

**North Vancouver School District**  
**SCHOOL PLAN**  
**2009-2010**

**School:** Queensbury Elementary School  
**Address:** 2020 Moody Avenue  
 North Vancouver, BC V7L 3V3  
**Phone:** 605 903-3730

**Principal:** Janey Cameron

**School/Community Context:**

Nestled in the trees at the top of Grand Boulevard in North Vancouver, Queensbury Elementary is a warm and welcoming school. Diligent and committed teachers work hand-in-hand with a very involved parent community to do the best for our students and uphold the Queensbury Mission Statement: *“Education at Queensbury is directed towards providing all children an equal opportunity to acquire the knowledge, skills and attitudes needed to maximize their potential in intellectual, social, and physical development.”*

Queensbury parents successfully fund raise each year to support programs at the schools and are active educational partners helping out in classrooms. We have students from many different cultural backgrounds and as such the school is generally reflective of Canadian society as a whole. Our ESL population and numbers of international students have increased in recent years. We are particularly proud of our work with adapting and modifying programs for special needs learners and integrating them into the classroom as much as possible. Recent improvements to the physical plant and particularly to the grounds have helped to make the school visually appealing.

**Demographics:**

Total number of students: 261 Male: 134 Female: 127

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		37	36	30	20	27	43	31	43
Fr. Imm.									

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>13.45</b>	<b>1.1</b>	<b>6.0</b>	<b>0.04</b>	<b>11.2</b>

## Progress Analysis:

### Review of School Goals – Previous Year (2008 – 2009)

#### Goal 1: To Improve students' reading proficiency at Queensbury

**Objective 1.1** To improve the reading performance of primary students.

#### Evidence:

There have been changes in administration at the school both at September, 2008 and January, 2009 and baseline data as originally identified on the school plan was not obtained. The SPC has met and decided to change the source of our evidence to report card data. The 'Baseline' has been taken from the reports cards of the prior year grade at June 2008, and the 'Actual' will be taken from current grade report cards for June 2009. This enables us to track cohorts (eg. This year's grade 3 baseline will be derived from the June 2008 reports for grade 2) using similar year end data.

<b>Key Performance Measure: Report Card data</b>	<b>Baseline:</b> % mtg. or exceeding in reading June, 2008 report cards (prior grade)	<b>Actual:</b> % mtg. or exceeding in reading June, 2009 report card (current grade)	<b>Target:</b> % students mtg. or exc.
Grade 2	80% (gr 1)	95%	95%
Grade 3	91% (gr 2)	87%	95%

Detail of report card data:

	Not yet	Approaching	Meeting	Exceeding
<b>Baseline grade 2:</b> (June 2008 Gr. 1 report)	0%	20%	55%	25%
<b>Actual grade 2:</b> (June 2009 report)	<b>0%</b>	<b>5%</b>	<b>63%</b>	<b>32%</b>
<b>Baseline grade 3:</b> (June 2008 Gr. 2 report)	9%	0%	46%	45%
<b>Actual grade 3:</b> (June 2009 report)	<b>0%</b>	<b>13%</b>	<b>48%</b>	<b>39%</b>

#### Review and Analysis:

The teaching of reading at the primary level continues to be a focus at Queensbury. In the classroom, the Reading 44 Framework is used to guide teachers in terms of best practice, parent volunteers come every day to read with children and provide one-on-one attention, and home reading programs provide extra reading practice at home. Levelled books aid teachers in tracking student progress throughout the year. For those students who need some extra support, the Learning Assistance Centre and our Learning Support Worker provide small group instruction on a regular basis. The TOPA testing in Kindergarten continues to help us with early identification of students who may be at risk for reading difficulties. Our Learning Support Worker and LAT work with these identified students to improve their phonological awareness.

Some intermediate teachers have been using Adrienne Gear's book *Reading Power* to guide their practice. Some attended workshops provided by the author on content area reading.

The data from June 2009 report cards shows growth. The grade 2 data is very encouraging with an increase from 80% to 95% students meeting or exceeding expectations from one year to the

next and our target met. With such a small cohort, it is likely that the grade 3 results mean students achieved at the same level, when using report card data from one year to the next, we always have to keep in mind that, though the cohort is the same, the teacher is different and different teachers may have slightly different standards. It is encouraging, however, that there are no students in the 'not yet meeting' category. More work needs to be done in this area in order to achieve the target of 95%.

**Objective 1.2** To improve the reading comprehension of intermediate students.

<b>Key Performance Measure: Comprehension strand on the Reading Assessment Device</b>	<b>Baseline:</b> % fully meeting expectations Sept. 2008	<b>Actual:</b> % fully meeting May/June 2009	<b>Target:</b> 75% fully meeting
Grade 4	21%	45%	75%
Grade 5	28%	74%	75%
Grade 6	31%	65%	75%
Grade 7	65%	66%	75%

**Review and Analysis:**

This was the first year the intermediate students had been introduced to the RAD as an assessment instrument. Teachers reported that the method required by students to show their knowledge (such as using concept maps etc) were unfamiliar. Intermediate teachers, however, are committed to improving students' ability to read expository text and glean information from it and so will persevere with the RAD to help inform their instruction.

The RAD results are very encouraging, with increases in performance at all grade levels. The school will continue to make a focus of improving students' ability to read in the area of non-fiction text to reach the target of 75% students fully meeting expectations.

**Objective 1.3** To increase students' enjoyment of writing

**Objective 1.4** To increase students' mechanical skills proficiency in writing

**Evidence**

There have been changes in administration at the school both at September, 2008 and January, 2009 and baseline data as originally identified on the school plan was not obtained. However, a collegial conferencing initiative is currently underway to improve writing fluency in students at the school. In order to gauge progress, all students were given a survey to assess their enjoyment of writing before the program began and will be given a similar one at its conclusion. In addition, many of the participating teachers have decided to use the Writing Performance Standards to assess improvement in student writing and inform their instruction for future projects.

<b>Key Performance Measure: Teacher Generated Survey, April 2009--% of students who report liking writing. (Average of 5 categories):</b>	<b>Baseline April 2009</b>	<b>Actual May 2009</b>	<b>Target</b>
Primary students (41 surveyed)	60%	59%	90%
Intermediate students (139 surveyed)	50.4%	50%	80%

Detail:

	Primary Baseline	Primary Actual	Int. Baseline	Int. Actual
Writing Poetry	44	46	45	45
Writing stories or Creative Writing	88	76	76	76
Writing Journals or Personal Writing	56	56	48	48
Writing Reports in Socials or Science	51	56	22	31
Writing Letters or Notes	61	59	60	50

Primary classrooms have made writing a focus in different ways with grade ones using the program *English Smart Books*, grades two and three use daily practice with editing skills at the beginning of each day, and the grade threes use *Communication Skills* on a daily basis. Primary teachers report that this daily practice has improved students' writing ability over the year.

### Review and Analysis:

At the final review meeting of the Collegial Conferencing Project the following observations were made:

- the students who struggle with writing made the greatest gains
- the students' writing became more powerful in terms of the vocabulary used and the way thoughts and ideas were expressed
- those teachers who used the provincial performance standards to assess student performance at the beginning and end of the project all noted movement upwards, but the greatest gains were made from 'not yet meeting' into higher categories.
- Students placed much more emphasis on the importance of good writing

The results of the student survey show very little gains in enjoyment. This was perplexing as students appeared to be much more willing to write by the end of the project than before. All staff, however, agreed that improving students' writing should continue to be a focus for the next school year. For the next Collegial Conferencing project, the survey will concentrate on the area of focus of the project (eg. In this case, story writing) and it will extend over a longer period of time.

### Opportunities for Further Development in Reading and Writing:

Although we do not yet have data to assess student progress in the areas of reading and writing over the 2008 – 2009 school year, both the School Planning Council and staff agree that it's important we continue our focus on literacy for the 2009 – 2010 school year. Teacher observations confirm that our students would benefit from a focus on improving student comprehension of, and extraction of information, from expository text. In addition, teachers who are currently engaged in the writing collegial conferencing initiative would like to see the focus on writing skills spread to a school wide initiative next year. Looking at the initial data on students' enjoyment of writing from the survey it is interesting to note that only 51% of primary students and 22% of intermediate students reported enjoying writing in Socials and Science. Consequently, this may be an area of focus for next school year.

## Goal 2: To improve students' success rates in mathematics at Queensbury.

**Objective 2.1:** To improve students' ability in math problem solving.

### Evidence:

There have been changes in administration at the school both at September, 2008 and January, 2009 and baseline data for grade 2 and 3 students as originally identified on the school plan was not obtained. Teachers found that, in practice, the requirement to measure the number of different ways students solved problems was very difficult to measure without a one-on-one assessment of students. In a recent discussion of the SPC, it was decided that the focus on problem solving would likely have an effect on the overall performance of students in math and that the report card data in mathematics at the grade 2 and grade 3 level would be a good indication of evidence of improvement.

<b>Key Performance Measure: Report Card data</b>	<b>Baseline:</b> % mtg. or exceeding in Math June, 2008 report cards (prior grade)	<b>Actual:</b> % mtg. or exceeding in Math June, 2009 report card (current grade)	<b>Target:</b> % students mtg. or exc.
Grade 2	100% (gr 1)	100%	95%
Grade 3	91% (gr 2)	87%	95%

### Detail on Report Card Data:

	Not yet	Approaching	Meeting	Exceeding
<b>Baseline grade 2:</b> (June 2008 Gr. 1 report)	0%	0%	90%	10%
<b>Actual grade 2:</b> (June 2009 report)	0%	0%	84%	16%
<b>Baseline grade 3:</b> (June 2008 Gr. 2 report)	0%	9%	68%	23%
<b>Actual grade 3:</b> (June 2009 report)	1.5%	14.9%	71.6%	11.9%

### Review and Analysis:

This year primary teachers have made a focus of problem solving in mathematics in their classes.

With such a small cohort, it is likely that these results mean students achieved at about the same level, when using report card data from one year to the next, we always have to keep in mind that, though the cohort is the same, the teacher is different and different teachers may have slightly different standards. It is encouraging, however, that there are no students in the 'not yet meeting' category. More work needs to be done in this area in order for the current grade 3s to achieve the target of 95%.

**Objective 2.2** To improve intermediate students' basic math computational skills, particularly patterning and measurement.

**Evidence:**

There have been changes in administration at the school both at September, 2008 and January, 2009 and baseline data as originally identified on the school plan was not obtained. The SPC has met and decided to change the source of our evidence to report card data. The 'Baseline' has been taken from the reports cards of the prior year grade at June 2008, and the 'Actual' will be taken from current grade report cards for June 2009. This enables us to track cohorts (eg. This year's grade 5 baseline will be derived from the June 2008 reports for grade 4) using similar year end data.

<b>Key Performance Measure: Report Card data in Math</b>	<b>Baseline:</b> % C+ or better in Math final mark June, 2008 (prior grade)	<b>Actual:</b> % C+ or better in Math final mark June, 2009 (current grade)	<b>Target:</b> % students receiving a C+ or better in Math final mark.
Grade 5	87% (gr. 4)	88%	90%
Grade 6	80% (gr 5)	64%	90%
Grade 7	91% (gr 6)	92%	90%

**Review and Analysis:**

Results indicate that students' performance at the grade 5 and 7 level were much the same from one year to the next. The grade 6s appear to have declined. While the small cohort is problematic when gathering data and teacher differences can account for some changes in report card data from one year to the next, the grade 6 results indicate a need for some intensive work in this area in grade 7.

**Opportunities for Further Development in Mathematics.**

During a Family of Schools meeting, it was noted that one in six students do not pass Grade 8 Mathematics courses. Grade 8 Mathematics teachers suggest that poor recall and manipulation of basic math facts is a contributing factor. The administrators of the feeder elementary schools agreed to recommend that an objective under the goal "To Improve Student Performance in Mathematics" would be to improve elementary school children's mental math and their ability to recognize patterns. In addition, when viewing the report card data of the current grade 6s at Queensbury, it is appropriate to put some focus on this cohort as they go through their grade 7 year in order to improve their mathematics in preparation for grade 8.

**Goal 3: To provide a safe and caring school environment at Queensbury**

**Objective 3.1.** To implement planned changes to the schools Code of Conduct, promote a safe and caring school environment and increase student and adult awareness of the code.

**Evidence:**

The school experienced changes in administration both at September, 2008 and January, 2009 this school year and a School Generated Survey intended to provide baseline data was not

developed nor administered. The SPC has met and decided to change the data source to the 2008 SS&SRS for the baseline. Since this data is not broken down by grade, the data reflects responses from all students grades 4-7. The 'Actual' data comes from a school generated survey.

<b>Key Performance Measure: 2008 SS&amp;SR Survey and School Generated Survey. Aggregate grades 4-7</b>	<b>2008 SS&amp;SR Survey</b>	<b>April 2009 School Survey</b>	<b>Target</b>
% Of students who feel bullied, teased, or picked on 'all of the time' or 'many times'.	8.5%	10.8%	0%
% students who feel safe at school 'all of the time' or 'many times'.	82%%	89%	100%

### **Review and Analysis:**

The school generated survey administered to intermediate students in April 2009 revealed that the increase in the number of students responding to the first question in the table above was mostly a result of one particular classroom in which 25% of students responded that they are bullied 'all of the time' or 'many times'. As this seems to be classroom specific, the school is going to be working with this particular class to resolve any issues of bullying.

It was also interesting to note that the majority of students (grades 4 – 7) who responded that they were bullied frequently indicated that this bullying took the form of verbal and/or social bullying rather than physical or cyber bullying.

Students were asked to study the newly revised code of conduct and come up with a rubric for expected behaviours for each strand in various locations. This rubric was taped into their planners for quick reference. The staff has been working to improve the way students transition from one part of the school to another and this has made a vast improvement to the tone of the school. A new tracking/problem solving instrument has been introduced. This has helped students understand their behaviour and how it affects others, it has also aided home school communication.

Programs that have helped students develop skills they need to enjoy a safe and caring school environment include Roots of Empathy, presentations from theatre groups around cyber bullying, presentations from our RCMP Liaison Officer around bullying and the DARE programme.

**Objective 3.2.** To increase the ability of the school to deal with crisis management

### **Evidence:**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Actual</b>	<b>Target</b>
Grade 6 students trained to set up for emergency release	0	8	6

### **Review and Analysis:**

Our objective has been exceeded. We now have a group of students who will be in grade 7 next year who will be able to set up for an emergency release should one ever take place.

## **Opportunities for Further Development in the area of Providing a Safe and Caring School Environment:**

At a recent Family of Schools meeting, the correlation between low graduation rates and student disengagement with their school was noted. It was decided that administrators of the schools in the family would suggest that one objective in the school plan under the heading of 'Safe and Caring Schools' might be to improve the interaction between students and the adults in the building.

In addition, at the recent Queensbury School Safe and Caring Schools Audit, staff and parents identified the need for a school wide behaviour support system. This will constitute one of the objectives for our 2009 – 2010 school plan.

## **School Goals 2009-2010:**

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

- 1. To increase students' proficiency in reading and writing.**
  - 1.1 To improve the school's early identification and intervention for grade 1 students at risk for reading and/or writing failure.
  - 1.2 To improve Intermediate students' ability to comprehend, extract and utilize information from expository text.
  - 1.3 To improve Primary students' ability to read and understand non-fiction text.
  - 1.4 To improve students' fluency in both fiction and non-fiction writing.
  
- 2. To improve the students' achievement in mathematical computation.**
  - 2.1 To improve grade 2 and 3 students' fluency in addition, subtraction and multiplication basic facts.
  - 2.2 To improve grade 6 and 7 students' fluency in of basic math facts, numerical patterns and algebraic reasoning.
  
- 3. To enhance the positive school climate at Queensbury.**
  - 3.1 To increase students' sense of safety and belonging at the school and improve their connection to the adults who work there.
  - 3.2 To improve compliance with behavioural expectations of students at Queensbury.

## School Goal #1

### To increase students' proficiency in reading and writing.

#### Goal Rationale:

Both the School Planning Council and staff agree that it's important we continue our focus on literacy for the 2009 – 2010 school year. Teacher observations confirm that we need to improve students' ability to read for information. In addition, teachers who are currently engaged in the writing collegial conferencing initiative would like to see the focus on writing skills spread to a school wide initiative next year.

#### Objective 1.1:

To improve the school's early identification and intervention for grade 1 students at risk for reading and/or writing failure.

##### Strategies/Structures:

- Use the Dibels, the Rapid Naming measure, the Alphabet Task and the Cancellation Task to assess all grade one students in late Fall 2009.
- Provide all students identified to be at risk with small group instruction/remediation by the Learning Assistance Teacher or Learning Support Worker.
- Provide parents with ways in which they can support children identified 'at risk' at home.

##### Evidence: (Quantitative)

Key Performance Measure: Dibels	Baseline Sept. 2009	Target	Actual April 2010
Scores of those grade 1 students identified as being at risk for reading and/or writing failure			

#### Objective 1.2:

To improve Intermediate Students' ability to comprehend, extract and utilize information from expository text.

##### Strategies/Structures:

- Include non-fiction text in activities that have traditionally been based on fiction eg. Read-aloud and Novel studies.
- Directly teach students the features of non-fiction text and how it differs from fiction.
- Use instructional activities and graphic organizers from Reading 44, Adrienne Gear's Nonfiction Reading Power and other appropriate resources to help students summarize and extract information from non-fiction text, maps and illustrations.
- Professional Development opportunities on teaching non-fiction text.

**Evidence:** (Quantitative)

<b>Key Performance Measure:</b>	<b>Baseline Sept. 2009</b>	<b>Target</b>	<b>Actual April 2010</b>
Comprehension strand from RAD assessment grades 5 - 7			

**Evidence:** (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Intermediate Teacher discussion at a meeting in the fall of 2009 – record teachers’ assessment of students’ current ability to comprehend and extract information from expository text (strengths/needs). Record which instructional methods/activities and resources may be used to best address student needs in this area.</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Teacher discussion at the April 2010 meeting - teachers will give anecdotal evidence of ways in which students’ ability to comprehend and extract information from expository text has improved. Three or four particularly effective instructional methods/activities and resources are identified for continued use.</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- Click here to type qualitative ACTUAL comments</li></ul>

**Objective 1.3**

To improve the ability of grade 2 and 3 Students to read and understand non-fiction text.

**Strategies/Structures:**

- Teachers make a conscious decision to choose more non-fiction text to read aloud to students.
- Parent helpers choose a variety of non-fiction books when reading one-on-one with students.
- Directly teach students the features of non-fiction and how it differs from fiction.
- Use instructional activities and graphic organizers from Reading 44, Adrienne Gear’s Nonfiction Reading Power and other resources to help students summarize and extract information from non-fiction text, maps and illustrations where grade appropriate.
- Provide opportunities for professional development in content area reading.

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Primary Teacher discussion at a meeting in the fall of 2009 – teachers discuss and record a) ways in which students at their grade can be directly taught how to read non-fiction text and b) identify some new instructional methods/activities they would like to try from available resources.</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Primary Teacher discussion at the April 2010 staff meeting - teachers will give anecdotal evidence of ways in which students’ ability to comprehend and extract information from expository text has improved. Particularly effective instructional methods/activities and resources will be identified.</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- Click here to type qualitative ACTUAL comments</li></ul>

**Objective 1.4:**

To improve students’ fluency in both fiction and non-fiction writing.

**Strategies/Structures:**

- A Collegial Conference proposal will be submitted to continue teacher exploration of ways to enhance writing fluency.
- Teachers will adapt the methods used to include non-fiction writing.
- Teachers will use Writing 44 and other resources for instructional methods and activities to teach writing.

<b>Key Performance Measure: Student self assessment</b>	<b>Baseline Fall 2009</b>	<b>Target</b>	<b>Actual April 2010</b>
% students reporting they are ‘good’ or ‘very good’ writers on a school generated self assessment tool.			

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- At their initial meeting, teachers participating in the collegial conferencing project discuss and record their assessment of their students’ writing ability (strengths/weaknesses).</li></ul>
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**Qualitative Target:**

- At the final debriefing of the project, teachers discuss and record a) ways in which their teaching practice has been enhanced in terms of writing instruction and b) ways in which their students' writing has been improved.

**Qualitative Actual:**

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

## School Goal #2

### To Improve students' achievement in mathematical computation.

#### Goal Rationale:

During Family of Schools' meetings, it was noted that one out of six students fail Math 8. For many students their weak computational skills interfere with their ability to perform more complex, multi-step algorithms and mathematical patterns.

#### Objective 2.1:

To improve grade 2 and 3 students' fluency in addition, subtraction and multiplication (or skip counting) basic facts

#### Strategies/Structures:

- Teachers begin math lessons with short mental math warm-ups or math games.
- Teach strategies from Math Habits 4, 5, and 6 from [Primary Math 44](#)
- Teach Mental Mathematic Strategies- grade 2 page 121 [Primary Math 44](#)
- Teach Mental Mathematic Strategies- grade 3 page 165 and page 175 [Primary Math 44](#)
- Teach Multiplication strategies-grade 3 page 181 [Primary Math 44](#)
- Where possible, provide small group instruction with SEA, for students NYM and Approaching Expectations in math.
- Provide parents with ideas for games they can play and activities they can do with their children to improve recall of basic math facts.

#### Evidence: (Quantitative)

<b>Key Performance Measure:</b> basic fact drills (degree of difficulty for the grade determined by Math IRP & teacher)	<b>Baseline Oct 2009</b>	<b>Target</b>	<b>Actual Apr 2010</b>
Average number of addition facts 2 minutes:			
Average number of subtraction facts in 2 minutes:			

#### Evidence: (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- At a Primary Team Meeting in the fall of 2009, primary teachers discuss and record activities which can be used on a daily basis to improve mental math.</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- At a Primary Team Meeting in the spring of 2010 teachers discuss student improvement in terms of recall of basic facts and recognition of mathematical patterns and how that has improved their performance in math generally, identify activities that were used and how frequently, and which were most effective.</li></ul>

**Qualitative Actual:**

- Click here to type qualitative ACTUAL comments

**Objective Objective 2.2:**

To improve grade 6 and 7 students' fluency in recall of basic math facts, numerical patterning and algebraic reasoning.

**Strategies/Structures:**

- Teachers to begin math lessons with short mental math and other warm-ups
- Teach strategies from Math Habits 4, 5, and 6 from Intermediate Math 44
- Teach numerical patterning lessons from Intermediate Math 44 Grade 6 page 181; grade 7 page 264
- Provide parents with ideas for games they can play and other activities they can do with their children to improve recall of basic math facts.

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b> Report card data and grade 6 math assessment.	<b>Baseline Oct 2009</b>	<b>Target Jun 2010</b>	<b>Actual</b>
Number of grade 6 and 7 students with C- and C on their report card			
Percentage of incorrect answers in the areas of Patterns and Relations, and Number on District Grade 6 math Assessment.			

<b>Key Performance Measure:</b> Student self assessment on habits 4,5,and 6 in Math 44	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Average score			

**Evidence: (Qualitative)**

**Qualitative Baseline:**

- At the first intermediate team meeting of the school year teachers discuss expectations for students' ability to recall basic facts and recognize mathematical patterns for the grade they are teaching. A list of activities is generated which can be used on a daily basis to improve mental math.

