

North Vancouver School District SCHOOL PLAN 2010-2011

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

Acting Principal: Diane Ehling

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. This year we are committed to a School-Wide Writing Project, and teachers have engaged in professional development, training, and planning to deliver a program of literacy-based writing. In all areas, such as our Olympics focus, our Weekly Harvest Project, and our unique wrestling program, staff have worked hand-in-hand with a very involved parent community to provide enhanced educational opportunities for students and to 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 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 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	n/a	34	33	30	18	27	39	31	42
Fr. Imm.									

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
13.45	1.6	11.0	0.4	18.4



Progress Analysis: Review of School Goals - Previous Year

Goal 1: To Improve students' reading proficiency at Queensbury

Objective 1.1 To improve the reading performance of later primary students

Evidence:

Key Performance Measure: Report Card data	Baseline: % mtg. or exceeding in reading June, 2008 report cards (prior grade)	Actual: % mtg. or exceeding in reading June, 2009 report card (current grade)	Target: % students fully 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
Baseline grade 2: (June 2008 Gr. 1 report)	0%	20%	55%	25%
Actual grade 2: (June 2009 report)	0%	5%	63%	32%
Baseline grade 3: (June 2008 Gr. 2 report)	9%	0%	46%	45%
Actual grade 3: (June 2009 report)	0%	13%	48%	39%

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 provides small group instruction on a regular basis.

Data from June 2009 report cards indicates substantive growth of both the grade 2 and the grade 3 cohorts. Additional strategies and continued emphasis is needed to reach our target of 95%. Parents on the SPC recognize the value of continuing efforts to improve the reading proficiency of our students. Teachers also see a great value in identifying students at risk in grade one.

Objective 1.2 To improve the reading comprehension of intermediate students, with an emphasis on non-fiction text

Key Performance Measure: Comprehension strand on the Reading Assessment Device	Baseline: % fully meeting expectations Sept. 2008	Actual: % fully meeting May/June 2009	Target: 75% fully meeting
Grade 4	21%	45%	75%
Grade 5	28%	60%	75%
Grade 6	31%	65%	75%
Grade 7	65%	66%	75%

Review and Analysis:

These first-year RAD results are encouraging, with performance increments for cohorts at all grade levels. Continued emphasis on improving students' ability to read non-fiction text is needed to approach the target of 75% students fully meeting expectations. Teachers are committed to continue administering the RAD and tracking improvements in student ability to extract information from non-fiction text.

Objective 1.3 To increase students' enjoyment of writing

Evidence

A collegial conferencing writing initiative established at Queensbury in the 2008-09 is now in its second year, and all classes have engaged in implementing the strategies and practices generated through the writing initiative. Baseline and actual percentages, obtained through administration of a teacher generated survey, spanned a specific two month period at the end of the last school year.

Key Performance Measure: Teacher Generated Survey, April 2009 - % of students who report liking writing. (Average of 5 categories):	Baseline April 2009	Actual June 2009	Target
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

Review and Analysis:

The results of the student survey show indicate very little impact on student self-reports of enjoyment of writing, based on the pre- and post- survey data. However, teacher commentary suggests that there was more on task behaviour during writing activities. All staff 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).

Parents question the validity of student feedback due to the subjective nature of the survey. Parents recommend using teacher observations of student engagement, and commented during the review that monitoring how thoroughly students complete work may be an indicator of how much students enjoy writing.

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

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

Evidence

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

There have been changes in administration at the school in September 2008, January 2009 and September 2009. 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. 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 the indicator for evidence of improvement.

Detail on Report Card Data:

	Not yet	Approaching	Meeting	Exceeding
Baseline grade 2: (June 2008 Gr. 1 report)	0%	0%	90%	10%
Actual grade 2: (June 2009 report)	0%	0%	84%	16%
Baseline grade 3: (June 2008 Gr. 2 report)	0%	9%	68%	23%
Actual grade 3: (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 that in mind, though the cohort is the same. 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 3's to achieve the target of 95%.

Parents feel that the focus on problem solving should be maintained.

Objective 2.2 To improve intermediate student 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.

Key Performance Measure: Report Card data in Math	Baseline: % C+ or better in Math final mark June, 2008 (prior grade)	Actual: % C+ or better in Math final mark June, 2009 (current grade)	Target: % 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 6 students appear to have declined. The grade 6 results indicate a need for some intensive work in this area in grade 7.

Based on the results from the June 2009 report card, parents are interested in broadening the focus to include primary math skill development, in so far as a primary emphasis should positively impact intermediate math skill development. Teachers believe that a focus on primary to improve mathematical performance scores would help us track any correlation between primary and intermediate mathematical success rates.

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

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

Evidence:

The 2008 Safe Schools and Social Responsibility Survey (SS&SR) and a School Generated Teacher Survey were used as measures for this objective. The data is not broken down by grade, and so reflects responses from all students in grades 4-7.

