

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

**School:** Ecole Boundary Elementary

**Principal: John Moffat**  
 Susannah Howick (acting)

**Address:** 750 E. 26<sup>th</sup> Street  
 North Vancouver, BC V7K 3T6

**Phone:** 604 903-3260

**School/Community Context:**

Ecole Boundary Elementary School is situated in Tempe Heights at the foot of Lynn Valley and currently feeds into Argyle Secondary School but is equally close to Sutherland Secondary School. Boundary is a public elementary school providing instruction to approximately 250 students from Kindergarten through Grade 7. Boundary is well rounded in our offerings of programs in the arts and athletics as well as academics. We offer Late French Immersion at grades 6 and 7. Boundary is also home to the district's Social Responsibility Support Program for both primary and intermediate students. We are particularly proud of the many ways that students who attend these two programs are welcomed and integrated into our school community.

One unique community program at Ecole Boundary Elementary School is Brown Bag Lunch, a community-based program that was created well over 25 years ago at Boundary Community School. Seniors from the community join our students once a month in the school for lunch. Our PAC coordinates the program and each class in the school takes a turn having lunch with and entertaining the seniors.

Ecole Boundary Elementary School is a community of parents, teachers, students, support staff and administrators who have a common goal. Our mission is to work together as a community to provide a safe, caring, positive environment in which all learners are challenged to their full potential socially, emotionally, academically and physically.

**Demographics:**

Total number of students: 264 Male: 137 Female: 127

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		20	29	22	24	35	26	33	38
Fr. Imm.								24	

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>14.32</b>	<b>0.37%</b>	<b>10.98%</b>	<b>7.19%</b>	<b>4.16%</b>



## Progress Analysis:

### Review of School Goals – Previous Year

The school plan continues to be a focus for staff in the learning we plan for students and in the professional development activities we plan for ourselves. A focus this year was on assessing writing skills through a school-wide write. To achieve that goal, staff gathered with colleagues from the Argyle Family of Schools on two occasions (Curriculum Implementation Day and a planned common Professional Development Day) to focus on writing and to share ideas on assessing for learning.

#### Areas of significant progress:

- A renewed focus on assessment for learning
- More opportunities for staff to work collegially with Boundary teachers as well as colleagues from the Argyle Family of Schools

### School Goal 1: To Improve Literacy Skills from K-7

#### Objective 1.1: To increase the percentage of students who meet the expectations for reading readiness by the end of kindergarten

- Firm Foundations fully embedded in the K program, with new resources purchased to support continued implementation
- Intervention strategies are helping students below the 25<sup>th</sup> percentile on TOPA achieve a higher score by June
- Early Development Instrument (EDI) continued this year

#### Objective 1.2: To maintain or improve the reading proficiency of students in grades 1 – 7

- Guided Reading continues three times per week
- District “Reading Assessment Device” (“RAD”) used in grades 2-7 to provide information for lesson planning and to provide an additional data source
- Tracking of RAD results needs to be more efficient
- Student reading achievement tracked using FSA data

#### Objective 1.3: To improve Writing performance in grades 1 through 7

- Discussion of writing performance and strategies for improvement became a part of each month’s staff meeting and a focus for professional days and Curriculum Implementation Day
- With the launch of Writing 44, teachers took a renewed interest in writing strategies, but needed some data to focus their teaching; hence the school-wide write
- Conducted our first school-wide write and assessed the students’ work using the BC Performance Standards



## School Goal 2: To Provide a Safe and Caring School Environment

### Objective 1.1: To increase students' sense of safety and emotional security at school

- Provided many opportunities for new Late French Immersion students and existing Boundary Grade 6 students to get to know each other (e.g. Welcome and Orientation in June, 2008; early September Outdoor School experience; sports teams; Band program)
- Continued to provide opportunities for students to be involved in school decision-making and volunteerism through Student Council
- Began implementation of the revised Code of Conduct and implemented a system for tracking Code violations ("Behaviour Reports")
- Began to apply consequences more consistently
- Need to communicate Code of Conduct, especially Behaviour Reports and consequences, more clearly to staff, students and parents
- Teachers continued to use Tribes and other strategies to promote inclusion
- Teachers discussed positive strategies to address classroom management issues (e.g. those strategies found in Classroom Management by Bennett and Smilanich)
- Staff trained in Lockdown Drill procedures, with Lockdown Drills conducted
- On the Safe Schools and Social Responsibility Survey (2008), 88% of students indicated that they feel safe at school "most of the time" or "always"

### Opportunities for Further Development:

Ecole Boundary Elementary continues to show achievement in academic areas that often exceed district measures. 75% or more of Grade 4 students meet or exceed expectations for both numeracy and reading, according to the Ministry's Foundation Skills Assessment ("FSA") results. 87% of Grade 7s meet or exceed expectations for numeracy, while 63% meet or exceed expectations for reading. Although these results seem to have declined when compared to previous results, it is important to note that the Ministry of Education changed the measures and has advised that comparisons to other years are not accurate. It will be important to use other measures, including the District's Reading Assessment Device ("RAD"), to assess achievement, as well as to compare the February 2009 FSA results when received to see if this is indeed a declining trend.

An examination of FSA Apparent Cohort data [data that tracks grade 4s through to grade 7] seems to indicate a declining trend of writing performance from primary to intermediate. For example, 96% of Grade 4s in 2002/2003 met or exceeded expectations for writing. When the same group of students wrote the FSA exams in 2006, 84% met or exceeded expectations. The 2005 group had declined from 94% to 87%; the 2004 group from 88% to 76%. Further investigation will be needed to determine reasons for this trend and to implement strategies to reverse it.

According to the Safe Schools and Social Responsibility Survey, from 48-55% of students reported that they feel that students have a say, work together to solve problems and really care about each other. These percentages indicate a need for more strategies to increase positive student-to-student relationships.



## School Goals:

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

1. To increase the writing performance of students as they move from primary to intermediate grades, where there are increased demands for writing skills, as measured by school-wide writes.
2. To increase students' ability to respond in safe and responsible ways to social and safety situations at school, as measured by responses on the Safety and Social Responsibility Survey.

**School Goal 1: To increase the writing performance of students as they move from primary to intermediate grades, where there are increased demands for writing skills.**

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### Goal Rationale:

As students progress from the primary grades to the intermediate grades, demand on their writing skills increases as the variety, quality, and quantity increase. Following the analysis of school-wide write data, report card evidence, observations and FSA data, it appears that there is a decline in writing performance that begins in late primary and continues through to intermediate. Continuing to support students in the development of writing skills is critical for them as they progress through to secondary school.

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**Objective 1.1:** To improve primary students' achievement in the "style" and "form" aspects of writing, as assessed using the BC Performance Standards.

#### Strategies/Structures:

- Conduct a school-wide write in March of each year and assess using the BC Performance Standards
- Provide ongoing support, in-service and, where possible, release time for teachers to work in grade groups to assess student writing
- Promote use of Writing 44 skills and lessons that help to teach "style" and "form" aspects of writing
- Celebrate student writing with bulletin board displays and examples on class and school websites
- Provide ongoing support and in-service for staff in the teaching of writing, including a portion of each month's Staff Meeting dedicated to writing
- Continue to liaise with Literacy Facilitator and Argyle Family of Schools staff to share professional development
- Develop and use appropriate tracking systems for recording data from school-wide writes



**Evidence:** *(Quantitative)*

<b>Key Performance Measure: School Wide Write</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
School Wide Write: % of primary students who meet or exceed expectations in “meaning” aspect of BC Performance Standards	83.7%	85% by April ‘10	
School Wide Write: % of primary students who meet or exceed expectations in “style” aspect of BC Performance Standards	55.8%	60% by April ‘10	
School Wide Write: % of primary students who meet or exceed expectations in “form” aspect of BC Performance Standards	55.8%	60% by April ‘10	
School Wide Write: % of primary students who meet or exceed expectations in “conventions” aspect of BC Performance Standards	65.1%	70% by April ‘10	

<b>Key Performance Measure: Report Card Data</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
% of Grade 1 students who meet or exceed expectations in writing on Term 2 report	88.8%	90% by April ‘10	
% of Grade 2 students who meet or exceed expectations in writing on Term 2 report	86%	90% by April ‘10	
% of Grade 3 students who meet or exceed expectations in writing on Term 2 report	60%	65% by April ‘10	

**Evidence:** *(Qualitative)*

<b>Qualitative Baseline:</b> <ul style="list-style-type: none"><li>– Evidence from Report Card data seems to indicate the beginning of a downward trend in writing performance as seen in Grade 3 results. We will use school-wide write data and a variety of classroom assessment data (e.g. assessment of journal writing, Term 1 writing samples, daily written work, teacher observations, etc.)</li></ul>
<b>Qualitative Target:</b> <ul style="list-style-type: none"><li>– General observations will be discussed at monthly staff meetings.</li></ul>
<b>Qualitative Actual:</b>

**Objective 1.2:** To improve intermediate students’ achievement in the “style” and “form” aspects of writing, as assessed using the BC Performance Standards.