**Qualitative Target:**

- At an intermediate team meeting in the spring of 2010 teachers discuss student improvement in terms of recall of basic facts and recognition of mathematical patterns, which activities were used and how frequently, and which were most effective.

**Qualitative Actual:**

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

## School Goal #3: To enhance the positive school climate at Queensbury.

### Goal Rationale:

At a Family of Schools meeting it was noted that students who fail to graduate High School are often those who have little sense of connection to the school. In addition, at our Safe and Caring Schools Audit the aspect "Behaviour Management & Interventions" was identified as an area needing improvement at Queensbury.

### Objective 1.1:

To increase students' sense of safety and belonging in the school and improve their connection to the adults who work there.

#### Strategies/Structures:

- Conduct regular whole school assemblies.
- Assign an adult to 'check in' frequently with those students who are identified as being at risk for disengagement from school and learning.
- Continue to provide students with leadership opportunities in the form of Student Council and Peer Counsellors.
- All teachers provide some empathy training to their class such as "Second Step", 'Roots of Empathy' etc.
- Opportunities will be provided to all staff to engage in discussions on building relationships with students in and outside their own classroom.

Key Performance Measure: SSRSS ...% students responding "always" or "most of the time"	Baseline SSRS 2008	Target	Actual SSRS 2010
18. The adults at my school treat students fairly.	79%	90%	
19. I can get extra help from adults at my school if I need it.	75%	90%	
22. I feel like I belong at my school.	70%	90%	
23. Other students at my school accept me as I am.	86%	90%	
26. Adults in my school respect me.	82%	90%	
31. There is an adult in my school that I can go to for support or advice or talk to about problems and worries.	67%	90%	
39. I feel very different from other students here.	27%	10%	
40. It is hard for people like me to be accepted in this school.	11%	5%	

### Objective 3.2:

To improve the behaviour of students in the school by enhancing our pro-active behaviour and progressive discipline programs and strategies.

#### Strategies/Structures:

- Professional Development to assist staff in developing a school-wide behaviour support program and strategies for its sustained implementation.
- Review and revise the code of conduct to reflect the behaviour support program and set out expectations for student behaviour and consequences for violations of the Code of Conduct.
- Develop a progressive discipline model to deal consistently and fairly with situations where students have violated the Code of Conduct.
- Celebrate student successes at assemblies and with other reinforcement strategies.

Key Performance Measure: Safe and Caring Schools Audit	Baseline Audit Apr 2009	Target	Actual Audit Apr 2011
% responding 'fully meets' or 'exceeds' with regard to the 'Behaviour Management & Interventions' aspect	35%	70%	

#### Evidence: (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- School wide behavioural expectations are articulated but may not be clearly and simply defined and consistently applied in all areas of the school. Ways to celebrate student successes are limited in number.</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- A school wide behaviour support program strategy is well defined and all staff and students know, understand and apply it consistently throughout the school. Processes are in place to recognize good citizenship on a regular and ongoing basis.</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- <a href="#">Click here to type qualitative ACTUAL comments</a></li></ul>

## Connections:

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

All three goals in the Queensbury School Plan are also identified as goal areas in the district Achievement Plan. In addition, the goal in the area of Safe and Caring Schools was identified at this year's Safe and Caring Schools Audit, a program directed to all schools by the School Board.

During Family of Schools' meetings challenges to students' success were discussed with regard to the low pass rate in grade 8 Mathematics and also with regard to the high drop out rate of those students who become disengaged with school. It was agreed that all feeder schools would suggest to stakeholders that these issues become incorporated into our school plans.

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

**School Planning Council Approval of Proposed School Plan:**

Date: May 8, 2009

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Eileen Hood	_____
Teacher	N/A	_____
Parent	Jacque Casilio	_____
Parent	Susan Waterman	_____
Parent	Jennifer Robertson	_____
Student (Gr 10, 11, 12 schools only)	N/A	_____

**Board Approval of School Plan:**

	<b>Name</b>	<b>Signature</b>
Assistant Superintendent	Bryn Roberts	_____

Date: