - Variables and Equations 65% (increase of 25%)
    - Number Concepts 56% (decrease of 23%)
    - Number Operations 53% (decrease of 5%)
  - No qualitative data was gathered by the staff in 2011

3. **To improve student awareness of social responsibility**

- **Analysis of Objective 3.1:** *To increase grade 6 and 7 students' awareness of their rights and responsibilities within the school community*

  - **Targets not met**- To maintain consistency in the questions asked, Brooksbank did our own mini-survey. Actual data was:

Key Performance Measure:	**Target**	**Actual**
Based on the 2011 SSSRS mini school survey: when you have seen others being bullied, or picked on, or discriminated against, have you:		
-told the person to stop (never, hardly ever)	10%	12%
-walked away (never, hardly ever)	75%	52%
-helped the person being hurt to get away (never, hardly ever)	20%	14%
-talked to an adult at home (never, hardly ever)	25%	47%
-reported it to an adult at school (never, hardly ever)	25%	42%
-did nothing (some of the time, most of the time, always)	10%	19%
% of students in grade 5 and 6 who scored 7/7 on Rights and Responsibility matching test March 2010	90%	65%

  - Percentage of students who scored 7/7 on Rights and Responsibility test increased by 5%, but did *not* reach the target of 90%; this goal and target will be carried forward

- **Analysis of Objective 3.2**: *To increase Kindergarten and grade 1 students' awareness of their individual responsibilities*

  - **Objective met:** Teachers used the strategy of having the Student of the Week check the Cloakroom, and were satisfied with the improvement in students' abilities to self-monitor.

Opportunities for Further Development:

Incorporating, teaching and reinforcing an expectation that students respond "on first ask" is an area indicated for further growth / development, and will be worked into all goal areas in 2011/12..

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 2011/2012 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 had noted that there was an imbalance in the amount of time spent teaching fiction and non-fiction literacy. Though there has been adequate success in this goal area during the 2010 – 2011 school year, staff wish to carry this goal forward to strengthen student ability in this area.

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 OW I (Observe/wonder/Infer); Text Questions and Inferences; My Questions/My Inferences from *Nonfiction Reading Power*
- Focus on building content vocabulary and how to write point form notes
- Ensure texts are 'kid-friendly' and at the appropriate level
- Teachers to provide increased online guidance to help students be discerning in their search for reliable resources (eg. Learntech44 vs. Wikipedia)
- Continue to resource the library with nonfiction for 'Topic Tubs' / 'Anchor Books

Evidence: *(Quantitative)*

Key Performance Measure:	**Baseline** (March 2010)	**Target** (2011- 2012)	**Actual** (March 2012)
Percentage of Grade 4 and 5 students who are Meeting, Fully Meeting or Exceeding on Questioning and Inferences in March 2012	55%	80%	

Evidence: *(Qualitative)*

Qualitative **Baseline**:
- Intermediate teachers will gather anecdotal information through use of Grades 4 and 5 Reading and Viewing Performance Standards in October 2011

Qualitative **Target**: - Teachers will gather anecdotal information through use of Grades 4 and 5 Reading and Viewing Performance Standards in January 2012 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-aloud 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
- Introduce technology tools that can be used to organize / sequence ideas (eg. Kidspiration, Inspiration)

Evidence: *(Quantitative)*

Key Performance Measure:	**Baseline** (March 2010)	**Target** (2011- 2012)	**Actual** (March 2012)
Percentage of grade 3 students scoring 80% or above on sequencing test in March 2010	54%	90%	

Evidence: *(Qualitative)*

Qualitative **Baseline**: Primary teachers will gather anecdotal information through use of Grade 3 Performance Standards for Writing to Communicate Ideas and Reading for Information in October 2011
Qualitative **Target**: Teachers will gather anecdotal information through use of Grade 3 Performance Standards for Writing to Communicate Ideas and Reading for Information in January 2012 and use as a discussion tool to evaluate the effectiveness of strategies
Qualitative **Actual**:

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 (both mental and written) 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 pg 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, pg 94 ; Chapter 10, pg 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** (March 2011)	**Target** (2011-2012)	**Actual** (March 2012)
Percentage of grade 2 and 3 students Meeting or Exceeding expectations on 2011, second term report	95%	95%	

Evidence: *(Qualitative)*

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 2011
Qualitative **Target**: Primary Teachers will gather anecdotal information through use of Grade 2 and 3 Numeracy Performance Standards: Strategies and Approaches, and Accuracy, in March 2012 and use as a discussion tool to evaluate the effectiveness of strategies

Qualitative **Actual**:

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
- Provide remediation for students who have not mastered their basic facts
- Include math tips for parents in the school newsletter

Evidence: *(Quantitative)*

Key Performance Measure:	**Baseline** (March 2011)	**Target** (2011- 2012)	**Actual** (March 2012)
% of students with C- or C on their second term report	17%	15%	
% of Correct answers in the areas of:			
Patterns	93%	95%	
Variables and Equations	40%	60%	
Number Concepts	79%	85%	
Number Operations	58%	70%	
on the District Grade 6 math Assessment, June 2012			

Evidence: *(Qualitative)*

Qualitative **Baseline**: Teachers will administer short Math Habits self assessment survey to students in grades 6 and 7 in September 2011
Qualitative **Target**: Teachers will re-administer Math Habits self assessment survey to students in grades 6 and 7 in March 2012 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 (SSSRS), 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. Though there has been some improvement in this area, this needs to remain a focus.

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
- Teach the 8 Social Responsibility lessons provided by the PBS committee
- Provide Peer Mediator training to Grade 6 students by the counsellor
- Provide Safe Teen program for Grade 7 students
- Include social responsibility tips to parents in the school newsletter

Evidence: *(Quantitative)*

Key Performance Measure:	**Baseline** (March 2010)	**Target** (2011-2012)	**Actual** (March 2012)
Based on the 2011 SSSRS mini school survey: when you have seen others being bullied, or picked on, or discriminated against, have you:			
-told the person to stop (sometimes, most of the time, always)	77%	85%	
-walked away (never, hardly ever)	57%	75%	
-helped the person being hurt to get away (s, mot, a)	69%	80%	
-talked to an adult at home (sometimes, most of the time, always)	41%	75%	
-reported it to an adult at school (s,most of the time, a)	51%	75%	
-did nothing (some of the time, most of the time, always)	27%	10%	
% of students in grade 5 and 6 who scored 7/7 on Rights and Responsibility matching test March 2010	60%	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 2011

Qualitative **Target**: Teachers lead follow up discussion in April 2012 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 backpacks and hang up their own coats
- Encourage students to return home reading books daily
- Encourage students to 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 2010-February 2011
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 participated in a Family of Schools Zone Professional Day: Featuring Literacy in the 21st Century
- We are continuing with a common goal in Mathematics to look at improving computational skills

District Achievement Plan:

- We will continue with the Instructional Institute and we are participating in a collegial conferencing project on teaching strategies and Formative / Summative assessment
- Teachers continue to use and implement Writing 44
- A collegial group of teachers is now facilitating UBD workshops

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, 2011.

School Planning Council Approval of Proposed School Plan:

Date: April 11, 2011

	Name	Signature
Chairperson (Principal)	Arlene Martin	*Original Document signed by SPC Members*
Parent	Charlene Duncan	
Parent		
Parent	Lisa Stirling	

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 13, 2011