

## North Vancouver School District SCHOOL PLAN for 2012-2013

**School:** Queen Mary Elementary  
**Address:** 440 Hendry Avenue (temporary)  
North Vancouver, BC V7L 4C5  
**Phone:** 604.903.3720

### School/Community Context:

*Mission: In the Queen Mary community we seek to create a RESPECTFUL, SAFE, ENJOYABLE learning environment where adults and children are empowered to maximize their strengths in the PERSONAL, SOCIAL, and ACADEMIC areas.*

Queen Mary Community School is situated in the Lower Lonsdale area of North Vancouver. It serves a diverse multicultural population with socially complex issues. Queen Mary has experienced proactive staff who are fully engaged in meeting the learning and behavioural needs of the students.

Our families are a mix long-established families and new immigrants from both English and non-English speaking areas of the globe. Our community has a very high level of transience, thus we cannot accurately predict the length of stay of our students.

Queen Mary has been involved in promoting literacy (Writing and Reading Action Teams (WRAT)) and Effective Behaviour Strategies (EBS) along with our Behaviour Action Team (BAT) for several years. The purpose of the action teams are to: (a) identify good instructional practices, (b) pilot and share strategies that will foster or enhance instruction, and (c) recommend and purchase resources to support student learning. Strategies from Reading 44 are embraced and implemented school-wide in individual classrooms, and all students participate in Guided Reading opportunities. As well, the majority of teachers have implemented strategies and tactics for the last five years from the Instructional Institute.

In addition to the regular classroom program, our school community sponsors additional programs including: Student Peer Mediators, student lunch monitors, Student Council, Choir, and Band for senior students. Queen Mary provides a wide assortment of team and individual sport activities such as gymnastics, cross country, basketball, volleyball, and track and field.

Queen Mary is also served by a Community School Programming Office and the Queen Mary Community Services Association, both of which provide a wide variety of enhancements, programs, and services to the Queen Mary community.

A monthly newsletter is emailed on the third Friday of each month. This newsletter is also posted on the school maintained website. Complete school information, updates, programs, and detailed descriptions of the school and its programs can also be found on the website. The website can be accessed at [www.queenmary.ca](http://www.queenmary.ca)

**Demographics (2011-2012 school year):**

Total number of students: 268 Male: 147 Female: 121

<b>Number of students per grade</b>								
Grade	K	1	2	3	4	5	6	7
English	22	24	33	38	35	38	33	45
Fr. Imm.								

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>19.47</b>	<b>16</b>	<b>6.7</b>	<b>0</b>	<b>43</b>

## Progress Analysis:

### Review of School Goals – Previous Year(s)

#### 2010-2011 Goal 1: To Improve reading proficiency in students at the Primary (K-3) level.

Objective 1.1: To increase the percentage of students who meet the expectations for reading readiness by June of their kindergarten year

##### Trend Data Table:

<b>Key Performance Measure:</b> Test Of Phonological Awareness (TOPA) students achieving above the 25 <sup>th</sup> %ile)			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011-2012	<b>63%</b>	<b>90%</b>	
2010-2011	<b>58%</b>	<b>100%</b>	<b>87%</b>
2009-2010	<b>78%</b>	<b>100%</b>	<b>94%</b>

Objective 1.2: To provide support that leads to the improvement of reading abilities of students in grades 1 through 3.

##### Trend Data Table:

<b>Key Performance Measure:</b> Gr. 1-3 PM Benchmark Meeting or Exceeding expectations			
	<b>Baseline Sept-Oct</b>	<b>Target April-May</b>	<b>Actual April-May</b>
2011-2012	<b>63%</b>	<b>75%</b>	<b>74.1%</b>
2010-2011	<b>60%</b>	<b>70%</b>	<b>70%</b>
2009-2010	<b>77%</b>	<b>80%</b>	<b>86%</b>

Objective 1.3: To improve the reading and writing performances of ESL and First Nation students.

