

North Vancouver School District
SCHOOL PLAN
2009-2010

School: Blueridge Elementary
Address: 2650 Bronte Drive
 North Vancouver, BC V7H 1M4
Phone: 604-903-3250

Principal: Arlie Thompson

School/Community Context:

Blueridge Elementary was built as an open-area school in 1968. Although many areas of the building have been divided into separate classrooms, a semi-open area remains. Alternate hours with early dismissal on Wednesday afternoons supports collaborative planning between teachers.

Blueridge has a vibrant music program from kindergarten to grade 7 including extra-curricular choir and band. Furthermore, students enjoy a wide variety of extra-curricular athletic opportunities which are sponsored and coached by staff members and parents.

Blueridge staff and students work in partnership with the parent community to foster and maintain a safe and caring school environment for all children. The BPAC generously provides funds to support our Peer Counsellors, Grade 6 First Aid training and student recognition programs. Parent volunteers accompany our Safety Patrollers during their early morning stints at the neighbouring crosswalk and several parents sit on our Safe and Caring School Joint Committee.

Blueridge enjoys a healthy connection to the surrounding community. The Blueridge Community Association's Good Neighbour Days are held annually at the school and supported by student and parent volunteers in addition to community members. Traditional yearly events jointly hosted by the BPAC and the school, such as the Welcome Back Barbeque, Newcomer's Tea, Family Bingo Night, and Fun Day help to ensure that Blueridge families feel closely connected to the school. Furthermore, the BPAC generously provides financial support for key school initiatives and needs in addition to making sizable investments in school playground equipment which benefit the community at large. Lastly, strong efficient communication is maintained between the school and the parent community through the Blueridge website and school and BPAC newsletters and e-mail subscriber lists.

Demographics:

Total number of students: 312 Male: 154 Female: 158

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	14	22	40	38	31	52	36	34	46

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
16.26	0%	15%	2%	5%

Progress Analysis:

Review of School Goals – Previous Year

Review of Goal 1: To Improve Students' Reading and Writing Proficiency

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

- The baseline was established in January 2009 at 74%. The time frame was not made explicit and needs to be extended beyond a year to allow for intervention and retesting. This objective will, therefore, be revised in the 2009/10 plan

Objective 1.2: To improve students' writing proficiency over a 3-year period (2008-10) in Grades 1 – 7

- Our first school-wide write occurred in September 2008. In reviewing the data, it was noted that students in Grades 3 and 4 had scores that were significantly lower than those of students in other grades. We have therefore revised the plan to focus on these Grade 3 and 4 learners with a view to improving their writing skills.

Opportunities for Further Development:

We have rewritten Objective 1.1 from the 2007/08 plan to track the success rate of our current kindergarten students as they continue in Grade 1 next year. We established the baseline in January 2008 using the TOPA.

Review of Goal 2: To Improve Success Rates in Mathematics

Objective 2.1: To improve the performance over a 4-year period (2007-2010) of Grade 1 students from 2006/07 whose numeracy skills were identified as being at risk (using the North Vancouver Kindergarten Numeracy Assessment 2006)

- These students are now in grade 3. Extra support has been placed in Grade 3 classrooms during math instruction. We continue to monitor student progress.

Objective 2.2: To improve the performance over 4 years (2007-2010) of Grade 4 students from 2006-07 whose numeracy skills were identified as being at risk (using report card data from 2006)

- Report card data for 06/07 (89% of students are meeting or exceeding expectations) and 07/08 (91% of students are meeting or exceeding expectations) suggest that we are being successful in building numeracy skills and maintaining them with this cohort of students. We continue to provide classroom and LAC support for these at-risk students and monitor progress.

Opportunities for Further Development:

We will include report card data as an additional measure in Objective 2.1 to give us a variety of data with which to measure student success.

Review of Goal 3: To Increase Awareness of and Respect for Aboriginal Culture and History

Objective 3.1 To increase students' awareness of and respect for Aboriginal culture and history

Key Performance Measure:	Baseline		Target		Actual	
2009 Provincial Satisfaction Survey percent of Grade 4 and 7 students who respond Sometimes/Many Times/All the Times to cultural question	Gr.4	Gr.7	Gr.4	Gr.7	Gr.4	Gr.7
	74%	94%	90%	90%	95%	97%

- We met our targets in both Grade 4 and 7 with increases from 2007/08. The 21% increase in the Grade 4 percentage is significant.

Opportunities for Further Development:

We have been focussing on this goal area since 2005/06. With the exception of the Grade 7 score in 2007/08 we have been consistently successful at either maintaining strong scores or improving weaker ones to meet our target. The school community feels that we may now drop this goal from the School Plan while continuing to support the fundamental respect and understandings underlying the objective.

Review of Goal 4: To Provide a Safe and Caring School Environment

Objective 4.1 To review, implement, and practise the Blueridge Code of Conduct with a view to increasing positive social behaviour throughout the school

- We experienced small changes from the 2007 percentages overall. The decrease of 11% in the Isolated/Excluded section from 2007 is troubling. It should be noted that the data from the 2008 Safe Schools and Social Responsibility Survey is more positive in this area (91%) although it represents intermediate students only.

Question	2006	2007	2008
Isolated/excluded (not at all/a few times)	95%	94%	83%
Threatened/intimidated (not at all/a few times)	96%	95%	93%
Teased/criticized (not at all/a few times)	88%	86%	82%
Hurt physically (not at all/a few times)	94%	88%	89%

Opportunities for Further Development:

In discussion with staff and the parent community it was determined that we needed to focus on more specific and measurable objectives under the Safe and Caring Schools umbrella rather than the broader topic of Code of Conduct. To that end, we have identified two new objectives for the 2009/10 plan. Furthermore, strategies supporting the new objective of Student Belonging may in turn support inclusion and bring about a decrease in the isolation/exclusion noted earlier.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence and with consideration given to the District focus on improving literacy for students not yet meeting expectations in reading, writing, listening and speaking, the goals set out in the Blueridge School Plan for 2009-2010 are:

1. **To improve the reading and writing proficiency of students identified as being at risk of low achievement**
2. **To improve success in mathematics for those students identified as being at risk for low achievement**
3. **To increase the percentage of students who report feeling safe at school**

School Goal 1:

To improve the reading and writing proficiency of students identified as being at risk of low achievement

Goal Rationale:

As a staff and a community, we recognize the value of early intervention. It is critical that we support at-risk beginning readers to increase their chances of long-term success. In addition, given the significance of writing across all curricular areas, it is essential that we provide interventions and support for those students who do not yet fully meet expectations in writing as measured by the provincial performance standards.

Objective 1.1:

To improve reading proficiency of students in Grade 1 assessed (using Test Of Phonological Awareness *Early Elementary Version*) as below the 25th percentile on the TOPA in their kindergarten year

Strategies/Structures:

- Provide reading support through the implementation of Reading 44 strategies
- Provide additional phonological training and support to the identified students through the classroom, the LAC and the home
- Increase parents' understanding and support and students' enthusiasm in the area of reading through newsletter articles, BPAC meetings, reading presentations, the Read Aloud Club, Red Cedar awards, Book Swap and Book Fairs
- Purchase books to build classroom and library resources
- Implement Instructional Intelligence strategies, skills and tactics in a strategic manner



Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
TOPA (Early Elementary Version) percent of Grade 1 students achieving over 25 th %ile	74%	91%	

Objective 1.2:

To increase the percentage of Grade 4 and 5 students fully meeting expectations on the school-wide write

Strategies/Structures:

- Provide sustained writing support through the implementation of instructional activities and graphic organizers from Writing 44
- Identify all students with written output disabilities and provide appropriate adaptations, interventions and support through the classroom and the LAC
- Implement Instructional Intelligence strategies, skills and tactics in a strategic manner
- Increase parents' understanding and support and students' enthusiasm for writing through newsletter articles, BPAC meetings, reading presentations, the Read Aloud Club, Red Cedar awards, Book Swap and Book Fairs

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
School-Wide Write percentage of Grade 4 and 5 students Fully Meeting or Exceeding Expectations	81% (Fall 2008*)	90% (Spring 2010)	

*This cohort of students was identified in the 2008-09 school year when they were in Grades 3 and 4

School Goal 2:

To improve success in mathematics for those students identified to be at-risk for low achievement

Goal Rationale:

As a staff and community we recognize the need to support students who are at-risk in the area of numeracy to increase their chances of long-term success.

Objective 2.1:

To improve the performance over a 4-year period (2007-10) of Grade 1 students from 2006-07 whose numeracy skills were identified as being at risk (using the North Vancouver Kindergarten Numeracy Assessment 2006)

Strategies/Structures:

- Implement strategies from Math 44
- Provide additional classroom, LAC, SEA and home support
- Increase the use of manipulatives in a strategic manner from K-7
- Track and communicate progress & adaptations to facilitate transition from grade to grade

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
2010 FSA Numeracy percent of Grade 4 students who fully meet or exceed expectations	74%	85%	

Key Performance Measure:	Baseline	Target	Actual
2009/10 Report Card Data	78%	89%	

Objective 2.2:

To improve the performance over 4 years (2007-10) of Grade 4 students from 2006-07 whose numeracy skills were identified as being at risk (using report card data from 2006)

Strategies/Structures:

- Implement strategies from Math 44
- Provide additional classroom, LAC, SEA and home support
- Increase the use of manipulatives in a strategic manner from K-7
- Track and communicate progress & adaptations to facilitate transition from grade to grade

Key Performance Measure:	Baseline	Target	Actual
2009/10 Report Card Data	79%	89%	

School Goal 3:

To increase the percentage of students who report feeling safe at school

Goal Rationale:

Blueridge staff and our parent community have recently engaged in discussions related to Positive School Climate and identified feelings of safety as a primary criterion for a welcoming school. We believe that feelings of safety embrace both physical and emotional well-being. Staff noted an increase in unsafe disruptive hallway behaviour and felt that an improvement in this area was necessary. We were also concerned at the number of students in the Safe Schools and Social Responsibility Survey administered in the spring of 2008, who reported a low sense of belonging.

Objective 3.1:

To increase the percentage of intermediate students who report a high sense of belonging in school on the Safe Schools and Social Responsibility Survey

Strategies/Structures:

- Teach empathy, tolerance and inclusion through programs like Tribes, Second Step and Focus On Bullying
- Use literature to teach acceptance of all types of differences
- Continue Rak 'Em Up recognition program
- Establish caring adult-student relationships with vulnerable children
- Continue to offer a variety of extra-curricular activities to support students' diverse talents and interests

Key Performance Measure:	Baseline	Target	Actual
Safe Schools and Social Responsibility Survey 2010 percentage of intermediate students responding "Always, Most of the Time" to Question #22: "I feel like I belong at my school"	79%	89%	

Objective 3.2:

To increase the number of students behaving responsibly in school hallways

Strategies/Structures:

- develop and communicate consistent expectations with respect to hallway behaviour
- plan and teach lessons in responsible hallway behaviour
- promote responsible hallway behaviour through assemblies and announcements
- provide recognition for responsible hallway behaviour
- communicate expectations and solicit parent support through BPAC meetings and newsletters

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- Staff report a significant number of students displaying unsafe, noisy, disruptive hallway behaviour which has an impact on students' feelings of safety and on the working and learning environment of the school
Qualitative Target: <ul style="list-style-type: none">- Staff will report an increase in the number of students exhibiting safe, quiet, responsible hallway behaviour independently and on a consistent basis
Qualitative Actual: <ul style="list-style-type: none">-

Connections:

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

The Windsor Family of Schools meets regularly to share information, concerns, supports, and strategies for improving student learning. To that end, we met in the fall to discuss our current school goals and identify commonalities among them. We also collaboratively planned sessions for our FOS Curriculum Implementation Day at Windsor where we investigated the areas of formative assessment and oral language. Monthly meetings between the executives of the FOS PAC's, several years of dialogue about the delivery of FSL between the elementary schools and Windsor, and development of a math enrichment opportunity to support Grade 7/8 transition, while not directly reflected in the School Plans, all serve to support a collaborative spirit amongst the schools in the Windsor Family.

There is also congruence between the Blueridge School Plan and the District Achievement Plan. Firstly, both the Blueridge and District plans include goals related to improving the literacy performance of identified students. Moreover, both Objectives under Goal 1 in the Blueridge Plan are directly aligned with Objectives 1.1 and 1.3 in the District Plan.

Secondly, Goal 2 in the District Plan emphasizes the "safe, caring and relational aspects of instruction in our schools" which parallels Goal 3 of the Blueridge Plan where safety and student belonging are featured.

Consultation Process of Blueridge School Planning Council:

- X School administrators, staff, parents and students have been actively involved in the development of the School Plan.

- X A summary of the approved Blueridge School Plan will be posted on the school web site by October 31, 2009.

School Planning Council Approval of Proposed School Plan:

Date: Click to type date

Name	Signature
Chairperson (Principal) Arlie Thompson	<i>Original Document signed by SPC Members</i>
Teacher	
Parent Ruth Hanson	
Parent Dana Hirst	
Parent Student <i>(Gr 10, 11, 12 schools only)</i>	

Board Approval of School Plan:

Approved by:

Dave Pearce, Assistant Superintendent
June 15, 2009