

North Vancouver School District SCHOOL PLAN for 2013-2014

School: Blueridge Elementary School
Address: 2650 Bronte Drive
 North Vancouver, BC V7H 1M4
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School/Community Context:

At Blueridge Elementary School, we respect individual differences, celebrate accomplishments, take responsibility for our learning and strive to be our best every day. We take pride in ourselves, in our school and in our community. The Blueridge staff believes that a cooperative environment fosters the best possible academic, personal and social development of each student. Every child is encouraged to become an independent, self-motivated student with an inquiring mind, a positive attitude towards learning, a sense of responsibility and empathy for others.

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.

The Blueridge Parent Advisory Council (BPAC) is a strong parent community, many of whom volunteer and provide generous financial support for school enhancement opportunities. Most recently, the BPAC has provided all classrooms with SmartBoards which have allowed our teaching staff to provide interactive technology to all students. These boards have been provided through BPAC fundraising and the teachers have found this technology to be an invaluable teaching tool to supplement the students' learning opportunities.

Demographics (2012-2013 school year):

Total number of students: 288 Male: 145 Female: 143

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	36	26	40	45	35	40	39	27
Fr. Imm.								

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
15.29	1%	8%	1%	2%

Progress Analysis:

Review of School Goals – 2012-2013

Previous School Plan Goal 1: To improve the reading proficiency of students identified as being at risk of low achievement.

Objective 1.1: To improve the 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.

Key Performance Measure: DIBELS – Grade 1 - Percentage of students scoring as "At Risk" – September testing			
	Baseline	Target	Actual
2011-2012	9.7%	<5%	20%
2012-2013	20%	<5%	11%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- This is the second year we have used the DIBELS test as a measure of at-risk students
- All primary students were tested in September to identify at-risk students
- LAC and LSW resources have been distributed for early intervention
- The difficulty with trend data is each year presents new students. We have to consistently focus on early intervention strategies as listed in the school plan and hope to see improvement each year.
- We notice a mark 10% increase in 2011-2012 and then a 11% decrease in 2012-2013, this could use further investigation and we suggest looking at the at risk students and following their progress as they receive intervention in the upcoming year.

Previous School Plan Goal 2: To improve the writing proficiency of students identified as being at risk of low achievement.

Objective 2.1: To increase the percentage of Grade 4 and 5 students fully meeting expectations on the school- wide write.

Key Performance Measure: School-Wide Write			
	Baseline	Target	Actual
2011-2012	96%	96%	Please see trend data analysis
2012-2013	N/A	96%	Please see trend data analysis

Key Performance Measure: FSA – Grade 4 - FSA Writing percent of Grade 4 students who fully meet or exceed expectations			
	Baseline	Target	Actual
2011-2012	88%	95%	66%
2012-2013	66%	95%	N/A

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- The School-wide write did not occur in 2011-2012 due to job action, and staff did not continue this year. The data is not consistent enough to gain reliable trend data.
- We have chosen to remove the FSA data as a Key Performance Measure because many parent choose to exempt their children from writing the FSA exams in 2011-2012 and this affected the data.
- The Committee felt that report card data is a better measure of student progress than the FSAs and school wide write for Gr. 4 and 5. Report card data is done for all students in relation to the performance standards set out by the Ministry of Education and therefore provides more reliable and consistent data.
- We will compare student progress in Term 2 who are fully meeting or exceeding writing from Gr. 1- 7 for the 2013-2014 data.

Previous School Plan Goal 3: To increase the percentage of students who report feeling safe at school.

Objective 3.1: To increase the percentage of students who report feeling safe and a high sense of belonging at Blueridge.

Key Performance Measure: Ministry of Education Satisfaction Survey	Actual 2010	Actual 2011	Actual 2012
Gr. 4 "Do you feel safe at school?" (many/all the time)	85%	89%	89%
Gr. 4 "At school, are you bullied, teased or picked on (many/all the time)	11%	4%	0%
Gr. 7 "Do you feel safe at school?" (many/all the time)	90%	69%	69%
Gr. 7 "At school, are you bullied, teased or picked on?" (many/all the time)	3%	6%	6%

Key Performance Measure: All Grades School Wide Behaviour Survey:	Actual 2010	Actual 2011	Actual 2012
"How many times have you felt isolated or excluded at school this year?" "Often"	13%	11%	11%
"How many times have you felt threatened or isolated at school this year?" "Often"	10 %	4%	3%
"How many times have you been teased or criticised at school this year?" "Often"	19%	8%	11%
"How many times has someone hurt you physically (e.g., pushed, shoved, kicked . . .) at school." "Often"	15%	4%	5%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- The data shows that in the past three years, there has been some improvement in students' perception of behaviour at Blueridge. However, we still need to look closer at the difference in results between the Grade 4 and 7s in regards to feeling safe at school. There is a marked difference from 2010-2012 results and this will require further exploration.
- We will continue this goal and focus on students' sense of safety as the Satisfaction Survey is indicating that we can improve in this area.
- Staff continue to report a significant number of students displaying noisy and disruptive hallway behaviour which has had an impact on students' feelings of safety and on the working and learning environment of the school. This is especially prevalent in the common areas near classrooms.
- Conduct in the hallways at Blueridge has been a concern for many years. Parents are respectful of our academic learning environment. We are still working towards improvement in transition times between classes and rooms in the building.
- The committee felt that for the 2013-2014 school plan, it would be beneficial to separate feeling safe and a sense of belonging into two separate objectives.

