

North Vancouver School District SCHOOL PLAN: 2011-2012

School: Queensbury Elementary School
Address: 2020 Moody Avenue
 North Vancouver, BC V7L 3V3
Phone: 604 903-3730

Principal: Rick Chan
Vice-Principal: Robert Smyth

School/Community Context:

Nestled in the trees at the top of Grand Boulevard in North Vancouver, Queensbury Elementary is a warm, welcoming, and academically engaging school. The staff of Queensbury School works hard to reflect the North Vancouver School District Vision statement “We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share, and grow.”

A focus on quality instruction is highlighted by the varied programs and initiatives in place. Collegial writing projects and team teaching opportunities continue to be explored, a systemic primary home reading program is in place, and a continued focus on adaptations and modification of programs for our students with special needs remains a priority. Along with the quality instruction are many opportunities for students in various clubs and teams. A sample of the opportunities includes basketball, volleyball, cross country, kilometre club, track and field, wrestling, environmental club, knitting, and student council.

Queensbury School has been conducting a full review of its Code of Conduct to ensure alignment with Ministerial requirements. The review includes staff, student, and parent input. Once revised, active teaching and promotion of the Code of Conduct will take place to ensure a safe and caring school environment.

Queensbury School has a very active and involved parent community. Queensbury parents participate in Parent Advisory Council initiated events, as part of the School Planning Council, and as volunteers in the classroom. Parents successfully fund raise each year to support programs at the school 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 remained steady over the past year.

Demographics (2010-2011 school year):

Total number of students: 262 Male: 144 Female: 118

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	44	35	39	30	20	29	31	34

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
14.38	1.1%	6.5%	1.1%	18.3%

Progress Analysis:

Review of School Goals – Previous Year

School Goal #1: To increase student proficiency in reading and writing.

Objective 1.1:

To improve the school's early identification and intervention for Grade 1 students at risk for reading and/or writing failure, to be measured at the beginning of the Grade 1 year.

Evidence: *(Quantitative)*

Key Performance Measure: TOPA	Baseline June 2010	
	Feb.	June
Scores of those K students identified as being at risk for reading and/or writing failure in Gr. 1	2 students identified at risk	
	Student 1	20/20
	Student 2	19/20

Review and Analysis

School Based Resource Team reviewed the students who were at risk based on the February Test of Phonological Awareness (TOPA). Those students received early intervention through the Learning Assistance Centre. When re-tested in June, the two students demonstrated significant improvement. Both students were included in the LAC program for their Grade 1 year.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment will be considered for future evaluation of Grade 1 students to help identify students who may be at risk for reading and/or writing difficulties.

Objective 1.2:

To improve Grade 5-7 students' ability to comprehend, extract and utilize information from expository text, to be measured over a two-year period.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline October 2010	Target	Actual May 2011
Comprehension strand from RAD assessment Grades 5 – 7 (% Fully Meeting or Exceeding)	Gr. 5 – 22 % Gr. 6 – 43 % Gr. 7 - 55%		

Review and Analysis

Based on the Reading Assessment Device (RAD) assessment in the fall, more than half of the students in grades 5 to 7 were unable to demonstrate reading comprehension skills at a fully meeting or exceeding standard.

This is the first year of collecting RAD assessment data; once we have subsequent years of data we will be able to track the cohort groups. No target was set last year and the actual data is to be collected this May. The results will be reported in next year's school plan. It would also be helpful

to record the number of students not yet meeting expectations as this information will help target students requiring additional support.

Objective 1.3:

To improve students' fluency in both fiction and non-fiction writing, tracking Grades 3 and 5 over a two-year period.

Key Performance Measure: School-Wide Write Assessment	Baseline September 2010	Target	Actual May 2012
% of students in Grades 3 and 5 (Sept 2010) and Grades 4 and 6 (May 2012) fully meeting or exceeding expectations in writing.	Grade 5- 37.9% Grade 3- 79.3%		

Review and Analysis

The data collected for Grade 3 students reflect the number of students “meeting” or “exceeding expectations” in writing based on the first term reports. It is noted that a significant number of grade 3 students were exceeding expectations. No target was set last year and the actual data is to be collected May of 2012. The results will be reported in a future school plan.

