

North Vancouver School District
SCHOOL PLAN
2010-2011

School: Carisbrooke Elementary
Address: 510 E. Carisbrooke Rd.
 North Vancouver, BC V7N 1N5
Phone: 604-903-3380

Principal: Mrs. A. MacPhail

School/Community Context:

Our mission at Carisbrooke is to provide a positive, inclusive, learning environment where individual differences are acknowledged and where every student is challenged to reach his and her intellectual, social, physical, aesthetic and emotional potential. This is a cooperative process that encourages the involvement of students, staff, families and the community.

As a school we are closely connected to our parent community. The Carisbrooke PAC is an active organization that meets monthly and supports the school through its committees: educational programs, recreational programs, earthquake preparedness, traffic safety, School Planning Council, health and wellness, green initiatives, community building events, class reps, and fundraising. Parents are also active throughout the school as volunteers in the library, classrooms, and as coaches for our teams.

At Carisbrooke, our professional staff works collaboratively toward continuous growth and improvement. Active committees include PBS (Positive Behaviour Support), Technology, Green Team, Order of the Owl (Fine Arts), Primary and Intermediate Teams, and Health and Safety. Staff also provides Carisbrooke students with many extracurricular opportunities: Cross-country, Volleyball and Basketball teams, Track and Field/Kilometre Club, Choir, and Band; as well as leadership and citizenship opportunities: Student Council, Safety Patrol, Peer Counsellors, Lunch Monitors, and Morning Announcers.

Beyond our school community, Carisbrooke students, staff, and families are committed to making a difference for others in the world: from local community initiatives such as our annual Choral Night and Christmas Hamper Project to global initiatives such as the Green Team, Yoga4Kidz, Haiti Relief, Jump Rope for Heart and other student-led campaigns.

Demographics:

Total number of students: 375 (Sept. 2009) Male: 205 Female: 170

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	0	41	40	38	47	55	56	46	52

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
18.35	0.5%	9.6%	2.9%	8.5%



Progress Analysis:

Review of School Goals – Previous Year

1. To improve reading and writing proficiency of students who are less than fully meeting expectations at each grade level.

Objective 1.1:

To ensure that all children, grades 1 to 7, who are less than fully meeting expectations in reading and/or writing are identified by September 30th of each year.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline June 2008	Actual June 2009	Target
Percent of students identified as not yet or approaching expectations in reading, through classroom screening, in June.	12%	15%	Improve progress trend by a yearly 1%
Percent of students identified as not yet or approaching expectations in writing, through classroom screening, in June.	18%	11%	

Analysis: As a Strategy to improve the reading skills of students most at risk of underachievement, Objective 1.1 was successful as students were identified early in the school year through the use of a variety of diagnostic tools: DIBELS, RAD, MAZE, TOPA, school-wide write, and classroom performance standards. Early identification assisted the school - classroom teachers, the Learning Assistance Teacher, and the SBRT - in making informed program, support, resource and grouping decisions. This Objective will be revised as a “strategy” in the new plan.

Objective 1.2:

To ensure that all students who are identified as less than fully meeting expectations in reading and/or writing receive appropriate support during the school year.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline 2007/08	Actual 2008/09	Target
Kindergarten TOPA: % of children scoring below the 25 th percentile, <u>January</u>	0%	25%	Improve progress
% of children scoring below the 25 th percentile, <u>June</u>	0%	4%	



<p>Grades 1 through 3: % of children less than fully meeting expectations in reading in 1st term report card, <u>November</u></p> <p>% of children less than fully meeting expectations in reading in 3rd term report card, <u>June</u></p>	<p>26%</p> <p>9%</p>	<p>25%</p> <p>19%</p>	<p>trend by a yearly 1%</p>
<p>Grades 1 through 3: % of children less than fully meeting expectations in writing in 1st term report card, <u>November</u></p> <p>% of children less than fully meeting expectations in writing in 3rd term report card, <u>June</u></p>	<p>26%</p> <p>25%</p>	<p>28%</p> <p>20%</p>	
<p>Grades 4 through 7: % of children less than fully meeting expectations in reading on the RAD (Reading Assessment Device)/MAZE (Fluency Assessment), <u>September</u></p> <p>% of children less than fully meeting expectations in reading on the RAD (Reading Assessment Device)/MAZE (Fluency Assessment), <u>June</u></p>	<p>Baseline to be est'd Sept. 2009</p>	<p>Sept. 2009 20%</p> <p>Not available until June '10</p>	
<p>Grades 4 through 7: % of children less than fully meeting expectations in writing on the School-Wide Write, <u>September</u> 2009</p> <p>% of children less than fully meeting expectations in writing on the School-Wide Write, <u>June</u> 2010</p>	<p>Baseline to be est'd Sept. 2009</p>	<p>Sept. 2009 20%</p> <p>Not available until June '10</p>	