##### Trend Data Table:

<b>Key Performance Measure:</b> Gr. 1-3 PM Benchmark Meeting or Exceeding expectations for First Nation students			
	<b>Baseline Sept-Oct</b>	<b>Target April-May</b>	<b>Actual April-May</b>
2011-2012	<b>64.2%</b>	<b>70%</b>	<b>54%</b>
2010-2011	<b>58.2%</b>	<b>70%</b>	<b>65.7%</b>
2009-2010	<b>61.2%</b>	<b>70%</b>	<b>62.2%</b>

### **Trend Data Analysis:**

The Queen Mary School Community values academic success for all students. Reading and writing literacy is fundamental to that success. A review of strategy implementation indicated that 100% of strategies were in use during the previous school year.

Data analysis indicated that at the Kindergarten level, performance on the TOPA in January has increased steadily over time by the June retest. After intervention to those students identified at-risk in the spring, retesting on the TOPA supports this success, as indicated by the drop in 'at risk' from 22-42% to 6-13% of students as a pattern over the past three years. The PM Benchmark data for students in grades 1 through 3 indicates that using our strategies, students continue to achieve the target: above level 7 in March of grade one, above level 16 in March of grade 2, and above level 19 in March of grade 3

We will maintain this goal to reflect a continued focus on **Reading proficiency, at the Primary (K-3) level for the following year.**

### **2010-2011 Goal 2: Providing a Safe and Caring School Environment, relative to a review and revision of Queen Mary's Emergency Management Plan**

Objective 2.1: To fully meet the expectations identified in the District Performance Standards as they relate to Emergency Management

Objective 2.2: To implement electronic distribution of key documents, newsletters, bulletins, and classroom notices through e-mail linked to our student data system

#### **Review and Analysis:**

As student safety is a top priority, emergency procedures and student release processes continue to be reviewed and refined annually. The Safe and Caring School's School Based Committee working with our Parent Advisory Council continues to support this goal as part of their mandate.

#### **Opportunities for Further Development:**

Queen Mary student reading results support staff continuing to apply the same strategies, as they are successful in demonstrating steady and consistent growth.

The continued involvement of students and their parents in the 'fine tuning' and implementation of our Emergency Management Procedures will give the staff and school community a greater awareness and understanding of our procedures and their necessity.

Based on our current progress, and the Goals, Objectives, and Strategies of the previous year, and the data and evidence as presented for the development of this Plan, (for implementation in the school year 2012-2013) the following goals for continued development are identified:

**Goal# 1: To Improve reading proficiency in students at the Primary (K-3) level.**

**Goal #2: Providing a Safe and Caring School Environment, relative to a review and revision of Queen Mary's Emergency Management Plan**

Queen Mary School identifies these TWO goals as priority areas.

## **School Goals for 2012-2013:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Queen Mary's School Plan for 2012-2013.

- 1. To Improve reading proficiency in students at the Primary (K-3) level.**
- 2. Providing a Safe and Caring School Environment, relative to a review and revision of Queen Mary's Emergency Management Plan.**

In addition, based on a series of meetings in the Carson Graham Family of Schools, sufficient evidence was presented to indicate a need for further support for our grade seven students entering into grade eight. Currently a feeling of 'disconnect' exists, where staff and students feel that the transition to the secondary school setting is less than ideal for many of our students, and that a number of efforts and systems could be put in place to further support our students during this transition period.

The Carson Graham FOS team is very supportive of seeing a consistent approach to the 7 – 8 transition, and one that puts a far greater emphasis on long term planning for the success of our grade sevens going into grade eight.

Queen Mary's School Plan for 2012-2013 will therefore be adding a further goal:

- 3. To increase grade seven student engagement and connection to Carson Graham Secondary School.**

**School Goal # 1:  
To improve reading proficiency in students at the Primary (K-3) level**

**Goal Rationale:**

**Goal Rationale:**

- a) This is clearly a goal that addresses defined areas where growth will be beneficial over a variety of areas. School district research has identified that the 25<sup>th</sup> percentile is an important marker. One can predict that students with scores below this percentile will experience much greater difficulty in learning to read.
- b) Queen Mary some years ago made a decision to make Reading Literacy the academic focus for the students based on the complex socioeconomic and demographic situations amongst the student population. This focus continues to be a priority. The achievement in reading and writing literacy has consistently improved, however, it is recognized that this goal will need to be maintained in order to benefit the student.

**Objective 1.1:**

To increase the percentage of students who meet the expectations for reading readiness by June of their kindergarten year

**Strategies/Structures:**

- Use lessons, games, activities, and interventions recommended in the Firm Foundations Program for Kindergarten classrooms.
- Continue weekly implementation of “Your Turn to Talk” program
- Provide additional support to classroom teachers through LAC, ESL, SBRT, counselling, LRT, FNSW, and LSW to support student programs and interventions;
- Maintain teacher participation in District instructional in-service and training and provide additional school-based in-services.
- Annually administer the TOPA to all Kindergarten students in January and identify students achieving below the 25<sup>th</sup> percentile rank; provide additional interventions and re-administer the TOPA to those students in June to ascertain growth.
- Provide additional phonological awareness training and practice intervention for identified groups.

\*Firm Foundations, developed by the North Vancouver School District, is a program of reading instruction for Kindergarten students.

\*TOPA – Test of Phonological Awareness

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline Jan '12</b>	<b>Target June '13</b>	<b>Actual June '13</b>
TOPA (students achieving above the 25 <sup>th</sup> %ile)	68.2 %	90 %	

**Evidence: (Qualitative)**

<p><b>Qualitative Evidence:</b></p> <ul style="list-style-type: none"><li>- In the two Kindergarten classes, a total of 24 students were assessed using the Test of Phonological Awareness, and 7 of the 22 or 31.8 % of the students scored below the 25<sup>th</sup> percentile, thus indicating they are candidates for intervention for the remainder of the school year.</li></ul>
<p><b>Qualitative Evidence:</b></p> <ul style="list-style-type: none"><li>- Small group intervention is planned for the 7 students scoring below the 25<sup>th</sup> percentile. This intervention will be provided by our LAC staff and supplemented by additional classroom support.</li></ul>

**Objective 1.2:**

To improve reading abilities of students in grades 1 through 3.

**Strategies/Structures:**

- Assess all students in grades K through 3 using:
    - Classroom teacher observations and assessments;
    - Individual PM Benchmark assessments for all grade 1 through 3 students administered by classroom teachers;
    - Reading letter grades from Term 2 Report Cards
  - Provide small group ability levelled guided reading groups for all grades 1 through 3 students daily for 30 minutes by:
    - Assigning ESL Reading groups to ESL instructors;
    - Assigning Reading groups of students with behavioural difficulties to the Counsellor/Behavioural Support Worker
    - Assigning LAC teachers assigned to Reading groups of students with learning challenges;
    - Assigning First Nation Support Worker and Teacher assigned to First Nation students;
- Currently, we are using all other available staff including special education assistants, administrators, district staff, and other non-enrolling staff to take responsibility for a Guided Reading group.

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline Feb. '12</b>	<b>Target Feb. '13</b>	<b>Actual Mar. '13</b>
Gr. 1 PM Benchmark meeting or exceeding expectations	69 %	80 %	
Gr. 2 PM Benchmark meeting or exceeding expectations	60.7 %	80 %	
Gr. 3 PM Benchmark Meeting or Exceeding expectations	62.5 %	80 %	

<b>Key Performance Measure:</b>	<b>Baseline Nov.'12</b>	<b>Target Mar.'13</b>	<b>Actual Mar. '13</b>
Gr. 1 Report Card Reading meeting or exceeding	n/a	75 %	
Gr. 2 Report Card Reading meeting or exceeding	n/a	75 %	
Gr. 3 Report Card Reading meeting or exceeding	n/a	80 %	

see NB below

**Evidence:** *(Qualitative)*

<p><b>Qualitative Evidence:</b></p> <ul style="list-style-type: none"> <li>Percentages of students meeting or exceeding expectations are a reflection of current strategies. The pattern of the past several years has seen these percentages on a slow and steady increase.</li> </ul> <p><u>NB. Report Card measures unavailable due to teacher job action</u></p>
<p><b>Qualitative Evidence:</b></p> <ul style="list-style-type: none"> <li>Grades 1-3 PM Benchmark assessment data identifies achievement at the Meeting Expectation level or greater. These levels are: above level 7 in March of grade one, above level 16 in March of grade 2, and above level 19 in March of grade 3</li> <li>Grades 1-3 letter grades at the Meeting or Exceeding expectations levels are an indication of the effective use of our strategies</li> </ul> <p><u>NB. Report Card measures unavailable due to teacher job action</u></p>

