

North Vancouver School District
SCHOOL PLAN
2009-2010

School: Queen Mary Elementary
Address: 230 West Keith Road
 North Vancouver, BC VM 1L8
Phone: 604.903.3720

Principal: Bill Reid

School/Community Context:

Queen Mary Community School is situated in the Lower Lonsdale area of North Vancouver. It serves a diverse multicultural population with socially complex issues. Queen Mary has experienced proactive staff who are fully engaged in meeting the learning and behavioural needs of the students.

Our families are a mix long-established families and new immigrants from both English and non-English speaking areas of the globe. Our community has a very high level of transience, thus we cannot accurately predict the length of stay of our students.

Queen Mary has been involved in promoting literacy (Writing and Reading Action Teams (WRAT)) and Effective Behaviour Strategies (EBS) along with our Behaviour Action Team (BAT) for several years. The purpose of the action teams are to: (a) identify good instructional practices, (b) pilot and share strategies that will foster or enhance instruction, and (c) recommend and purchase resources to support student learning. Strategies from Reading 44 are embraced and implemented school-wide in individual classrooms, and all students participate in Guided Reading opportunities. The Virtues program has been the focus for class meetings and has been promoted via our BAT team. As well, several teachers have implemented strategies and tactics for the last three years from the Instructional Institute and have recently taken up community building.

Demographics:

Total number of students: 395 Male: 219 Female: 176

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	48	13	52	39	38	54	38	65	48
Fr. Imm.		0	0	0	0	0	0	0	0

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
22.94	13.9	9.6	2.5	36.9

Progress Analysis:

Review of School Goals – Previous Year

Goal 1: To improve students' attitudes, skills and knowledge related to reading and writing literacy.

Objective 1.1: To identify and improve the performance of Kindergarten students at-risk (below 25th percentile rank) on TOPA (January)

Objective 1.2: To maintain support that leads to the improvement of reading and writing abilities of students in grades 1 through 3.

Objective 1.3: To improve the reading and writing performances of ESL and First Nation students.

Review and Analysis:

The Queen Mary School Community values academic success for all students. Reading and writing literacy is fundamental to that success. A review of strategy implementation indicated that 100% of strategies were in use during the previous school year.

Data analysis indicated that at the Kindergarten level, performance on the TOPA in January has increased steadily over time by the June retest. After intervention to those students identified at-risk in the spring, retesting on the TOPA indicates further success, as indicated by the drop in 'at risk' from 22% to 6%. The PM Benchmark data for students in grades 1 through 3 indicates that students continue to achieve the target for students performing above level 5 in grade one and above level 12 at the end of grade 2.

We will therefore modify this goal to reflect a focus on **Reading proficiency, at the Primary (K-3) level for the following year.**

Goal 2: To improve students' attitudes, skills and knowledge related to mathematics.

Objective 2.1: To improve the mathematical proficiency of all students

Objective 2.2: To increase the awareness of mathematics within the school community by developing a positive belief and confidence within students as learners of mathematics.

Review and Analysis:

The Queen Mary School Community values high achievement in Mathematics for all students. The North Vancouver district assessment for Kindergarten students indicates that 86% of our Kindergarten students meet or exceed expectations for numeracy readiness. Grade 6 Mathematics Assessment results indicate that our students are performing slightly better than the North Vancouver School District average.

Our success in this area will enable us to suspend this goal for the following year.

Goal 3: To increase the positive development and practice of students' personal/social skills and student empowerment.

Objective 3.1: To increase the productive disposition of students towards social responsibility, student empowerment and student leadership.

Objective 3.2: To increase student social responsibility skills through weekly classroom meetings.

Objective 3.3: To maintain a behaviour intervention/consequence at Queen Mary created by (BAT) called LOFT (Loss of Free Time) Program for students receiving frequent behaviour reports.

Review and Analysis:

Students at Queen Mary Community School are socially responsible students. Students are aware of the Code of Conduct and classrooms teach and review behavioural expectations through weekly classroom meetings.

Data from the report card indicates that students are able to demonstrate social responsibility that meets, fully meets or exceeds the widely held expectations as outlined in the Social Responsibility Performance Standards.

Research states that the reinforcement of positive behaviours is more effective in encouraging pro-social behaviours than negative reinforcement. At Queen Mary “Gotchas” are the reinforcement system in place that recognizes positive student behaviour.

Our consistent implementation and overall success in this area will enable us to suspend this goal for the following year.

Goal 4: To review/revise Queen Mary’s Crisis Management Plan

Objective 4.1: Revise, develop and implement Emergency procedures used in the school. In 2005 in response to District 44’s initiative, Queen Mary set the development of a Crisis Management Plan as a priority. As student safety is a top priority, emergency procedures and student release process was reviewed and refined. The administration and staff worked closely with the Director of the North Shore Emergency Preparedness to provide staff/parent and student in-servicing.

