



____Brookside Elementary School____
SCHOOL LEARNING PLAN
2013-2014

School Context:

Located in the Bear Creek area of Surrey, adjacent to Brookside Park, the Brookside community is a middle class neighbourhood that was originally built in the early 1990's. Initially the community was comprised entirely of single-family homes. The demographics of the school began changing when the school boundaries were altered in 1994. Currently we are again noticing a change in demographics as multiple families move into single-family homes and more basement suites are being developed within the neighbourhood. This year we have noticed many houses for sale in the community and aging families moving out and families with elementary school aged children are moving in.

There are currently 21 languages spoken in the homes of our students other than English. One third of our student population is designated as English Language Learners. We have 21 students with a special education designation (6% of the school population), seven (2%) of which have Autism.

The school was built in 1992 and there have been two additions since it opened: the first in 1995 and the second in 1998. This year Surrey Connect, the district's distributed education program, moved into a wing of Brookside Elementary, thereby reducing the capacity of our school.

The tradition of weekly school assemblies has been continued which has helped maintain a collaborative school culture. The staff has a strong positive connection with the district helping teachers and they are often seen team teaching and working with students of the school. The teachers are focused professionals who are involved in several inquiry-based projects and district initiatives. We have a strong cohort of Education Assistants that work well as a team to support each other, the teachers and our students with special needs.

We currently have two teachers involved in a district project called "making thinking visual" which utilizes iPads and other technology to facilitate inquiry-based learning and support 21st century learning. Another team of teachers is working closely with



district staff to implement an action research project in association with the Canadian Self-regulation initiative, with the work of Dr. Stuart Shanker on student self-regulation (First Wave School). A third team of teachers is involved in improving instruction and student learning in numeracy and are part of the district initiative called “Mastering the Facts”. A less formal inquiry project focused on reading instruction (Daily 5) has also started this year. The final inquiry project involves the use of technology to support 21st Century learning. This is the largest inquiry group at the school.

In 2011 and 2012 Brookside Elementary applied for the Innovative Learning Design Project and Grant. We were not successful in 2011, but were last year. There is a huge team of teachers involved in this project and teachers that are new to Brookside this year have also joined the team. This inquiry project is the basis of the school-learning plan.

The school is rooted in strong traditions, which include exceptional student leadership and community service. Some of the community services include the year round collection of donations for the food bank, participation in the Terry Fox Run and Jump Rope for Heart.

Brookside has an active and supportive Parent Advisory Council. In order to reach out to more parents, the PAC moved their meeting times to be conducted during the school day. This change in time has allowed for a greater turn out to the meetings. The parents have met with Mrs. Shepherd and reviewed the district priorities. Parents also gave feedback to the principal about what they want from the school to support their children’s learning and also provided information about what skills and attitude they wanted their children to have as they complete grade seven (see Appendix 1). The PAC supports all aspects of the school community, organizes multiple community events and are generous with their fundraising and initiatives.

Brookside endeavors to provide a safe and caring environment in which all learners can achieve academic excellence, personal growth, and responsible citizenship.

Over Arching Question

How can we increase student engagement and promote and extend student learning?



Learning Focus: Literacy (Daily Five and Daily Café)

The Daily 5 is a structure that would ensure all children were working at their level of challenge while taking responsibility for their learning and behavior. **The Daily 5™** is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals. Based on the book by Gail Boushey and Joan Moser.

Inquiry	To what extent will embedding a structure of the 'Daily Five' with a balanced literacy approach foster student independence and improve student reading performance.
Team Members	Isabella Lam, Lisa Lim, Candice Wong, Sarb Gandham, Paul Newman, Natalie Lubenow, Rhonda Shaw, Tanis Huitink
Determinants of Success	<ul style="list-style-type: none"> • Individual student work samples • Teacher observations and evidence of 'stamina' (e.g. Video) • In-class assessments • Student interviews and reflections

Where we are today (November 2013)

- One teacher learned about and read the daily 5 and Cafe book over the summer
- She has implemented several of the practices in her grade 2/3 class
- Three other primary teachers have learned about it from her and have had release time to observe reading in her class
- LST teachers are supportive and working with CRT
- Teachers involved spent October 2013 pro-d planning and researching daily 5
- Teachers attending afterschool workshops Nov. 2013

Successes:

- Students are silent and on task for the duration of the time
- Students know what they are expected to do
- Teachers have more one-on-one time working with students

Struggles:

- Time to fit it all in
- Time to work on writing program
- Groups are based on strategies vs. levelled reading



Learning Focus: Mastering the Facts

This is the implicit instruction of strategies to help students “Master the Facts”. This work is based on books by Carole Fullerton, a private consultant working with teachers around British Columbia (and beyond) in the area of numeracy. The mastery of the facts depends on a set of overlapping competencies.

It is important that most students have **mastery of basic facts**. It is equally important that they **make sense** of number combinations as they are learning these facts, not just memorize them, but to understand and recall them.

Inquiry	To what extent does explicit instruction of Math strategies (addition, subtraction, and multiplication) help students to gain better number sense and thus be further prepared for more complex mathematics.
Team Members	Tanis Huitink, Dionne Nunes, Rhonda Shaw, Christine Shepherd
Determinants of Success	<ul style="list-style-type: none"> • Individual student work samples • Individual progress of students • Teacher observation of student participation and accuracy when engaged in math games • Pre and post assessments showing understanding.

Where we are today (November 2013)

- Two classroom teachers , one LST teacher and the principal attended several workshops with Carole Fullerton during the 2012/13 school year
- Teachers involved presented strategies and concepts at a lunch time pro-d
- Resources (teacher books) and manipulatives were purchased

Successes:

- A growing understanding of the importance of “addition” in primary and “multiplication” in intermediate.

Struggles:

- Should we hold a parent info session to get parents “on board”?
- How do we get more teachers involved?



Learning Focus: Self-Regulation

Self-Regulation is the ability to adapt one's own emotions, behavior and attention to the demands of any given situation. It is an "internal mechanism" that supports intentional behaviors and mindfulness that makes learning possible. We are guided and inspired by our belief that strengthening students' capacities for self-directed learning will not only enhance academic achievement, but it will also position students well for life-long success.

Enhancing a child's ability to regulate him or herself has a dramatic impact, not only on children's well being and capacity to learn, but an equally dramatic impact on the wellbeing of parents and educators. Ultimately, our understanding of and commitment to students' capacity to self-regulate will ensure that all students have access to learning life skills that will increase opportunities within academic, social and emotional domains.

Inquiry	How will teaching students self-regulation strategies impact student learning, focus and achievement?
Team Members	Lisa Lim, Rhonda Shaw, Christine Shepherd, Natalie Lubenow, Paul Newman (and growing)
Determinants of Success	<ul style="list-style-type: none"> • Anecdotal comments from students • Teacher observations of students on-task behaviour • Teacher observations of students self-selecting supports • Photo and video documentation of student engagement and focus

Where we are today (November 2013)

- One classroom teacher, one LST teacher and the principal attended several sessions as part of the districts first wave self regulation in 2012-2013
- The teachers engaged in a case study of several students
- Four other staff members attended summer institutes on self-regulation
- Parts of several pro-d days and staff meetings were dedicated to self regulation
- School wide lesson on pro-social domain in spring 2012
- 15 teachers read(ing) Dr. Shanker's book "Calm, Alert and Learning"
- 1 pro d day was dedicated to "Mind Up"

Successes:

- A growing number of students using some self-regulation "items"
- Multiple teachers providing "brain breaks" and activities to up and down regulate
- Many items being used by students and students are asking for them
- Breathing exercises and stretching happening school wide
- Creation of resource room that can be used by students who need it for a break time



Learning Focus: Using technology to engage students

Inquiry	How will use of technology increase student engagement?
Team Members	Gisele Cousineau, Ferne Carmichael, Ivy Charyna, Lejla Alic, Renne Brown, Christina Semren, Lana Fransen, Surinder Sanghera, Rhonda Shaw, Natalie Lubenow, Dionne Nunes, Lisa Lim, Sarb Gandham, Reena Gill, Sandra Colp, Gurveen Lit, Christine Shepherd
Determinants of Success	<ul style="list-style-type: none"> • Anecdotal comments from students • Pre and post survey on engagement (some classes) • Video and photo documentation of student work • Teacher observations • A chapter of a book is being created to document the progress with the ILD project. • Utilize drop box to archive student samples

Where we are today (November 2013)

- Two carts of iPads purchased in 2012/13
- Part of district Innovative Learning Design Project
- Students taking on leadership roles using technology
- Teachers are starting to embed web 2.0 practices into the classroom
- Two teachers working with the MTV (making thinking visual) project working on inquiry projects with the district helping teacher
- Interest in inquiry based learning is growing among other staff
- Some classes engage in "genius hour"
- School and class websites used to increase home/school communication
- Three Pro-D days this year dedicated to this project including one day spent with our partner school

Successes:

- Students enjoy using the technology
- Several classes blogging about social issues and current events
- Written output is increased for many students
- Students able to demonstrate understanding in a "polished" way (Key Note)
- Book creator and other apps are allowing students who regularly didn't produce work are now actively engaged and quantity and quality of written work increased

Challenges:

- Ensuring technology is used to enhance learning opportunities (not just to do the same things that we've always done with a device in hand)
- Maintenance of the devices
- Some keynote presentations were deleted
- How do we manage data storage-drop box?
- Ensure that tech. usage doesn't take the place of oral communication and correct grammar.



The Brookside Elementary School Learning Plan for the 2013/2014 has been reviewed by the following:

Christine Shepherd, Principal _____

Joty Bajwa, SPC _____

Neelam Sahota, SPC _____

Harvir Sangha, SPC _____

Signed on _____



Appendix 1
Feedback from Parent Forum (October 2013)

What information do you want to share with school staff to assist us to design and support your child's learning and success for the future?

- In-take meetings are valuable where teachers ask about child/family to learn more about individual students learning/family context.
- Basic Math computation.
- Music prep for band in Grade 7
- Really appreciate focus on reading/daily reading at home.
- Maybe more awareness on ways to support learning at home that isn't homework (example: board games etc.).
- Parents like all the reading tools being learned at school (visualizing etc.)
- Sessions for parents on reading strategies are great. Maybe for other things as well such as Math and board games.
- Positive behaviour supports. "I feel" statements are good and also develop social skills.
- What support/challenge do we have for those students that are strong?
- Time spent on Math ?

What do you want your child(ren) to have when they finish grade 7?

- Skills, attitude ...
- Independence in learning (curiosity/motivated to learn)
- Time Management (especially in grades 6 and 7) example: weekly reading goals vs daily.
- Basic math is basis for logical thinking.
- Using technology constructively.
- Caring and empathy.
- Sports preparation for high school – enjoyment of being part of a team and develop skills to want to join teams in high school.
- High school preparation.
- Leadership and engagement in extra-curricular activities (example: library monitors, grade 7 tech etc.)
- Accountability