**Objective 1.3**

To improve the reading and writing performance of ESL and First Nation students

**Strategies/Structures:**

- Assigning ESL student reading o ESL instructors;
- Provide intensive support levels to our ESL students;
- Increase our monitoring of ESL student progress levels;
- Provide additional in-service and Pro-D for our ESL teachers;
- Assigning students with behavioural difficulties to the Counsellor/Behavioural Support Worker;
- LAC teachers assigned to students with learning challenges;
- First Nation Support Worker and Teacher assigned to First Nation students for guided reading instruction on a daily basis
- First Nation Support Worker and Teacher assigned to First Nation students for classroom support blocks
- Support the Squamish Nation/School District Enhancement Plan.
- Work closely with the Squamish Nation Education office

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline Mar. '12</b>	<b>Target Mar. '13</b>	<b>Actual Mar. '13</b>
PM Benchmark (grade 1-3 First Nations) meeting or exceeding expectations	44 %	60 %	

**Evidence: (Qualitative)**

**Qualitative Evidence:**

- The transient nature of our student population (80 students leave and 80 new students arrive each year on average), and issues related to attendance and tardiness are having a serious negative effect on our results

**Qualitative Evidence:**

- Many of our programs, including our First Nation Support Workers, First Nation Literacy Support Teachers, volunteer teams, homework club, student teachers, church support teams, Community Project Coordinator, Community Services Association, North Shore Neighbourhood House Outreach Workers combine to motivate and support many of our needy students

**School Goal # 2:**

**Providing a Safe and Caring School Environment, relative to a review and revision of Queen Mary's Emergency Management Plan**

**Goal Rationale:**

Following the analysis of the Safe and Caring Schools assessment and the Safe Schools and Social Responsibility Survey in previous years and our personal observations over the course of the past year, it was determined that maintaining a high standard in the areas of Emergency Management is critical to the success of Queen Mary School Safe and Caring School standards.

**Objective 2.1:**

To fully meet the expectations identified in the District Performance Standards as they relate to Emergency Management

**Strategies/Structures:**

- To work toward having all staff and all grade 6 students trained in emergency first-aid.
- Review Critical Incidence Response Plans with all staff on a bi-annual basis
- Review Critical Incidence Response Plans with community at 2 P.A.C. meetings annually
- Publish in bi-monthly school newsletters procedures related to Emergency Management
- Conduct two Earthquake drills during the year
- Conduct one 'Student Release' simulation during the year
- Create binder for each room including critical response list, class lists, bear sighting protocol, power outage protocol (bathrooms), and a basic First Aid kit.
- Create TOC package that covers the same material
- Update evacuation plans
- Update all 'comfort kits' and 'grab and go' kits

**Evidence:** (Quantitative)

<b>Key Performance Measure:</b>	<b>Baseline Mar. '12</b>	<b>Target Mar.'13</b>	<b>Actual Mar. '13</b>
Queen Mary Safety Audit, March 2011. <b>Emergency Management</b> Category Meet or Exceed expectations by Staff	67 %	80 %	

**Evidence:** (Qualitative)

<p><b>Qualitative Evidence:</b></p> <ul style="list-style-type: none"> <li>- Generally, the majority of staff, parents and students are feeling safe at Queen Mary School, but our Safe and Caring Schools survey does indicated that of the eight aspects of safe schools, Emergency Management is felt to be the most in need of improvement.</li> <li>- “we have not had the luxury of time or additional leadership to focus on the updating of our emergency procedures, as too many other urgent tasks get in the way”</li> </ul>
<p><b>Qualitative Evidence:</b></p> <ul style="list-style-type: none"> <li>- Increase our capacity with regard to fundraising to support this goal. We intend to update our classroom emergency kits (grab ‘n go), classroom water and snack supplies, and evacuation plans.</li> </ul>

## Objective 2.2:

To implement electronic distribution of key documents, newsletters, bulletins, and classroom notices through e-mail linked to our student data system

### Strategies/Structures:

- Collection of Email address from the September registration updates
- Enter parent e-mail addresses in the BCeSIS database by the end of September
- Send out newsletters and forms via E-Mail by Spring 2012

<b>Key Performance Measure:</b>	<b>Baseline Mar.'12</b>	<b>Target Mar.'13</b>	<b>Actual Mar.'13</b>
Newsletters and bulletins sent to parents electronically	77 %	95 %	

**Evidence:** (Qualitative)

<p><b>Qualitative Evidence:</b></p> <ul style="list-style-type: none"> <li>- In order to streamline and increase efficiency of communication to our parent community, we are attempting to increase our information exchange toward a full electronic model, as opposed to a manual delivery model. This will increase coverage, accessibility, and expediency. This direction is heavily supported by parent and staff anecdotal information.</li> <li>- “many of the children’s notices do not make it home”</li> </ul>
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**Qualitative Evidence:**

- A majority of families are relying on email to receive their school documents. A majority parents are actively involved in communication with the school, teachers and administration via email.

**School Goal # 3:  
To increase grade seven student engagement and connection to Carson Graham Secondary School**

**Goal Rationale:**

Staff and students at Queen Mary, along with our School Based Resource Team, our Family of Schools Team Leader, and the Family of Schools Administrators all agree that the connection to our receiving secondary school must be strengthened and supported. Many of our students entering grade eight at Carson Graham are still struggling to settle into a successful grade eight year. Transition processes need to be looked at with a critical eye, and modified to improve these 7/8 transition difficulties.

**Objective 1.1:**

To improve the elementary to high school transition process

**Strategies/Structures:**

1. Starting a 7-11 program
  - Winter - Series of meetings with grade 11 students in April - Grade 11s have Visited FOS and met their buddies
  - May - CGSS visit
  - First day of school 8-12 buddy welcome
  - September - connection BBQ
  - October - survey grade 8s and their parents about the 7-11 program and the transition process
2. Increase communication with Carson Graham
  - FOS Meeting to discuss the transition process
  - Seek feedback from FOS re: transition process on an annual basis
  - Grade 7 teachers' feedback re: present transition process
3. Increase communication with the grade 7 parent community
  - Grade 7 programming evenings
  - IB MYP information evening
  - Community presentations at each of our feeder schools
  - Grade 7 web page
  - Regular mail outs of newsletters to the grade 7 parent community

4. Expand and improve the annual May grade 7 visit
  - FOS function
  - Three sessions on transition
  - Linked to the 7-11 program
5. Continuing to improve our articulation process
  - Refining the documentation
  - Paperless articulation
  - Enhanced our follow up parent communication with letters of recommendations
6. Explore starting a Family of School Christmas Music concert
  - Talk about this at our FOS calendar alignment meeting
  - Discuss with CGSS staff about the possibilities of this
7. Explore opportunities for joint use of CGSS facilities
  - High school teachers/elementary school teachers swap for a day

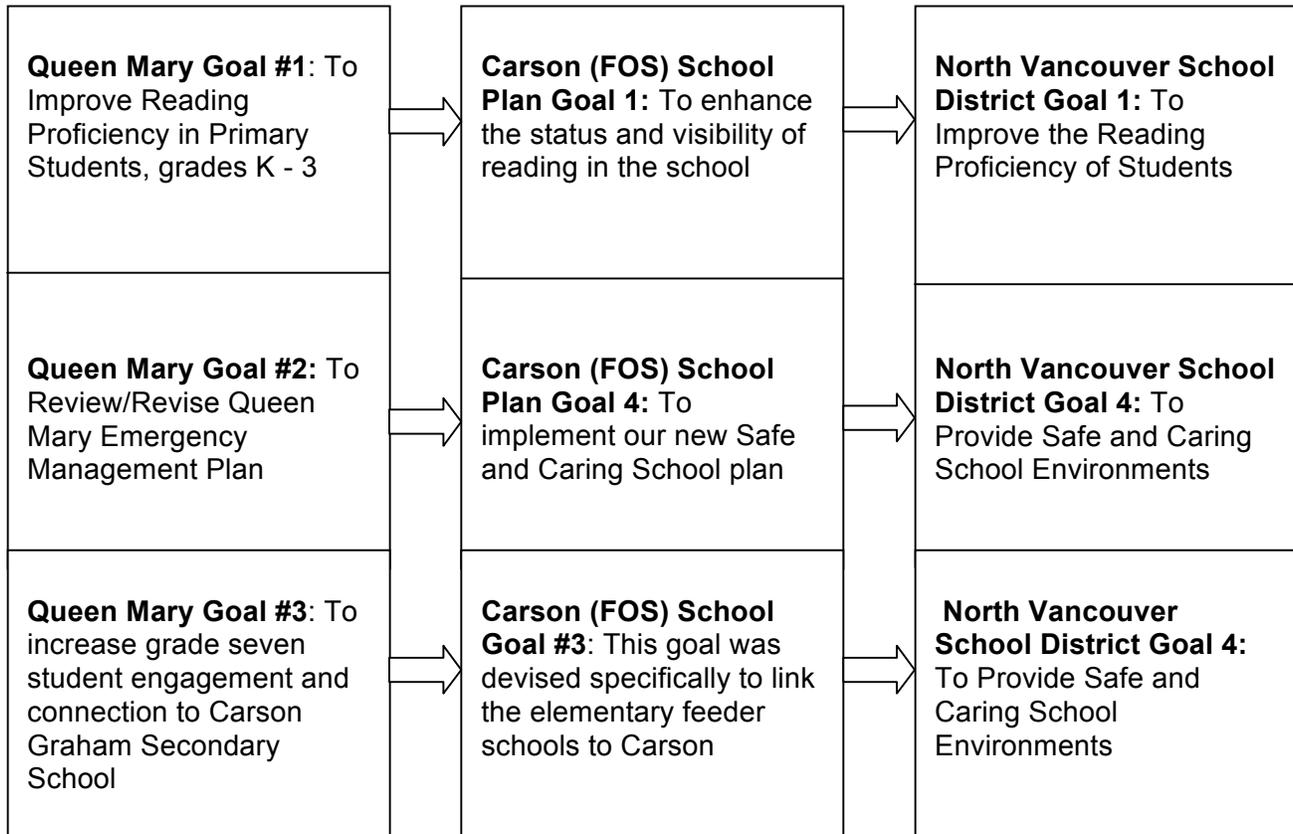
<b>Key Performance Measure:</b>	<b>Baseline June '12</b>	<b>Target Nov. '12</b>	<b>Actual</b>
Grade 7 survey (meeting or exceeding expectations) Regarding feeling of a successful 7/8 transition and comfort levels over grade 8 first term	60 %	70 %	

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- First Year of survey. Data not yet available</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- FOS, teacher, and administrator feedback not yet available.</li> </ul>

**Connections:**

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



As can be seen from the comparison of goals above, there is a close alignment of Queen Mary's goals with both those of the Family of Schools and the School District.

While the Queen Mary goals intend to reflect the unique character, culture, and needs of the school, considerable thought has gone into linking our goals to our Family of Schools and the District goals.

The Family of Schools connection is supported by regular meetings among the principals of the Carson Graham Family where our goals are reviewed and discussed along with supporting discussion on issues, concerns, curriculum, instruction, and assessment.

In addition, our Safe and Caring School goal is a derivative of the school district's emphasis on increasing this focus as a district initiative through our annual Safe Schools Assessments, our implementation of the Safe and Caring School's Guide, and our Safe Schools and Social Responsibility Survey. This provides a clear set of direction at the district level, and assists us with our alignment to the district's safe schools goal.

**Consultation Process of Queen Mary 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 Queen Mary School Plan will be posted on the school web site by October 31, 2012.

**School Planning Council Approval of Proposed School Plan:**

Date: May 15, 2012

Name		Signature
Chairperson (Principal)	Bill Reid	<i>Original Document signed by SPC Members</i>
Teacher	Not participating	
Parent	Desiree Young	
Parent	Kim Skeath	
Parent	Susan Clyde	
Student (Gr 10, 11, 12 schools only)	n/a	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent  
June 18, 2012**