School Goal #2: To Improve student achievement in mathematical computation.

Objective 2.1:

To improve student fluency in basic math skills, grades 2 – 7 according to grade level learning outcomes.

Evidence: *(Quantitative)*

Key Performance Measure: basic facts drills	Baseline October 2010						Target	Actual May 2011					
	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7		Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7
Percentage of students scoring 80 % or higher on addition facts in 2 minutes			5 %	41%	41%	61%							
Percentage of students scoring 80 % or higher on subtraction facts in 2 minutes			15%	34%	50%	65%							
Percentage of students scoring 80 % or higher on multiplication facts in 2 minutes			0%	7%	19%	48%							
Percentage of students scoring 80 % or higher on division facts in 2 minutes			0%	0%	3%	26%							

Key Performance Measure: Report card data and Grade 4 math assessment.	Baseline October 2010	Target May 2011	Actual
Number of Grade 4 students with C+ or better	58%		
Number of Grade 2 and 3 students meeting expectations or better.			

Review and Analysis

A significant number of our students have not demonstrated mastery of computational skills for speed and accuracy. Sustained focused effort to improve computational skills, particularly multiplication and division, is needed. This is the first year of collecting computational assessment data; once we have subsequent years of data we will be able to track the cohort groups. Data for Grades 2 and 3 students were not collected based on the two minute time limit for the computational skills practice. No target was set last year and the actual data is to be collected this May. The results will be reported in next year's school plan.

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

Objective 3.1:

To enhance student connectedness to the school community.

Key Performance Measure: SRSS ...% students responding "always" or "most of the time"	Baseline SRSS 2008	Target	Actual SRSS 2011
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%	
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%	

Review and Analysis

The SRSS survey was not administered during the 2010/2011 school year. The survey was replaced with a district-developed Social Responsibility survey which was implemented in November of 2010. This survey was administered to all intermediate students and focused on bullying and safety. Upon review, there was a lack of correlation with the questions between the two surveys to provide a valid comparison of the 2008 baseline with the current data. Future data collection will need to be based on the school district survey or one created specifically for Queensbury School.

Objective 3.2:

To improve student behaviour by establishing a school-wide behaviour support program.

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%	

Review and Analysis

The SRSS survey was not administered during the 2010/ 2011 school year. The survey was replaced with a district developed Social Responsibility survey which was administered in November. This survey was administered to all intermediate students and focused on bullying and safety. Upon review, there was a lack of correlation with the questions between the two surveys to provide a valid comparison of the 2008 baseline with the current data. Future data collection will need to be based on the school district survey or one created specifically for Queensbury School.

Opportunities for Further Development:

An area for further development was identified with Goal #2. Staff acknowledged the importance of focusing on the proficiency of computational skills in math. Once the desired results are achieved with this goal, there is a desire to look at how the computational skills can then be applied to higher level thinking skills activities in math such as problem solving.

In regards to objective 3.2, the staff recognized a need to define what it means for a student to feel “connected” to a school. There is a need to identify exemplars which would then make it possible to truly gauge and assess our level of success in meeting the objective. The development of the exemplars will include student input. The format for data collection may be in the form of a survey (quantitative) or brainstorming/discussion (qualitative).

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Queensbury Elementary School Plan for 2011-2012 are:

Goal #1: To increase student proficiency in reading and writing.

Objective 1.1:

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

Objective 1.2:

To improve grade 5-7 students' ability to comprehend, extract and utilize information from informational text, to be measured over a two-year period.

Objective 1.3:

To improve students' fluency in both fiction and non-fiction writing, tracking Grades 3 and 5 over a two-year period.

Goal #2: To improve student achievement in math.