Analysis: Supports for students identified as most at risk included the use of Firm Foundations and Launch into Reading Success for Kindergarten students; additional Learning Assistance support; the continued use and review of Reading 44, Writing 44, and Instructional Institute strategies in the classroom to help differentiate instruction; the use of class meetings, TRIBES, “Roots of Empathy”, and “Friends” programs to support social/emotional development; and the targeted allocation of budgetary resources to purchase learning materials. Staff explored and agreed to a new “Response to Intervention” LAC delivery model which allows for more intense intervention for students identified as most at risk. The above data shows a decrease, over the school year, of students less than fully meeting expectations in reading and/or writing.

2. To improve writing proficiency of students.

Objective 2.1:

To ensure that student school-wide write scores improve from September to May.



Key Performance Measure:	Baseline 2007/08	Actual 2008/09	Target
<u>FSA Writing Scores:</u> %age of Carisbrooke students in grade 4 meeting or exceeding expectations	82%	83%	Improve progress trend by a yearly 1%
%age of Carisbrooke students in grade 7 meeting or exceeding expectations	93%	76%	
<u>May School-Wide Write Scores:</u> %age of students in grades 1-3 meeting or exceeding expectations in writing using the Performance Standards (Baseline: May '09)	Baseline to be est'd May 2009	89.6%	Improve progress trend by a yearly 1%
%age of students in grades 4-7 meeting or exceeding expectations in writing using the Performance Standards (Baseline: May '09)		88.6%	

Analysis: The purpose of Goal 2 was to encourage and foster a school-wide emphasis and focus on increased writing performance in the school population as a whole. To this end, Carisbrooke staff committed to the ongoing use of the school-wide write strategy to assess student skill levels at the beginning of the school-year and again at the end. School-based professional days were focussed on writing instruction, assessment of student writing skills using the Performance Standards, ongoing sharing of professional resources and instructional strategies that work well.

Objective 2.2:

To celebrate student writing throughout the school year.

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - 2008/09 Events at Carisbrooke that celebrated and promoted writing: <ul style="list-style-type: none"> o Author visit, September 8 '08, David Bouchard o Book Fairs, November '08, May '09 o "Wild About Literacy" event, March 12 '09 <ul style="list-style-type: none"> ▪ Author visit, Pam Withers ▪ Evening Family Pajama Party o Vancouver Youth Theatre, "Kids' Writes 2009", May '09
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - To maintain a focus and celebration of writing with at least 4 school-wide events



Qualitative Actual:

- 2009/10 Events at Carisbrooke that celebrated and promoted writing:
 1. School-based Professional Day, Sept. 21/09 topic: Writing. Included District Writing Consultants (G. Tolfo: Intro to Primary Writing 44; Lisa Ottenbreit: Writing Interventions for Intermediates), staff review of Writing Performance Standards, collaborative assessment of school-wide writing samples, sharing of writing resources and a discussion of the LAC “Response to Intervention” delivery model.
 2. School-wide Writing Contest: The Missing Banner. Stories published on the school website (www.carisbrooke.ca/Library/Student Work)
 3. Library initiatives:
 - November Book Fair
 - Student authors are published and books kept on display in Library. Student readers comment on books.
 4. Use of new technologies to encourage student writing and support differentiated instruction:
 - Gr. 7: Wiki project
 - Gr. 5/6: Eduglogster, Museumbox, ...

Analysis: This objective has been achieved. With the professional focus on improving writing instruction and student achievement and the purposeful planning of classroom and school-wide writing opportunities, all students have had the classroom support and opportunities to engage in a variety of “events” honouring student writing and celebrating the written word.

Opportunities for Further Development:

Through analysis of the goals above and in consultation with partner groups, the Carisbrooke School Plan will continue with its focus on:

1. improving the reading skills of students, grades K to 7, identified as most at risk of underachievement; and
2. improving the writing skills of students, grades 1 to 7, identified as most at risk of underachievement.

Data analysis clearly points to specific cohorts of students at risk. We will, therefore, change our data collection to include data that tracks the progress of identified cohorts of students. We believe this will provide the school with a more authentic measure of progress.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Carisbrooke School Plan for 2010-2011 are:

- 1. To improve the reading skills of students, grades K to 7, identified as most at risk of underachievement; and**
- 2. To improve the writing skills of students, grades 1 to 7, identified as most at risk of underachievement.**



School Goal 1:

To improve the reading skills of students, grades K to 7, identified as most at risk of underachievement.

Goal Rationale:

This goal is a continuation from last year's plan. The identification, targeted support, and progress monitoring of students at risk remains a priority of the School Planning Council and staff. We recognize the importance of fully engaging students at risk in their learning.

Objective 1.1:

To improve the reading fluency of Primary students, grades 1 to 3, identified at risk in the September reading assessments, as evidenced by a 10% reduction of the target group, in April. (For example, if 100 students are tested and 20 identified as being at risk, then a 10% reduction in that number would indicate that 2 students are no longer considered at risk.)

Strategies/Structures:

- Continue screening with TOPA at Kindergarten
- Continue Kindergarten intervention program (Firm Foundations, Launch into Reading Success)
- Use diagnostic assessments (TOPA, DIBELS, Dolch Basic Word List) in September to identify Primary students, grades 1-3, at risk for reading fluency; retest in April to determine progress
- Group students accordingly for LAC, LSW, and classroom intervention and monitor progress
- Determine and support effective intervention strategies through direct support, resource allocation, professional development, and LAC stewardship.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
DIBELS (%age of students, gr. 1-3, scoring "at risk")	Sept. 2010:	10% reduction in monitored group	April 2011:
Report Card data (% of monitored students not yet meeting expectations in reading, grades 1-3)	Nov. 2010:		March 2011:

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - At risk students reporting on their reading as indicated by a September student self report survey: <ul style="list-style-type: none"> o I like to read. o I am a good reader.



<p>Qualitative Target:</p> <ul style="list-style-type: none"> - A 10% improvement in the number of students reporting a positive change in their reading in the April 2011 survey (same statements).
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Objective 1.2:

To improve the reading comprehension of Intermediate students, grades 4 to 7, identified at risk in the September reading assessments, as evidenced by a 5% reduction of the target group in April. (For example, if 100 students are tested and 20 identified as being at risk, then a 5% reduction in that number would indicate that 1 student is no longer considered at risk.)

Strategies/Structures:

- Use diagnostic assessments (MAZE) in September to identify Intermediate students at risk for reading comprehension; retest in April to determine progress
- Group students accordingly for LAC and classroom intervention; monitor progress
- Encourage classroom use of RAD to determine reading needs of Intermediate students
- Determine and support effective intervention strategies through direct support, resource allocation, professional development, and LAC stewardship.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
MAZE (%age of students scoring "at risk")	Sept. 2010: -	5% reduction in monitored group	April 2011:

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - At risk students reporting on reading comprehension as indicated by a September student self report survey: <ul style="list-style-type: none"> o I like to read. o I usually understand what I read. o I can explain what I have read to another.

Qualitative Target:

- A 5% improvement in the number of students self reporting a positive change in reading comprehension in the April 2011 survey (same statements).

Qualitative Actual:

- [Click here to type qualitative ACTUAL comments](#)

School Goal 2:

To improve the writing skills of students, grades 1 to 7, identified as most at risk of underachievement

Goal Rationale:

This goal is a continuation from last year's School Plan. The identification, support, and progress monitoring of students at risk of underachievement continues to be a priority for the School Planning Council and staff. We recognize the importance of fully engaging students at risk in their learning.

Objective 2.1:

To improve the writing skills of Primary students, grades 1 to 3, identified at risk in the September writing assessments, as evidenced by a 5% reduction of the target group in April.

Strategies/Structures:

- Use the writing performance standards (school-wide write) in September to identify Primary students not yet meeting expectations in writing; retest in April to determine progress
- Group students accordingly for LAC and classroom intervention; monitor progress
- Continue implementation of *Writing 44*
- Determine and support effective intervention strategies through direct support, resource allocation, professional development, and LAC stewardship.
- Plan and implement classroom and school-wide opportunities for students to write for a purpose

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
September School-wide Write (% of students not yet meeting expectations, grades 1-3)	Sept. 2010:	5% reduction in target	April 2011:



Report Card data (% of monitored students not yet meeting expectations, grades 1-3)	Nov. 2010:	group	March. 2011:
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Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - At risk students reporting on writing skills as indicated by a September student self report survey: <ul style="list-style-type: none"> o I like to write. o I am a good writer.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - A 5% improvement in the number of students self reporting a positive change in writing skills in the April 2011 survey (same statements).
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Objective 2.2:

To improve the writing skills of Intermediate students, grades 4 to 7, identified at risk in the September writing assessments, as evidenced by a 5% reduction of the target group in April.

Strategies/Structures:

- Use the writing performance standards (school-wide write) in September to identify Intermediate students not yet meeting expectations in writing; retest in April to determine progress
- Group students accordingly for LAC and classroom intervention; monitor progress
- Determine and support effective intervention strategies through direct support, resource allocation, professional development, and LAC stewardship.
- Encourage use of *Writing 44* in all classrooms
- Plan and implement school-wide opportunities for students to write for a purpose

Key Performance Measure:	Baseline	Target	Actual
September School-wide Write (% of students not yet meeting expectations, grades 4-7)	Sept. 2010:	3% reduction in target group	April 2011:



Evidence: (Qualitative)

Qualitative Baseline:

- At risk students reporting on writing skills as indicated by a September student self report survey:
 - o I generate ideas in a variety of ways.
 - o I organize my ideas based on my purpose for writing.
 - o I use a variety of sentence lengths and patterns.
 - o I write so my thoughts flow smoothly and are easy to read.
 - o I carefully choose the most effective words to express my ideas.
 - o I choose the tone and point of view that suit my writing purpose.
 - o I use my personal style to make my writing unique.
 - o I re-read, reflect, revise, and edit.

(taken from *Writing 44: The 8 Writing Skills*)

Qualitative Target:

- A 5% improvement in the number of students self reporting a positive change in writing skills in the April 2011 survey (same statements).

Qualitative Actual:

- [Click here to type qualitative ACTUAL comments](#)



Connections:

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

In addition to meeting throughout the year as a leadership team, the School Planning Council participated in the Carson Graham Family of Schools Joint School Planning Council Meeting on January 20th. This event focussed on sharing and collaboration among SPC members, administrators and student representatives of the 10 schools. The topic for the evening was Student Engagement. The student panel spoke unanimously and eloquently on the need to "slow down" and to provide students with opportunities for meaningful connections and deeper understanding.

For staff members, May's Curriculum Implementation Day will provide an opportunity to collaborate in grade and transition groups with colleagues from the Carson Graham Family of Schools in furthering understanding and implementation of Differentiated Instruction practices in the classroom.

The School Plan, 2010-2011, is strongly connected to District goals, supports and structures; for e.g.

- Curriculum supports: Firm Foundations/Launch into Reading Success, Reading 44/Writing 44
- Recommended assessment practices: RAD, DIBELS, School-wide Writes
- District Staff/ Inservice:
 - School-wide Writes and Writing 44 (Tolfo/Ottenbreit)
 - Tracking student progress (Brian Fairholm)
 - Understanding by Design series attended by a staff team



Consultation Process of Carisbrooke 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 Carisbrooke School Plan will be posted on the school web site by October 31, 2010.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2010

	Name	Signature
Chairperson (Principal)	Alannah MacPhail	_____
Vice- Principal	Karin Fraser	_____
Teacher	n/a	_____
Parent	Kevin Cattell	_____
Parent	Kimberly Culling	_____
Parent	Lori Leteta	_____
Parent	Darlene Maser	_____
Student (Gr 10, 11, 12 schools only)	n/a	_____

Board Approval of School Plan:

	Name	Signature
Assistant Superintendent	Mr. Dave Pearce	_____

Date:

