

North Vancouver School District SCHOOL PLAN for 2011-2012

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

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. A schedule featuring 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.

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. 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. The school has adopted and makes frequent use of SchoolConnects to distribute email announcements.

Demographics (2010-2011 school year):

Total number of students: 305 Male: 151 Female: 154

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	38	41	34	39	43	27	49	34
Fr. Imm.								

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
16.54	1%	10.5%	2%	3%

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*)

- Due to problems with test validity for use with grade 1 students with the TOPA (Test of Phonological Awareness), the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was administered in order to provide a more accurate and suitable gauge of the reading abilities for this cohort. Accordingly, a new baseline will be established for this objective and goal. A total of 4/41 (9.7%) students were noted as being “At Risk” according to this indicator.

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

- The Fall 2010 mean score for grades 4 and 5 was 94%, which exceeds the 2009/10 target of 90%.
- The mean score for students in Gr. 1 – 7 was 98%.

Opportunities for Further Development:

Given that we are now using the DIBELS, the council would like to continue with Objective 1.1 for a minimum of one more year.

The Fall 2010 mean score for grades 4 and 5 was 94% and exceeded the 2009/10 target of 90%. Therefore, it is indicated that different aspects from the BC Performance Standards be addressed in subsequent School Wide Writes.

The mean score for students in Gr. 1 – 7 was 98%, indicating the possible need for an across the board change of what is to be measured in future writes.

Given the overall positive results measured under Objective 1.2, the school community wishes to continue using school-wide writes. In order to both increase their effectiveness and to further promote consistent assessment practices, the SPC wishes to continue with the use of rater training for using the Performance Standards. Similarly, a related focus could include a review and further study of Criterion Referenced Evaluation (this topic has been examined by staff in the past). The strategies for Objective 1.2 will continue to include an item linking teaching and instructional approaches 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 increase the number of Grade 1 students over a 3-year period (2010-2013) that Exceed Expectations whose numeracy skills were identified in 2011 as Meeting Expectations

(using the North Vancouver Kindergarten Numeracy Assessment 2011)

- A target was set in 2010 of having 85% of Gr. 4 students meet or exceed expectations on the 2010 Foundations Skills Numeracy Assessment. The Ministry reported that 74% met or exceeded, that 10% did not meet expectations and that 16% of students were reported as *Performance Level Unknown* on the 2010 Foundation Skills Numeracy Assessment, up from 2% in 2009, which likely indicates high absenteeism and/or a withdrawal from testing by parents. The Ministry of Education includes all student outcomes in their calculation of FSA data, and those marked *Performance Level Unknown* were included in the calculation of students meeting or exceeding expectations. The SPC strongly disagrees with this practice and recalculated the outcomes without the inclusion of those that did not write the FSA:
- 88% of Gr. 4 students *Met or Exceeded Expectations* on the 2010 Foundation Skills Numeracy Assessment, slightly exceeding the target of 85%.
- 95% of Gr. 4 students *Met or Exceeded Expectations* on their 2009/10 third term report cards. The target was 89% and the difference is statistically significant.
- 11.5% of Gr. 4 students were reported as *Not Yet Meeting Expectations* on the 2010 Foundation Skills Numeracy Assessment, up from 4% in 2009, which represents a difference of 1 student.

A significant difference exists between those meeting or exceeding expectations as reported on the 2010 FSA and third term 2009/10 report cards. However, while the former is a quantitative measure, the latter can be viewed as a qualitative assessment.

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)

- 87% of grade 7 students were reported as *achieving a grade of 'C+' or above* on 2009 Term 3 report cards. The target was 89%, and the difference is not statistically significant.
- The 'C' letter grade is now considered the point at which a student is considered to be *Meeting Expectations*, while those earning an 'A' *Exceed Expectations*. 85% of grade 7 students were reported as achieving a grade of 'C' or above on 2010 Term 3 report cards. The target for meeting or exceeding expectations was 89%.
- 41% of grade 7 students exceeded expectations

Opportunities for Further Development:

Blueridge has been focusing on this goal since 2006/07. In 2009/10 it was noted that Gr. 4 students either surpassed or met targets with only marginal differences (little or no statistical significance), and Gr. 7 student-report outcomes varied incrementally from their targets, and therefore, the school community felt that this goal could be revised 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 Ministry of Education Satisfaction Survey

- The original 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. Instead, information from the annual Ministry of Education Satisfaction Survey was employed.

Key Performance Measure:	2010	2011	District 2011
Gr. 4 2010 Satisfaction Survey: "Do you feel safe at school?"	86%	85%	81%

Key Performance Measure:	2010	2011	District 2011
Gr. 4 2010 Satisfaction Survey: "At school, are you bullied, teased or picked on?"	21%	11%	8%

Key Performance Measure:	2010	2011	District 2011
Gr. 7 2010 Satisfaction Survey: "Do you feel safe at school?"	60%	90%	84%

Key Performance Measure:	2010	2011	District 2011
Gr. 7 2010 Satisfaction Survey: "At school, are you bullied, teased or picked on?"	20%	3%	7%

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

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

Opportunities for Further Development:

Given the improvements noted at the grade 7 level, the SPC feels that Blueridge should continue with this goal. However, with regard to Objective 3.1, discussions at meetings of the Blueridge Parent Advisory Council (BPAC) indicated a desire to also include data from the Blueridge Gr. 1-7 Behaviour Survey. This was suggested in order to track the feelings of safety as experience by discreet groups of students.

Student hallway behaviour is perceived as a continuing issue requiring direct attention. This area of focus will also be continued with and posters designed and made by students promoting both our Code of Conduct and appropriate hallway behaviour will posted around the school.

Cross-Goal Opportunities for Development:

Information and communications technology (ICT), including electronic media, is now widely integrated at all levels of educational delivery, and Blueridge Elementary has embraced the implementation of ICT through a variety of means, including the use of wireless laptop computers. Recently, Blueridge

teaching staff considered what innovation might further augment student learning and identified electronic whiteboards (SmartBoards™) as a tool of interest (November 2010). After much deliberation and the financial support of the BPAC, SmartBoards™ were installed in three classrooms during April 2011 and professional development on the use of these devices planned to begin in May 2011. The introduction of SmartBoards™ at Blueridge Elementary has been strongly accepted, to the extent that teachers have requested additional units to be purchased during 2011-12.

Amongst other uses, electronic whiteboards allow for the visualization of relationships and concepts, which ties in with the notion that the larger number of ways in which an area of study can be understood, the more likely it will be mastered and by an expanding number of individuals (multi-modal learning). For this reason, the School Planning Council feels that the use of electronic whiteboards should become integrated with strategies employed within different goals.

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 'At Risk' with the DIBELS test (at beginning of Gr. 1 year). 'At Risk' students will then be retested at year-end.

Strategies/Structures:

- Provide additional phonological training and literacy 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, 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
Number of students scoring as "At Risk" using the DIBELS assessment	9.7%	5%	

Objective 1.2:

To increase the percentage of Grade 4 and 5 students fully meeting expectations on the school-wide write

Strategies/Structures:

- Continue to provide sustained writing support through the implementation of instructional activities and graphic organizers from Writing 44, Writing Traits by Ruth Culham and other sources.
- 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, reading presentations and book fairs
- Continue posting student work to the Writing Wall to highlight student achievement
- Consider results from 2011 Spring Write (same aspects as fall)
- select new School Wide Write aspects for 2011-12

Evidence: *(Qualitative)*

Key Performance Measure:	Baseline	Target	Actual
School-Wide Write percentage of Grade 4 and 5 students Fully Meeting or Exceeding Expectations	96% (Fall 2010)	96%	

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 4 students over a 3-year period (2010-2013) that Meet or Exceed Expectations.

Strategies/Structures (from Kindergarten onwards):

- 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
- Employ technological learning tools, including SmartBoards™ and associated software
- Track and communicate progress & adaptations to facilitate transition from grade to grade
- Compare students who write FSA's with report card data

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
2010 FSA Numeracy percent of Grade 4 students who fully meet or exceed expectations	88%	95%	

Evidence: *(Qualitative)*

Key Performance Measure:	Baseline	Target	Actual
2009/10 Report Card Data	95%	95%	

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 (e.g., use of SmartBoards™ and Notebook software)
- Track and communicate progress & adaptations to facilitate transition from grade to grade

Key Performance Measure (Quantitative):	Baseline	Target	Actual
2010 FSA numeracy percent of Grade 4 students who exceed expectations	8%	16%	

Key Performance Measure (Qualitative):	Baseline	Target	Actual
2009/10 Report Card Data – percent of Grade 4 students exceeding expectations in numeracy	27%	30%	

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 the generally accepted definition of the term 'bullying'
- Teach empathy, tolerance and inclusion through programs such as Grade 5 'Friends' Program, Tribes, Second Step, Friendship Groups, Class Meetings and Focus on Bullying
- Continue to provide leadership opportunities to students in Grade 7 through the Blueridge Student Council. Consider expanding the Student Council to include representatives from grades 4 to 7.
- SEA'S and the school counsellor will continue to monitor the 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
- Continue to book Esteem Team assemblies, which are paid for by BPAC
- School counsellor intervention will continue to be employed on an as required basis to work with individual students and/or groups of students in a confidential manner

Key Performance Measure (Qualitative):	Baseline	Target	Actual
Gr. 4 2010 Satisfaction Survey: "Do you feel safe at school?"	85%	90%	

Key Performance Measure (Qualitative)::	Baseline	Target	Actual
Gr. 4 2010 Satisfaction Survey: "At school, are you bullied, teased or picked on?"	11%	5%	

Key Performance Measure (Qualitative)::	Baseline	Target	Actual
Gr. 7 2010 Satisfaction Survey: "Do you feel safe at school?"	90%	95%	

Key Performance Measure (Qualitative):	Baseline	Target	Actual
Gr. 7 2010 Satisfaction Survey: "At school, are you bullied, teased or picked on?"	3%	2%	

Key Performance Measure (Qualitative):	Baseline	Target	Actual
All Grades 2010 School Wide Beh. Survey: 1. "How many times have you felt isolated or excluded at school this year?" "Often"	13%	10%	

Key Performance Measure (Qualitative):	Baseline	Target	Actual
All Grades School Wide Beh. Survey: 2. "How many times have you felt threatened or isolated at school this year?" "Often"	10%	5%	

Key Performance Measure (Qualitative):	Baseline	Target	Actual
All Grades 2010 School Wide Beh. Survey: 3. "How many times have you been teased or criticised at school this year?" "Often"	19%	15%	

Key Performance Measure (Qualitative):	Baseline	Target	Actual
All Grades 2010 School Wide Beh. Survey: 4. "How many times has someone hurt you physically (e.g., pushed, shoved, kicked . . .) at school." "Often"	15%	5%	

Objective 3.2:

To increase the number of students behaving responsibly in school hallways

Strategies/Structures:

- staff to 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

<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 2011

Connections:

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

The 7/8 transition process continues to benefit from the collegial conferencing initiative undertaken in 2009/10. During that time, teachers from Blueridge Elementary and Windsor Secondary School observed each other in the classroom and engaged in discussions on how best to prepare grade 7 students for entering high school.

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 skills and abilities of identified students. 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 primarily on student safety and belonging.

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

School Planning Council Approval of Proposed School Plan:

Date: May 11, 2011

Name		Signature
Chairperson (Principal)	Dave Montgomery	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Jackie Leone	
Parent	Kelly Libke	
Parent	Kamal Masri	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 12, 2011**