Review and Analysis:

Key Performance Measures: 2008 SS&SR Survey and School Generated Survey. Aggregate grades 4-7	2008 SS&SR Survey	April 2009 School Survey	Target
% 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%

Student responses in April 2009 revealed that the increase in the number of students responding to the first question in the table above was largely due to one particular classroom in which 25% of students responded that they are bullied 'all of the time' or 'many times'. Investigation of the credibility of the data ensued, and specific strategies for the target classroom were enacted for the remaining two months of that school year. This cohort is being monitored in 2009/10.

In 2009, 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. 2010 data shall be examined to determine if this pattern changes.

In 2009, students studied the newly revised Code of Conduct and developed rubrics for expected behaviours for each strand in various locations. The rubric was taped into their planners for quick reference. Staff focussed on courteous transitions throughout the school, and a corresponding improvement in school tone has been noted for the 2009 school year. Qualitative commentary is indicative that the Principal's habit of standing by the front door to greet students and parents has had a positive impact.

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.

Our community of parents and professionals view safety as Queensbury's main priority and believe that every student needs to feel safe in order to reach their learning potential.

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

Evidence:

Key Performance Measure:	Baseline 2009	Actual 2009/10	Target
# of Gr. 6 students trained to set up for emergency release	0	8	6

Review and Analysis:

Our objective has been achieved and exceeded for the 2009/10 school year. Ongoing training at the Grade 6 level to continue for future years.

School Goals 2010-2011:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Queensbury Elementary School Plan for 2009-2011 are over a two year period:

- 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, as measured at the beginning of Grade 1.
 - 1.2 To improve Intermediate students' ability to comprehend, extract and utilize information from expository text.
 - 1.3 To improve students' fluency in both fiction and non-fiction writing, tracking Grades 3 and 5 over a two-year period.

- 2. To improve the students' achievement in mathematical computation.**
 - 2.1 To improve student fluency in basic math skills, Grades 2 – 7 according to grade level learning outcomes.

- 3. To enhance the positive school climate at Queensbury.**
 - 3.1 To enhance student connectedness to the school community.
 - 3.2 To improve student behaviour by establishing a school-wide behaviour support program.

Because there has been significant administrative change (new Principals September 2008, January 2009 and September 2009), goals and measurement have been adjusted to extend over a two year timeline from September of 2009 to September of 2011.

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 2010— 2011 school year. Teacher observations confirm that we need to improve students' ability to read for information. Following the review of the 2009-2010 reading and writing objectives, each of the three objectives has been narrowed to focus on a specific cohort group or a specific set of strategies.

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 One year

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.

Evidence: (Quantitative)

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

Evidence: (Qualitative)

School Based Team will evaluate June 2010 TOPA re-test scores and determine who would benefit from LAC support in Grade 1 (September 2010).

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

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, 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)

Key Performance Measure:	Baseline October 2010	Target	Actual May 2011
Comprehension strand from RAD assessment Grades 5 - 7			

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- Evaluate student assessment and talk about ways to highlight student strengths and improve student weaknesses
Qualitative Target: <ul style="list-style-type: none">- Teacher discussion at the May 2010 staff meeting and April 2011 staff 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 to be identified for continued use.

Objective 1.3:

To improve students' fluency in both fiction and non-fiction 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 school-wide writes to evaluate student performance to guide teaching

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

Evidence: (Qualitative)

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

School Goal #2

To improve student achievement in mathematical computation.

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 fluency in basic math skills, 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 SEA, for students NYM/A in math
- Provide parents with ideas for games/activities they can use to reinforce basic math facts

Evidence: (Quantitative)

Key Performance Measure:	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
basic facts drills													
Average number of correct addition facts in 2 minutes													
Average number of correct subtraction facts in 2 minutes													
Average number of correct multiplication facts in 2 minutes													
Average number of correct division facts in 2 minutes													



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			
Number of Grade 2 and 3 students meeting expectations or better.			

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - meet at Primary and Intermediate team meetings to discuss expectations and record activities to improve mental math.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - meet to record activities used and discuss student improvement in mathematical computation fluency and if resulted in improved grades

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. A result of the Safe and Caring School Audit in April of 2009 was the identification by staff and parents of the need for a school wide behaviour support system.

Objective 3.1:

To enhance student connectedness to the school community.

(The SRSS was broadened and will be conducted every three years. Next SRSS in the 2010/2011 school year.)

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.
- To have regular assemblies that include a focus on recognition and spirit

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%	

Objective 3.2:

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

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.
- Develop 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%	

Evidence: (*Qualitative*)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - 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. A formal positive behaviour support structure is not currently used at Queensbury.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - 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.

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 last 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, 2010.

School Planning Council Approval of Proposed School Plan:

Date: May 2010

	Name	Signature
Chairperson (Principal)	Diane Ehling	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Jane Lagden Holborne	
Parent	Tracey Morettin	
Parent	Jennifer Robertson	
Student (Gr 10, 11, 12 schools only)	N/A	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 14, 2010**