**Strategies/Structures:** As described under Objective 1.1

**Evidence:** *(Quantitative)*

<b>Key Performance Measure: School Wide Write</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
School Wide Write: % of intermediate students who meet or exceed expectations in “meaning” aspect of BC	83.2%	88% by April ‘10	

Performance Standards			
School Wide Write: % of intermediate students who meet or exceed expectations in “style” aspect of BC Performance Standards	68.2%	73% by April ‘10	
School Wide Write: % of intermediate students who meet or exceed expectations in “form” aspect of BC Performance Standards	65.4%	70% by April ‘10	
School Wide Write: % of intermediate students who meet or exceed expectations in “conventions” aspect of BC Performance Standards	69.1%	74% by April ‘10	

**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Evidence from Report Card data seems to indicate the beginning of a downward trend in writing performance as seen in Grade 3 results. As report card data specifically for writing in intermediate grades is not available, we will use school-wide write data and a variety of classroom assessment data (e.g. assessment of journal writing, Term 1 writing samples, daily written work, teacher observations, etc.)</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- General observations will be discussed at monthly staff meetings.</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>

## School Goal 2:

To increase students' ability to respond in safe and responsible ways to social and safety situations at school, as measured by responses on the Safe Schools and Social Responsibility Survey.

### Goal Rationale:

According to the Safe Schools and Social Responsibility Survey conducted in 2008, from 48-55% of students reported that they feel that students have a say, work together to solve problems, and really care about each other. This data, along with anecdotal observations, indicate a need for more strategies to increase positive student-to-student relationships.

Following analysis of the Safe and Caring School audit conducted in April, 2009, it was determined that maintaining a high standard in the area of Code of Conduct and providing a Violence Prevention Curriculum are important to developing students' sense of safety and their ability to respond to different social situations in positive ways.

**Objective 1.1:** To increase the number of students who feel that other students care about them and will help them, as reported in the Safe Schools and Social Responsibility Survey.

### Strategies/Structures:

- Directly teach strategies to emphasize "Caring for Ourselves and Others" from the Code of Conduct
- Implement the use of "Care Cards", a system of acknowledging students who are seen to follow the Code of Conduct
- Continue to use "Behaviour Reports", a system of supporting students who do not follow the Code of Conduct
- Conduct assemblies and book performance groups that emphasize "caring"
- Communicate Code of Conduct through posters, newsletters, website, and revised Parent Handbook

### Evidence: (Quantitative)

Key Performance Measure: Safe Schools and Social Responsibility Survey, April 2008	Baseline	Target	Actual
Grade 4-7 students responding "Always" or "Most of the Time" to "I feel like I belong at my school."	76%	81 % by April '10	
Grade 4-7 students responding "Always" or "Most of the time" to "Students at my school work together to solve problems."	55%	60% by April '10	
Grade 4-7 students responding "Always" or "Most of the Time" to "When I have a problem, there are students who will help me."	71%	76% by April '10	
Grade 4-7 students responding "Always" or "Most of the Time" to "Students at my school really care about each other."	52%	57% by April '10	
Grade 4-7 students responding "Always" or "Most of the	65%	70% by	

time” to “I see other students or I do kind things for others at school”		April ‘10	
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<b>Key Performance Measure: Ministry Satisfaction Survey</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Ministry Satisfaction Survey – Grade 4 & 7 students responding “All of the Time” or “Many Times” to “Do you feel welcome at your school?”	To be set April ‘09		

<b>Key Performance Measure: Safe &amp; Caring Schools Audit, April 2009</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Teachers, support staff, parents and students who report that Boundary is fully meeting or exceeding expectations for “Code of Conduct”	34%	40% by April ‘11	

**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- The use of “Care Cards” to acknowledge positive student behaviours will be introduced in the fall of 2009. Feedback will be sought from teachers, support staff, parents, and students as the implementation progresses.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Target will be determined after Baseline</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>

**Objective 1.2:**

To increase the number of students who report using safe and responsible strategies to deal with social situations at school.

**Strategies/Structures:**

- Directly teach strategies such as, but not limited to:
  - o Decide if the action is “teasing” or “bullying”
  - o Tell the person to stop
  - o Ignore or avoid
  - o Report it to an adult at school
- Implement the use of “Care Cards”, a system of acknowledging students who are seen to follow the Code of Conduct
- Continue to use “Behaviour Reports”, a system of supporting students who do not follow the Code of Conduct
- Provide and encourage in-service on prosocial behaviour programs (e.g. “Second Step”, “Tribes”, “Friends”, “Focus on Bullying”)

<b>Key Performance Measure: Safe Schools and Social Responsibility Survey, April 2008</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 4-7 students responding “Never” or “Once or a few times” to “How often have you had experience with verbal or social bullying?”	73%	78% by April ‘10	
Grade 4-7 students responding “ <b>Most of the time</b> ” or “ <b>Always</b> ” to “When you have seen others being bullied, or picked on, have you:		57% by April ‘10	
<ul style="list-style-type: none"> <li>Told the person(s) doing the bullying to stop?</li> </ul>	52%		
<ul style="list-style-type: none"> <li>Talked to the person or the person’s friends about it?</li> </ul>	26%	31% by April ‘10	
<ul style="list-style-type: none"> <li>Walked away, ignored or avoided the person who bullied?</li> </ul>	28%	33% by April ‘10	
<ul style="list-style-type: none"> <li>Did something to distract the person(s) who bullied?</li> </ul>	16%	21% by April ‘10	
<ul style="list-style-type: none"> <li>Helped the person being hurt to get away or got your friends to help solve the problem?</li> </ul>	44%	49% by April ‘10	
<ul style="list-style-type: none"> <li>Reported it to an adult at school?</li> </ul>	37%	42% by April ‘10	
Safe Schools and Social Responsibility Survey, April 2008. Grade 4-7 students responding “ <b>Never</b> ” or “ <b>Hardly Ever</b> ” to “When you have seen others being bullied, or picked on, have you:	66%	71% by April ‘10	
<ul style="list-style-type: none"> <li>Got your friends to get back at the person?</li> </ul>			
<ul style="list-style-type: none"> <li>Done nothing?</li> </ul>	72%	77% by April ‘10	
<ul style="list-style-type: none"> <li>Stayed home from school?</li> </ul>	92%	97% by April ‘10	

<b>Key Performance Measure: Safe &amp; Caring Schools Audit, April 2009</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Teachers, support staff, parents and students who report that Boundary is fully meeting or exceeding expectations for “Violence Prevention ”	34%	44% by April 2011	

**Evidence:** (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>The use of “Care Cards” to acknowledge positive student behaviours will be introduced in the fall of 2009. Feedback will be sought from teachers, support staff, parents, and students as the implementation progresses.</li> </ul>
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<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Target will be determined after Baseline</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>

**Connections:**

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

Argyle Family of School’s School Plans

- The Principals of the Argyle Family of Schools meet on a bimonthly basis to discuss matters pertaining to the Family of Schools, including the goals, objectives, and strategies identified in our school plans and to make connections between schools
- Each of the schools in the Argyle Family of Schools shares a similar goal related to establishing and maintaining a safe and caring school

District Achievement Plan

- Ecole Boundary Elementary’s Goal 1 aligns with District Goal 1: *To improve the success rates of students who are not yet meeting expectations for reading, writing, listening, and/or speaking as measured by performance standards*
- Ecole Boundary Elementary’s Goal 2 aligns with District Goal 2: *To improve completion rates for students in the school district by emphasizing the safe, caring, and relational aspects of instruction in our schools.*

**Consultation Process of Ecole Boundary Elementary 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 Ecole Boundary 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 5, 2009

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Susannah Howick	<i>Original Document signed by SPC Members</i>
Teacher	NA	
Parent	Karina Burgi	
Parent	Kelly Jenner	
Parent	NA	
Student <i>(Gr 10, 11, 12 schools only)</i>		

**Board Approval of School Plan:**

*Approved by:*

**Bryn Roberts, Assistant Superintendent  
June 15, 2009**