Opportunities for Further Development:

We have three new parent members on our School Planning Council Committee who come with great perspectives on the school as we move into a year of increased population and varying needs of our school community.

The Ministry of Education is in the process of finalizing the BC Education Plan. This plan, through its three competencies, will influence future teaching practice in the Windsor Family of Schools. The plan is based on the principles that education should lead to the development of the whole student - intellectually, personally and socially. Please refer to www.bcedplan.ca

“The cross-curricular competencies are the set of intellectual, personal and social skills that all students need to develop in order to engage in deeper learning-learning that encourages students to look at things from different perspectives, to see the relationships between their learning in different subjects, and to make connections to their previous learning and to their own experiences, as members of their families, communities and the larger society. The conceptual framework described here envisions three broad cross-curricular competencies: thinking competency, personal and social competency: and communication competency” (Ministry of Education – Defining Cross-Curricular Competencies, p. 3)

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Blueridge Elementary School Plan for 2013-2014 are:

1. **To improve the writing proficiency of students identified as being at risk of low achievement.**
2. **To increase the percentage of students who report feeling safe at school, and who report a high sense of belonging.**
3. **To improve the reading proficiency of students identified as being at risk of low achievement.**

The Windsor Family of Schools is moving towards aligning our goals towards the Ministry of Education's BC Education Plan and using the plan as the guiding principles in the 2013-2014 school plan.

School Goal 1:

To improve the writing proficiency of students identified as being at risk of low achievement.

Goal Rationale:

At Blueridge, we continue to focus on writing skills 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.

In relation to the BC Education Plan: Thinking Competency indicates that, "...students require these skills to write about subject-specific content and transform it into new understanding. Thinking competency includes specific thinking skills as well as habits of mind and meta-cognitive awareness. Together, these components of thinking competency represent the abilities students need to undertake deep and lifelong learning."

Objective 1.1:

To increase the percentage of students in Grades 1-7, who are meeting expectations in writing.

Strategies/Structures/Resources:

- Continue to provide sustained writing support through the implementation of instructional activities and graphic organizers from Writing 44
- adjust instructional strategies to address the overall strengths and weaknesses
- 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

Key Performance Measure: Report Card Data Term 2	Baseline 2012-13	Target	Actual 2013-14
Percentage of Primary students who are meeting or exceeding expectations in writing.	80%	>95%	TBA
Percentage of Intermediate students who are receiving an A, B or C+ in Language Arts. (Note – Language arts letter grades encompasses writing, and reading together)	94%	>95%	TBA

**School Goal 2:
To increase the percentage of students who report feeling safe at school, and who report a high sense of belonging.**

Goal Rationale:

Blueridge staff and our parent community have engaged in discussions related to Positive School Climate and having a welcoming school. We believe that feelings of safety, and belonging, embrace both physical and emotional well-being. Staff have noted that behaviour in the common areas is disruptive to the learning environment and would like to continue working on this goal.

The BC Education Plan states that Personal and Social competency “is the set of abilities that relate to students’ identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world...Personal awareness and responsibility is the ability to understand and take responsibility for one’s actions, including one’s learning, to make constructive and ethical decisions about one’s personal and social behaviour, and to accept consequences and understand how one’s actions affect one’s own well-being and that of others.”

Objective 2.1:

To increase the percentage of students who report feeling safe at Blueridge.

Strategies/Structures/Resources:

- Continue to teach and reinforce the Code of Conduct
- Teach the generally accepted definition of the term ‘bullying’ as described in the Erase Bullying initiative. This will be communicated to parents and students at Blueridge.
- Staff will continue to monitor the Peer Counselling Program for its effectiveness

Key Performance Measure: Ministry of Education Satisfaction Survey	Baseline 2012-13	Target	Actual 2013-14
Gr. 4 "Do you feel safe at school?" (many/all the time)	85%	100%	TBA
Gr. 4 "At school, are you bullied, teased or picked on (many/all the time)	0%	0%	TBA
Gr. 7 "Do you feel safe at school?" (many/all the time)	84%	100%	TBA
Gr. 7 "At school, are you bullied, teased or picked on?" (many/all the time)	8%	0%	TBA

Key Performance Measure: All Grades School Wide Behaviour Survey:	Baseline 2012-13	Target	Actual 2013-14
"How many times have you felt threatened or isolated at school this year?" "Often"	2%	0%	TBA
"How many times has someone hurt you physically (e.g., pushed, shoved, kicked . . .) at school." "Often"	5%	0%	TBA

Objective 2.2:

To increase the percentage of students who report a high sense of belonging at Blueridge.