Objective 2.1:

To improve student proficiency in basic math facts, grades 2 – 7 according to grade level learning outcomes.

Goal #3: To increase the number of students reporting a positive school climate at Queensbury.

Objective 3.1:

To increase the number of students feeling connected to the school.

Objective 3.2:

To improve student behaviour by teaching and reinforcing the school code of conduct.

School Goal 1:

To increase student 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 2011-- 2012 school year. Teacher observations confirm that we need to improve students' ability to read for information. The goal and objectives developed last year requires a two year implementation plan.

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:

- 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 to support children identified 'at risk' within the Home Reading Program.
- Use the TOPA assessment in Kindergarten to identify students at risk.
- Use the DIBELS assessment at the beginning of Grade 1 to identify students at risk.

Evidence: (Quantitative)

Key Performance Measure:	Actual June 2011
TOPA scores of those K students identified as being at risk for reading and/or writing failure in Gr. 1	

Key Performance Measure:	Actual Sept. 2011
# of students in grade 1 identified as being at risk based on the DIBELS	

Evidence: (Qualitative)

While the number of students identified by the TOPA as being at-risk is relatively low, the school based resource team identifies a greater proportion of students in Grade 1 who benefit from additional support. This early intervention is deemed a pro-active measure to help ensure student success in later grades. This practice will continue at Queensbury School.

Objective 1.2:

To improve Grade 5-7 students' ability to comprehend, extract and utilize information from informational text, to be measured over a two-year period.

Strategies/Structures:

Over a two-year period, teachers will:

- 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](#), and other potential resources eg. Adrienne Gear's [Nonfiction Reading Power](#) to help students summarize and extract information from non-fiction text, maps and illustrations.
- Pursue Professional Development opportunities on teaching non-fiction text.

Evidence: (Quantitative)

Key Performance Measure:	Baseline October 2010	Target	Actual May 2011
Comprehension strand from RAD assessment Grades 5 – 7 (% Fully Meeting or Exceeding)	Gr. 5 – 22 % Gr. 6 – 43 % Gr. 7 - 55%	52 % 63 % 70 %	

Technical Note: The teaching staff identified some limitations to the use of the RAD as an assessment tool. There will be an exploration of other assessment tools that may be better suited as a performance measure. One program to be considered is the [Canadian Test of Basic Skills](#).

Objective 1.3:

To improve students' fluency in personal writing, tracking Grades 3 and 5 over a two-year period.

Strategies/Structures:

Over a two-year period, teachers will:

- Use [Writing 44](#) and other resources to enhance instructional practices.
- Administer and collect grade-relevant writing samples from each student to evaluate their performance to guide teaching

Evidence: (Quantitative)

Key Performance Measure: School-Wide Write Assessment	Baseline September 2010	Target	Actual June 2012
% of students in Grades 3 and 5 (Sept 2010) and Grades 4 and 6 (June 2012) meeting, fully meeting or exceeding expectations in writing.	Grade 3- 79.3 % Grade 5- 75.9 %	85 % 85 %	

School Goal 2:

To improve student achievement in math.

Goal Rationale:

During Family of Schools' meetings, it was noted that one out of six students fails 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 student proficiency in basic math facts, Grades 2 –7 according to grade level learning outcomes.

Strategies/Structures:

Over a two-year period, teachers will:

- Routinely begin math lessons with short mental math warm-ups or math games.
- Use relevant strategies in Primary Math 44 or other appropriate resources.
- Where possible, provide small group instruction with Special Education Assistant (SEA), for students Not Yet Meeting Expectations (NYME) in math.
- Provide parents with ideas for games/activities they can use to reinforce basic math facts.

Evidence: (Quantitative)

Key Performance Measure: basic facts drills	Baseline October 2010						Target						Actual May 2011					
	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7
Percentage of students scoring 80 % or higher on addition facts	*	*	5 %	41%	41%	61%	25%	25%	40%	60%	60%	75%						
Percentage of students scoring 80 % or higher on subtraction facts	*	*	15%	34%	50%	65%	25%	25%	45%	60%	65%	75%						
Percentage of students scoring 80 % or higher on multiplication facts			0%	7%	19%	48%			20%	40%	50%	70%						
Percentage of students scoring 80 % or higher on division facts			0%	0%	3%	26%			20%	30%	40%	60%						

Evidence: (Qualitative)

Grade 2 teachers noted that students entering Grade 2 are limited in their speed and accuracy with basic facts and it is through the Grade 2 year that students begin to work on proficiency. Due to the nature of computational math facts development in Grade 2, a noticeable improvement is expected.

School Goal 3:

To increase the number of students reporting a 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, the Social Responsibility Survey conducted in the fall indicated a significant number of the students did not know the school code of conduct. To enhance the students' sense of safety and to foster a feeling of connectedness to the school, a focused effort to create a positive school climate must be implemented.

Objective 3.1:

To increase the number of students feeling connected to the school.

Strategies/Structures:

Over a two year period, staff will:

- Ensure that students at risk have an adult in the school they can count on.
- Create leadership opportunities for all students such as Student Council, Peer Counsellors, Harvest Project.
- Have regular assemblies that include a focus on recognition and spirit
- Implement a school-based survey identifying the level of connectedness students feel with the school

Key Performance Measure:	Baseline 2009/2011	Target	Actual 2010/2011
% of students responding "Many Times" or "All the Time" to the question "Do you feel welcomed at school?" on the Satisfaction Survey	Grade 4: 80% Grade 7: 65%	85%	

Technical Note:

Both the School Planning Council and school staff recognize that further work is required in with this objective. A definition of "connected" must be clearly identified. Staff will engage in a process to define connectedness in preparation of creating a specific school based survey that can be administered in the fall of 2011 and spring of 2012. While the Satisfaction Survey Data currently used is not in direct correlation to the objective, it was deemed the most relevant data at this time given the absence of a measurement tool specific to the school's needs.

Objective 3.2:

To improve student behaviour by teaching and reinforcing the school Code of Conduct.

Strategies/Structures:

Over a two year period staff will:

- Review and revise the Code of Conduct to reflect the behaviour support program and publish expectations for student behaviour and consequences for violations of the Code of Conduct to the parent community.

Key Performance Measure:	Baseline Jan. & Feb. 2011	Target	Actual Jan. & Feb. 2012
Number of Behavioural Incidences documented through the use of behaviour tracking forms. One incident may generate more than one form, depending on the number of students involved.	56	45	

Evidence: *(Qualitative)*

Parents and staff have provided anecdotal feedback of the relevance of highlighting and promoting the school Code of Conduct. The expectation is that by making school rules clear and transparent to students and parents, there will be a reduction in behavioural incidences due to ambiguous expectations.

Connections:

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

While school plans should connect thoughtfully to district directions, it is equally important that school plans reflect the unique characteristics of each school site, so that they may be authentic, meaningful and purposeful at the school level. School plans may also require alignment with the Family of Schools.

- North Vancouver School District has a clear goal to provide safe and caring school environments for all students, supported through the District-developed Safe and Caring Schools Guide. The document is reflected in the Queensbury School Plan.
- Administrators meet monthly in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation.
- All schools in the Sutherland family of schools have maintained a school goal related to numeracy for the 2011-2012 school plans.
- Administrators of the Sutherland Family of School discussed the means of collecting qualitative data.
- The school plan has been developed to reflect North Vancouver School District Vision statement

Consultation Process of Queensbury 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 School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: April 26th, 2011

Name		Signature
Chairperson (Principal)	Rick Chan	<i>Original Document signed by SPC Members</i>
Teacher	NA	
Parent	Jane Lagden Holborne	
Parent	Tracey Morettin	
Parent	Jennifer Robertson	
Vice-Chair (Vice Principal)	Robert Smyth	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 13, 2011**