

North Vancouver School District
SCHOOL PLAN
2010-2011

School: École Boundary Elementary

Principal: John Moffat
Lisa Upton (Acting)

Address: 750 E. 26th Street
North Vancouver, BC V7K 3T6

Phone: 604 903-3260

School/Community Context:

École Boundary Elementary School is situated in Tempe Heights at the entry way to Lynn Valley in North Vancouver. École Boundary is a public elementary school providing instruction to approximately 250 students from Kindergarten to grade 7. École Boundary is well rounded in our offerings of programs in the arts and athletics as well as academics. We are one of two school district sites for Late French Immersion at grade 6 and 7. Grade 7 students from Boundary naturally feed into Argyle Secondary School however, our outgoing grade 7 students, particularly those who attend the Late French Immersion Program may choose to attend the secondary school nearest to their home. École Boundary is also home to the school 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.

For more than 25 years, beginning as Boundary Community School, we have offered a unique program known as the Brown Bag Lunch. This heart-warming program has continued to be a valued program throughout our transition to École Boundary Elementary. Coordinated by the PAC, seniors from the neighbouring community join our students once a month in the school for lunch. Each class in the school takes a turn having lunch with and entertaining their special guests. This year our school participated in the Roots of Empathy Program and our grade 6's were wonderful hosts for baby "Owen" and his mom.

École 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, environmentally and physically.



Demographics:

Total number of students: 251 Male: 134 Female: 117

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	0	29	22	33	22	26	39	27	31
Fr. Imm.								0	22

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
13.27	0.40	12.35	4.78	3.58

Progress Analysis:

Review of School Goals – Previous Year

Our long standing goals of *Improving Literacy Skills for all students* and *Providing a Safe and Caring School Environment* from past years continue to point the way for staff in the learning we plan for students and in the pursuit of professional development activities individually and together as a learning community. Last year we joined colleagues from the Argyle Family of Schools to focus on writing and to share ideas on assessing for learning. These experiences, in concert with our previous year's focus on instructional strategies from "Beyond Monet" and "Tribes" supported by "a block budget concentration" on resources have provided greater support and implementation within classrooms.

Our school's efforts this past school year towards the pursuit of our 2009-2010 School Goals:

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. and;



2. To increase student's 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.

were slowed due to the untimely medical leave of the school's Principal. The re-assignment of the Acting-Principal in September and appointment of a new Acting-Principal until the mid-year return of the Principal influenced the action timeline set out in last year's School Plan. This factor, coupled with the addition of new staff members have led the school to extend the 2009 – 2010 School Goals to encompass the 2010 – 2011 school year.

Opportunities for Further Development:

- A commitment to designing differentiated assessment and relevant instruction to support the success of every student in the development of their writing skills remains a focus
- Improved design of instruction to recognize and support the diversity of learners through increased awareness of the learning profiles of Students with Special Needs, influenced by the belief that, "Human beings differ with their gifts and talents; To teach them you have to start where they are." (*Yuezheng in 4th century B.C. Chinese Treatise, Xue*) has stimulated the development of new strategies to "target" learner needs as they are identified that require a "new look" at how traditional in-school supports are employed. More time to imbed these new strategies and fine tune a reasonable timeline to support these goals is an important area of further development at our school
- Finally, École Boundary Elementary continues to show achievement in academic areas that often exceed district measures over a multi-year time period. It is important to note however, that last year the Ministry of Education changed the measures and advised that comparisons to other years are not accurate. It continues to be important to use other measures, including the District's Reading Assessment Device ("RAD"), to assess achievement, as well as to compare the more recent FSA Apparent Cohort data (data that tracks grade 4's through to grade 7) results when received to see if last year's examination that seems to indicate a declining trend of writing performance from primary to intermediate. For example, 96% of Grade 4's 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%. It continues to be important to track these results to determine if this indeed is a declining trend.
- According to the 2008/2009 Safe Schools and Social Responsibility Survey, from 48-55% of students reported that they feel 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. The District's Safe Schools and Social Responsibility Survey will now be completed every-other-year and the comparative data will be available in the 2010/2011 school year.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the École Boundary School Plan for 2009 – 2010 school year 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.

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 crucial for them as they progress through to secondary school.

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
- Develop and use appropriate tracking systems for recording data from school-wide writes

Evidence: (Quantitative)

Key Performance Measure: School Wide Write	Baseline	Target	Actual
% of primary students who meet or exceed expectations in “meaning” aspect of BC Performance Standards	83.7%	86% by April ‘11	
% of primary students who meet or exceed expectations in “style” aspect of BC Performance Standards	55.8%	60% by April ‘11	
% of primary students who “meet or exceed in “form” aspect of BC Performance Standards	55.8%	60% by April ‘11	
% of primary students who meet or exceed expectations in “conventions” aspect of BC Performance Standards	65.1%	70% by April ‘11	
Key Performance Measure: Report Card Data	Baseline	Target	Actual
% of Grade 1 students who meet or exceed expectations in writing on Term 2 report	88.8%	90% by April ‘10	95.4%
% of Grade 2 students who meet or exceed expectations in writing on Term 2 report	86.0%	90% by April ‘10	64.7%
% of Grade 3 students who meet or exceed expectations in writing on Term 2 report	60.0%	65% by April ‘10	78.2%

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Evidence from Report Card data seems to indicate a decrease in student achievement as expectations increase with a higher grade level. 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.)
<p>Qualitative Target:</p> <ul style="list-style-type: none">- General observations will be discussed at monthly Staff Meetings
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Particular grade groups can be tracked and assessment charted as they move from grade to grade as a cohort group.

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)

Key Performance Measure: School Wide Write	Baseline	Target	Actual
School Wide Write: % of intermediate students who meet or exceed expectations in "meaning" aspect of BC Performance Standards	83.2%	88% by April '11	
% of intermediate students who meet or exceed in "style" aspect of BC Performance Standards	68.2%	73% by April '11	
% of intermediate students who meet or exceed in "form" aspect of BC Performance Standards	65.4%	70% by April '11	
% of intermediate students who meet or exceed in "conventions" aspect of BC Performance Standards	69.1%	74% by April '11	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- 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.)
<p>Qualitative Target:</p> <ul style="list-style-type: none">- General observations will be discussed at monthly Staff Meetings
<p>Qualitative Actual:</p> <ul style="list-style-type: none">-

School Goal 2:

To increase students' ability to respond in safe and responsible ways to social and safety 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 2.1:

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 tracking and teaching 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 ‘11	
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 ‘11	
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 ‘11	
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 ‘11	
Grade 4-7 students responding “Always” or Most of the Time” to “I see other students or I do kind things for others at school.”	65%	70% by April ‘11	
Key Performance Measure: Ministry Satisfaction Survey	Baseline	Target	Actual
Grade 4 and 7 students responding “All the time” or “Many times” to “Do you feel welcome at your school?”	To be set by April ‘11		
Key Performance Measure: Safe and Caring Schools Audit, April 2009	Baseline	Target	Actual
Teachers, support staff, parents and students who report that Ecole Boundary is fully meeting or exceeding expectations for “Code of Conduct.”	34%	40% by April ‘11	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- The use of “Care Cards” to acknowledge positive student behaviours will be introduced in the fall of 2010. Feedback will be sought from teachers, support staff, parents, and students as the implementation progresses.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Target will be determined after Baseline
<p>Qualitative Actual:</p> <ul style="list-style-type: none">-

Objective 2.2:

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:
 - Decide if the action is “teasing” or “Bullying”
 - Tell the person to stop
 - Ignore or avoid
 - 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 tracking and teaching students who do not follow the Code of Conduct
- Provide and encourage in-service on pro-social behaviour programs (e.g. “Second Step”, “Tribes”, “Friends”, “Focus on Bullying”)
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Key Performance Measure: Safe Schools and Social Responsibility Survey, April 2008	Baseline	Target	Actual
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 ‘11	
Grade 4-7 students responding “Most of the time” or “Always” to “When you have seen others being bullied, or	52%	57% by April ‘11	

picked on, have you:			
• Told the person(s) doing the bullying to stop?			
• Talked to the person or the person's friends about it?	26%	31% by April '11	
• Walked away, ignored or avoided the person who bullied?	28%	33% by April '11	
• Did something to distract the person(s) who bullied?	16%	21% by April '11	
• Helped the person being hurt to get away or got your friends to help solve the problem?	44%	49% by April '11	
• Reported it to an adult at school?	37%	42% by April '11	
Grade 4-7 students responding "Never" or "Hardly ever" to "When you have seen others being bullied, or picked on, have you:			
• Got your friends to get back at the person?	66%	61% by April '11	
• Done nothing?	72%	67% by April '11	
• Stayed home from school?	92%	87% by April '11	
Teachers, support staff, parents and students who report that École Boundary is fully meeting or exceeding expectations for "Violence Prevention"	34%	44% by April '11	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - The use of "Care Cards" to acknowledge positive student behaviours will be introduced in the fall of 2010. Feedback will be sought from teachers, support staff, parents and students as the implementation progresses.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Target will be determined after Baseline
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

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 continue to 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
- An Argyle Family conference has been created on the school district's electronic communication system that contains the current and past School Plans of all of the schools within the family easily accessible to facilitate effective connections between schools
- Each of the schools in the Argyle Family shares a similar goal related to establishing and maintaining a safe and caring school
- In addition, two School Plan specific meetings were held in the 2009-2010 school year that allowed schools in the Argyle Family to share progress and challenges regarding the development of individual School Plans.

District Achievement Plan

- École Boundary's Goal 1 aligns with the School District's: *Writing 44: A Core Writing Program – Intermediate* (contained in the List of Resources of the 2006/2010 Performance Plan (Accountability Contract).
- École Boundary's Goal 1 aligns with the School District's: *Firm Foundations: Early Literacy Teaching and Learning* (contained in the List of Resources of the 2006-2010 Performance Plan (Accountability Contract).
- École Boundary's Goal 2 aligns with District Goal 4: *To Provide Safe and Caring School Learning Environments*.

Consultation Process of Click to type school name 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 École Boundary Elementary School Plan will be posted on the school web site by October 31, 2010.

School Planning Council Approval of Proposed School Plan:

Date: May 28, 2010

	Name	Signature
Chairperson (Principal)	John Moffat	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Karina Burgi	
Parent	Kelly Jenner	
Parent	N/A	
Student (Gr 10, 11, 12 schools only)	N/A	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 21, 2010**