Review and Analysis

The School Planning Council has deferred the future planning and implementation of the Crisis Management Plan to the Safe and Caring School’s School Based Committee as part of their mandate.

Opportunities for Further Development:

Queen Mary student reading results support staff continuing to apply the same strategies, as they are successful in demonstrating steady and consistent growth.

Queen Mary will continue to hold Math nights and Math Olympics for the parents and the community. Additionally we will continue to supplement our Math instruction with remedial Math work in the LAC and with the use of the Math Academy program for our most needy students

The students with the greatest difficulties with Math will be “assessed for learning” using the diagnostic instrument Key Math, to greater understand their gaps in Math.

The development and involvement of students and their parents in the implementation of the revised Code of Conduct will give the staff and school community the ability to continue to review and refine ways of viewing behaviour that is appropriate and compatible with what is outlined in the code and what is expected in the various environments (playground, classroom, bathroom, hallway etc.)

Based on our current progress, and the Goals, Objectives, and Strategies of the previous year, and the data and evidence as presented for the development of this Plan, (for implementation in the school year 2009-2010) the following opportunities for further development are identified: In relation to:

Goal# 1: To improve students' attitudes, skills and knowledge related to reading and writing literacy, refocused to specify : To Improve reading proficiency in students at the Primary (K-3) level.

Goal #2: To Provide a Safe and Caring School Environment, refocused to specify: Review/revise Queen Mary's Crisis Management (Emergency Management) Plan
Queen Mary School will retain these TWO goals as priority areas.

The rationale for retention of these two goals is related to the progress reported due to the intervention strategies implemented, as well as the level of importance assigned to these goals in the overall academic and social successes of the school.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the **Queen Mary School Plan for 2009 - 2010** are:

1. **Goal 1: To Improve reading proficiency in students at the Primary (K-3) level.**
2. **Goal 2: To review/revise Queen Mary's Emergency Management Plan.**

School Goal 1:

To improve reading proficiency in students at the Primary (K-3) level

Goal Rationale:

- a) This is clearly a goal that addresses defined areas where growth will be beneficial over a variety of areas. Research has shown that the 25th percentile is an important marker. One can predict that students with scores below this percentile will experience much greater difficulty in learning to read.
- b) Queen Mary some years ago made a decision to make Reading Literacy the academic focus for the students based on the complex social situations amongst the student population. This focus continues to be a priority. The achievement in reading and writing literacy has consistently improved, however, it is recognized that this goal will need to be maintained in order to benefit the student.

Objective 1.1:

To increase the percentage of students who meet the expectations for reading readiness by June of their kindergarten year

Strategies/Structures:

- Continue to host two full day Kindergarten: Inspirations 44 at Queen Mary.
- Use lessons, games, activities, and interventions recommended in the Firm Foundations Program for Kindergarten classrooms.
- Continue to use Your Turn to Talk program
- Provide additional support to classroom teachers through LAC, ESL, SBRT, counselling, LRT, FNSW, and LSW to support student programs and interventions;
- Maintain teacher participation in District instructional in-service and training and provide additional in-services.
- Annually administer the TOPA to all Kindergarten students in January and identify students achieving below the 25th percentile rank; provide additional interventions and re-administer the TOPA to those students in June to ascertain growth.
- Provide additional phonological awareness training and practice intervention for identified groups.

*Firm Foundations, developed by the North Vancouver School District, is a program of reading instruction for Kindergarten students.

*TOPA – Test of Phonological Awareness



Evidence: (Quantitative)

Key Performance Measure:	Baseline January '09	Target June '09	Actual June '08
Percentage of Kindergarten students performing above the 25 th percentile on the TOPA - June	78 %	100%	94%

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- "more support is needed for students at the lower end"- "support also needed for students that pass the TOPA"- "we should be able to get all our students up to the 100% level by June"
Qualitative Target: <ul style="list-style-type: none">- "our interventions and support assist all our students to score above the 25th %ile on the June retests"- "we feel our interventions are very successful"- "we know from past assessments that it is most beneficial overall to focus our attentions on our K's that have low TOPA scores"
Qualitative Actual: <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

Objective 1.2:

To provide support that leads to the improvement of reading abilities of students in grades 1 through 3.

Strategies/Structures:

- Assess all students in grades K through 3 using:
- Classroom teacher observations and assessments;
- Individual PM Benchmark assessments for all grade 1 through 3 students administered by classroom teachers;
- Align instructional resources and student needs to provide like-ability, guided reading groups for all grades 1 through 3 students daily for 30 minutes by:
- Assigning ESL student groups to ESL instructors;
- Assigning students with behavioural difficulties to the Counsellor/Behavioural Support Worker
- LAC teachers assigned to students with learning challenges;
- First Nation Support Worker and Teacher assigned to First Nation students; Currently we are using all other available staff including special education assistants, administrators, district staff, and other non-enrolling staff to take responsibility for a Guided Reading group.

Evidence: (Quantitative)

Key Performance Measure:	Baseline September '08	Target June '09	Actual June '08
PM Benchmark (grade 1)	76.2 %	83.3 %	81 %

Key Performance Measure:	Baseline September '08	Target June '09	Actual June '08
PM Benchmark (grade 2)	86.1 %	77.6%	91 %

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- "direct support/supplies/resources from the Resource Team for borderline students 'not enough' for the LAC"- "continue on with the library reading program"- "we need children (coming in at beginning of year) close to grade level"
<p>Qualitative Target:</p> <ul style="list-style-type: none">- "our LAC resources have increased dramatically"- "our library program has been instrumental in the improvements to our primary reading levels"- "school level Literacy Week initiatives have helped to raise student and parent awareness of current instructional practices, poetry week, writing week, etc...."
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

Objective 1.3:

To improve the reading and writing performances of ESL and First Nation students.

Strategies/Structures:

- Assigning ESL student groups to ESL instructors;
- Provide intensive support levels to our ESL students;
- Increase our monitoring of ESL student progress levels;
- Provide additional in-service and Pro-D for our ESL teachers;
- Assigning students with behavioural difficulties to the Counsellor/Behavioural Support Worker;

- LAC teachers assigned to students with learning challenges;
- First Nation Support Worker and Teacher assigned to First Nation students for guided reading instruction on a daily basis
- First Nation Support Worker and Teacher assigned to First Nation students for classroom support blocks
- First Nation Support Worker to coordinate an after school Homework Club to run twice a week
- Support the Squamish nation/School District Enhancement Plan.
- Work more closely with the Squamish Nation Education office

Evidence: (*Quantitative*)

Key Performance Measure:	Baseline September '08	Target June '09	Actual June '08
PM Benchmark (grade 1-3 First Nations)	61.2 %	70.0 %	62.2 %

Evidence: (*Qualitative*)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - “our most challenged students still require more support” - “low socio-economic levels really hurt many of our students” - “the transient nature of our population make consistent gains very difficult” - “we must focus our energies on consistent attendance in order to make gains”
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - “our attendance rates at our Homework Club are excellent” - “let’s continue to focus our energies in these two areas” - “regular volunteer programs sponsored by our PAIS volunteers have had a positive impact supporting many ‘at risk’ students”
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

**School Goal 2:
To Review/Revise Queen Mary’s Emergency Management Plan.**

Goal Rationale: 2.1

Following the analysis of the Safe and Caring Schools assessment and the Safe Schools and Social Responsibility Survey, it was determined that maintaining a high standard in the areas of Emergency Management is critical to the success of Queen Mary School Safe and Caring School standards.

Objective 2.1:

To fully meet the expectations identified in the District Performance Standards as they relate to Emergency Management

Strategies/Structures:

- To work toward having all staff and all grade 6 students trained in emergency first-aid.
- Review Critical Incidence Response Plans with all staff on a bi-annual basis
- Review Critical Incidence Response Plans with community at 2 P.A.C. meetings annually
- Publish in monthly school newsletters procedures related to Emergency Management
- Conduct two Earthquake drills during the year
- Conduct one ‘Student Release’ simulation during the year
- Create binder for each room including critical response list, class lists, bear sighting protocol, power outage protocol (bathrooms), and a basic First Aid kit.
- Create TOC package that covers the same material
- Update evacuation plans
- Update all ‘comfort kits’ and ‘grab and go’ kits

Evidence: (Quantitative)

Key Performance Measure:	Baseline March ‘09	Target March ‘10	Actual March ‘11
Safe and Caring Schools Audit, April 2007. Emergency Management Category Meet or Exceed expectations by Staff	16 %	50 %	

Evidence: (Qualitative)

Qualitative Baseline:
Generally, the majority of staff, parents and students are feeling safe at Queen Mary School, but our Safe and Caring Schools survey does indicated that of the eight aspects of safe schools, Emergency Management is felt to be the most in need of improvement.
- “we have not had the luxury of time or additional leadership to focus on the updating of our emergency procedures, as too many other urgent tasks get in the way”

<p>Qualitative Target:</p> <ul style="list-style-type: none"> - “we are feeling confident about our abilities to react to an emergency situation” - “our emergency supplies are now fully provided in every school location” - “our practiced drills were very helpful”
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Objective 2.2:

To implement electronic distribution of key documents, newsletters, bulletins, and classroom notices through e-mail linked to our student data system

Strategies/Structures:

- Collection of Email address from the September registration updates
- Enter parent e-mail addresses in the BCeSIS database by the end of September
- Send out newsletters and forms via E-Mail by Spring 2009

Key Performance Measure:	Baseline Nov '08	Target Nov '09	Actual Nov '09
Newsletters and bulletins sent to parents electronically	0 %	25 %	

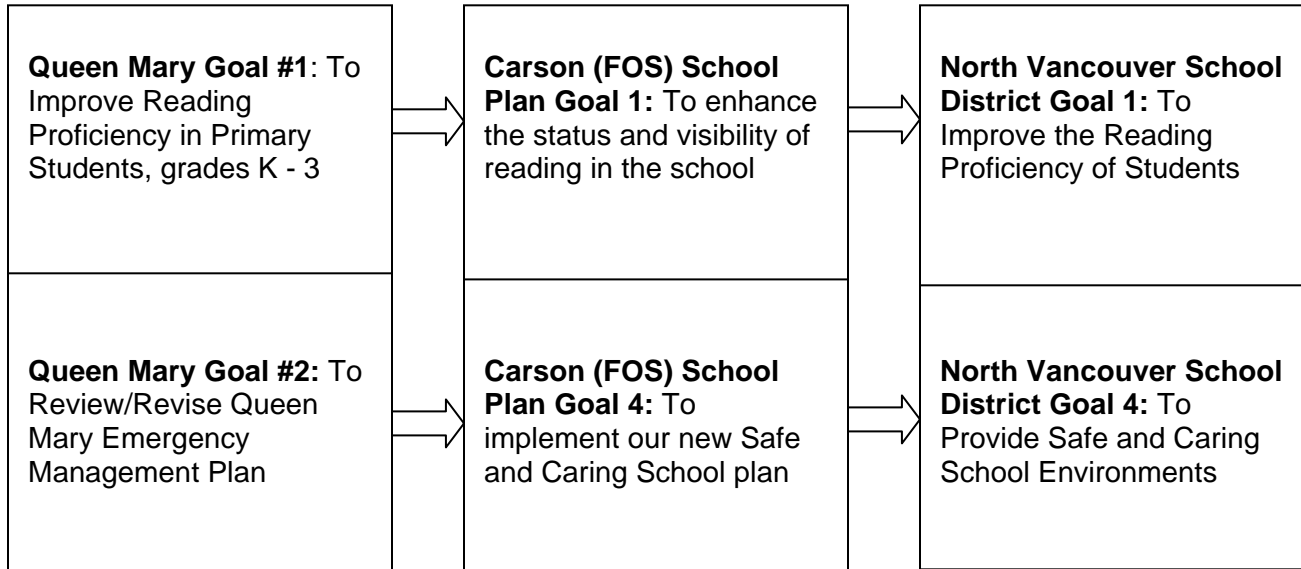
Key Performance Measure:	Baseline Nov '08	Target Nov '09	Actual Nov '09
Email addresses of parents on BCeSIS	0 %	25 %	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <p>In order to streamline and increase efficiency of communication to our parent community, we are attempting to increase our information exchange toward a full electronic model, as opposed to a manual delivery model. This will increase coverage, accessibility, and expediency. This direction is heavily supported by parent and staff anecdotal information.</p> <ul style="list-style-type: none"> - “many of the children’s notices do not make it home”
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - “we are coming to rely on the electronic delivery of notices and newsletters” - “the electronic delivery of information has eliminated the uncertainty of ‘delivery by child”
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Connections:

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



As can be seen from the comparison of goals above, there is a close alignment of Queen Mary's goals with both those of the Family of Schools and the School District.

While the Queen Mary goals intend to reflect the unique character, culture, and needs of the school, considerable thought has gone into linking our goals to our Family of Schools and the District goals.

The Family of Schools connection is supported by regular meetings among the principals of the Carson Graham Family where our goals are reviewed and discussed along with supporting discussion on issues, concerns, curriculum, instruction, and assessment.

In addition, our Safe and Caring School goal is a derivative of the school district's emphasis on increasing this focus as a district initiative through our annual Safe Schools Assessments, our implementation of the Safe and Caring School's Guide, and our Safe Schools and Social Responsibility Survey. This provides a clear set of direction at the district level, and assists us with our alignment to the district's safe schools goal.

Consultation Process of Queen Mary 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 **Queen Mary** School Plan will be posted on the school web site by October 31, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 6, 2009

	Name	Signature
Chairperson (Principal)	Bill Reid	<i>Original Document signed by SPC Members</i>
Teacher	Teachers Not Participating	
Parent	Desiree Young	
Parent	Susan Clyde	
Parent	Kim Skeath	
Student <i>(Gr 10, 11, 12 schools only)</i>	Elementary	

Board Approval of School Plan:

Approved by:

Dave Pearce, Assistant Superintendent
June 15, 2009