Strategies/Structures:

- Continue to teach the Code of Conduct
- Teach empathy, tolerance and inclusion through programs such as Grade 5 'Friends' Program, Second Step, Friendship Groups, Class Meetings and Focus on Bullying
- Continue to provide leadership opportunities to students
- 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 supported by BPAC

Key Performance Measure: All Grades School Wide Behaviour Survey:	Baseline 2012-13	Target	Actual 2013-14
"How many times have you felt isolated or excluded at school this year?" "Often"	9%	0%	TBA
"How many times have you been teased or criticised at school this year?" "Often"	10%	0%	TBA

Objective 2.3:

To increase the number of students transitioning responsibly, and safely, in common areas.

Strategies/Structures:

- staff to develop and communicate consistent expectations, and lessons, with respect to hallway and common area behaviours
- promote responsible hallway behaviour through assemblies and announcements
- provide recognition for responsible hallway behaviour
- communicate expectations and solicit parent support through BPAC

Evidence:

Qualitative Baseline

- Staff report a significant number of students displaying disruptive behaviour which has had an impact on students' feelings of safety and on the working and learning environment of the school

Qualitative Target:

- Staff will report an increase in the number of students exhibiting quiet and responsible hallway behaviour independently and on a consistent basis

Qualitative Actual:

- noted improvement as of January 2013, continued opportunities for learning needed

School Goal 3:

To improve the reading proficiency of students identified as being at risk of low achievement.

Goal Rationale:

At Blueridge, we recognize the value of early intervention in reading. It is critical that we support at-risk beginning readers to increase their chances of long-term success.

In relation to BC Education Plan: Communication Competency includes “using language and symbols to communicate is the ability to exchange information, experiences, and ideas through many modes, including written and spoken language, symbols, movement, gesture, body language and images, in order to make meaning and to create and maintain relationships with the goal of building a common understanding.

Objective 3.1:

To improve the reading proficiency of students in Grade 1 assessed as ‘At Risk’ with the DIBELS test (at beginning of Gr. 1 year).

Strategies/Structures/Resources:

- track the “at risk” students as they progress through the primary years to see if intervention is supporting progress
- provide additional phonological training and literacy support to the identified students through the classroom, home and the school based resource team
- Increase parents’ understanding and support and students’ enthusiasm in the area of reading through newsletter articles, BPAC meetings, presentations, and Book Fairs
- Purchase books to build classroom and library resources
- Implement Instructional Intelligence strategies, skills and tactics in a strategic manner
- buddy reading

Key Performance Measure: DIBELS – Grade 1	Baseline 2012-13	Target	Actual 2013-14
Percentage of students scoring as “At Risk” in September	2%	0%	TBA

Objective 3.2:

To increase the percentage of students in Grades 1-7, who are meeting or exceeding expectations in reading.

- Continue to provide reading support through the implementation of instructional activities and graphic organizers from Reading 44
- adjust instructional strategies to address the overall strengths and weaknesses
- Identify all students struggle with reading and provide appropriate adaptations, interventions and support through the classroom and the LAC

- Implement Instructional Intelligence strategies, skills and tactics in a strategic manner

Key Performance Measure: Report Card Data Term 2	Baseline 2012-13	Target	Actual 2013-14
Percentage of Primary students who are meeting or exceeding expectations in reading.	81%	>95%	TBA
Percentage of Intermediate students who receiving an A, B or C+ in Language Arts. (Note – Language arts letter grades encompasses writing, and reading together)	94%	>95%	TBA

Connections:

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

The Windsor Family of School, (Windsor Secondary, Blueridge Elementary, Seymour Heights Elementary and Lynnmour Elementary) are moving towards using current language as set out by the Ministry of Education's BC Education Plan. Congruence also exists between the Blueridge School Plan and the NVSD Achievement Plan. Both the Blueridge and District plans include the goals related to improving the literacy skills and abilities of identified students, and overall student safety.

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 Blueridge School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: Click to type date

	Name	Signature
Chairperson (Principal)	Katherine Kee	<i>Original Document signed by SPC Members</i>
Teacher	Click to type name	
Parent	Terri Thompson	
Parent	Liz Sopwith	
Parent	Tanya Schienbein	
Student (Gr 10, 11, 12 schools only)	Click to type name	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent