

North Vancouver School District SCHOOL PLAN 2010-11

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

Principal: Dave Montgomery

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 K – 7 music program that includes an extra-curricular choir and band. Students also enjoy a wide variety of extra-curricular athletic opportunities which are sponsored and coached by staff members and parents.

Staff and students at Blueridge 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, and parent volunteers accompany our Safety Patrollers during their early morning stints at the neighbouring crosswalk.

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, efficient communication is maintained between the school and the parent community through the Blueridge website, school and BPAC newsletters, and e-mail subscriber lists. This past year the school has adopted and is making frequent use of SchoolConnects to sent both voice mail and email announcements.

Demographics:

Total number of students: 304 Male: 143 Female: 161

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	16	29	33	39	39	30	51	33	34

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
16.61	.3%	12%	3%	4%



Progress Analysis:

Review of School Goals – Previous Year

Review of Goal 1: To improve the reading and writing proficiency of students identified as being at risk of low achievement

Objective 1.1: To improve reading proficiency of students in Grade 1 assessed as below the 25th percentile on the TOPA in their kindergarten year (using Test Of Phonological Awareness *Early Elementary Version*)

- 91% of grade 1 students scored above the 25th percentile in the March 2010 write of the TOPA, which equaled the target for this goal.

Objective 1.2: To increase the percentage of Grade 4 and 5 students fully meeting or exceeding expectations on the school-wide write

- The Spring 2010 mean score for grades 4 and 5 was 81%, which is the same as the fall 2008 baseline. Since the target was 90%, improving outcomes for students in Gr. 4 and 5 is still indicated.
- The mean score for students in Gr. 1 – 7 was 86%, with particular improvements noted in grades 5 and 7.

Opportunities for Further Development:

Given that targets have been met in Objective 1.1 using the TOPA, in 2010-11 Grade 1 teachers will start using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assess reading ability. It is felt that this device will provide a better index of student literacy and aid with the identification of strategies required to address gaps in skills and knowledge.

Given the overall positive results measure under Objective 1.2, the school community wishes to continue using school-wide writes. The strategies for Objective 1.2 now include an item linking teaching and instructional strategies to the results of school-wide writes, using those outcomes as tools for formative assessment.

Review of Goal 2: To improve success in mathematics for those students identified as being at risk for low achievement

Objective 2.1: To improve the performance over a 3-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)

- 95% of Gr. 4 students *Met or Exceeded Expectations* on the 2009 Foundation Skills Numeracy Assessment, surpassing the target by 10%
- 86% of Gr. 4 students *Met or Exceeded Expectations* on their 2008-09 third term report cards. The target was 89% and the difference may not be statistically different.
- 4% of Gr. 4 students were reported as *Not Yet Meeting Expectations* on the 2009 Foundation Skills Numeracy Assessment.
- 2% of students were reported as *Performance Level Unknown* on the 2009 Foundation Skills Numeracy Assessment.

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)

- 87% of grade 7 students were reported as *Meeting or Exceeding Expectations* (letter grade 'C+' or above) on 2009 Term 3 report cards. The target was 89%, and the difference is not statistically significant.

Opportunities for Further Development:

Blueridge has been focusing on this goal since 2006/07. Since Gr. 4 students either surpassed or met targets with only marginal differences (little or no statistical significance), and Gr. 7 student-report outcomes vary incrementally from their targets, the school community feels that this goal can now be revised. Specifically, we wish to increase the number of students exceeding expectations within the same subject area, while continuing to support the outcome of ensuring that students 'At Risk' will be served appropriately.

Review of Goal 3: To increase the percentage of students who report feeling safe at school

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

- The Key Performance Measure for this objective was taken from the 2008 Safe Schools and Social Responsibility Survey (SSSRP), and the administration of this device was to have been repeated in 2010. However, due to district cut-backs and the potential for district-wide reorganization, this testing was cancelled. Therefore, no follow-up data is available.

Objective 3.2: To increase the number of students behaving responsibly in school hallways

- Quantitative survey data was collected from staff, which indicated that there has been only marginal improvement at best with student hallway behaviour.

Opportunities for Further Development:

Since an exact match to the "I feel like I belong at my school" item from the SSSRP does not exist in the MOE Satisfaction Survey, comparable items were examined in the latter instrument. As a result of this comparison, which is fully outlined under Goal 3, the community feels that Blueridge should continue with this goal.

Student hallway behaviour is perceived as a continuing issue requiring direct attention. This area of focus will also be continued with.

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 increase the number of students exceeding expectations in mathematics**
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 as below the 25th percentile on the TOPA in their kindergarten year (using Test Of Phonological Awareness *Early Elementary Version*)

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%	91% (Spring 2010)

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
- Using the School Wide Writes as a formative assessment tool, adjust instructional strategies to address the overall strengths and weaknesses of a classroom cohort.
- 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)	81% (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 increase the number of students exceeding expectations in mathematics

Goal Rationale:

As a staff and community we recognize the need to serve students that have the potential to exceed expectations in particular areas of study. Given the overall high performance level of Blueridge students in numeracy, the study of mathematics at Blueridge warrants this focus.

Objective 2.1:

To increase the number of Grade 1 students over a 3-year period (2010-2013) that Exceed Expectations whose numeracy skills were identified in 2010 as Meeting Expectations (using the North Vancouver Kindergarten Numeracy Assessment 2010)

Strategies/Structures:

- Implement strategies from Math 44
- Provide enrichment activities in classrooms and recommend similar materials for use at home
- Provide in-service from District math resource personnel and other sources, as available
- 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			

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

Objective 2.2:

To increase the number of Grade 4 students over a 3-year period (2010-2013) that Exceed Expectations whose numeracy skills were identified in 2010 as Meeting Expectations (using report card data from 2010)

Strategies/Structures:

- Implement strategies from Math 44
- Provide enrichment activities in classrooms and recommend similar materials for use at home
- Provide in-service from District math resource personnel and other sources, as available
- 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			

**School Goal 3:
To increase the percentage of students who report feeling safe at school**

Goal Rationale:

Blueridge staff and our parent community have 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. Since the use of this device was cancelled in North Vancouver School District during the 2009-2010 school year, results from the Ministry of Education Satisfaction Survey will now be used.

Objective 3.1:

To increase the percentage of intermediate students who report a high sense of belonging in school on the Ministry of Education Satisfaction Survey

Strategies/Structures:

- Teach empathy, tolerance and inclusion through programs like Tribes, Second Step and Focus On Bullying
- Provide leadership opportunities to students in Grades 4 to 7 through the formation of a Student Council
- Monitor Peer Counselling Program for its effectiveness
- 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
Gr. 4 2010 Satisfaction Survey: "Do you feel safe at school?"	86%	90%	

Key Performance Measure:	Baseline	Target	Actual
Gr. 4 2010 Satisfaction Survey: "At school, are you bullied, teased or picked on?"	21%	10%	

Key Performance Measure:	Baseline	Target	Actual
Gr. 7 2010 Satisfaction Survey: "Do you feel safe at school?"	60%	70%	

Key Performance Measure:	Baseline	Target	Actual
Gr. 7 2010 Satisfaction Survey: "At school, are you bullied, teased or picked on?"	20%	10%	

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)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Staff report a significant number of students displaying unsafe, noisy, disruptive hallway behaviour which has had an impact on students' feelings of safety and on the working and learning environment of the school
<p>Qualitative Target:</p> <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
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Marginal change as of January 2010

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. During 2009/10 a Collegial Conferencing initiative focusing on the 7/8 transition process was begun. This project included teachers from Blueridge and Windsor Secondary observing each other in the classroom and conferencing on how best to prepare grade 7 students for entering high school. All parties reported this to be a very positive and rewarding experience. Similarly, and while not directly reflected in the School Plans, monthly meetings of the FOS PAC executives, previous dialogue regarding the delivery of FSL at both the elementary schools and Windsor Secondary, and the development of a math enrichment opportunity to support the Grade 7/8 transition process all serve to support a collaborative spirit amongst the schools in the Windsor Family.

Congruence also exists between the Blueridge School Plan and the District Achievement Plan. Both the Blueridge and District plans include goals related to improving the literacy performance of identified students. Moreover, objectives under Goal 1 in the Blueridge Plan are directly aligned with Objectives 1.1, 1.2 and 1.3 in the District Plan. Similarly, Goal 2 in the District Plan emphasizes the "safe, caring and relational aspects of instruction in our schools," paralleling Goal 3 of the Blueridge Plan, which focuses on student safety and belonging.

Consultation Process of Blueridge 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 Blueridge School Plan will be posted on the school web site by October 31, 2010.

School Planning Council Approval of Proposed School Plan:

Date: May 3, 2010

Name		Signature
Chairperson (Principal)	Dave Montgomery	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Kelly Libke	
Parent	Kamal Masri	
Parent	Linda Robinson-Ho	
Student (Gr 10, 11, 12 schools only)		

Board Approval of School Plan:

Approved by:

Dave Pearce, Assistant Superintendent
June 14, 2010

