

North Vancouver School District
SCHOOL PLAN for 2013-2014

School: École Boundary Elementary School
Address: 750 East 26th Street
North Vancouver, BC V7K 1A4
Phone: 604-903-3260

School/Community Context:

A thriving and dynamic educational community, École Boundary School endeavours to address the diverse learning needs of its students in a supportive and safe environment. To this end, we promote the differentiation of instruction across all levels and subject areas. Operating both a Learning Assistance Centre (LAC) and multi-purpose Learning Centre (LC), 2012/13 saw the effective employment of these newly repurposed facilities, with each benefitting from information and communications technology (ICT) hardware and software used to assist students with special needs. Similarly, there has continued to be a significant increase in the use of ICT to enhance the learning opportunities in regular classrooms. Students designated as *Gifted* received the opportunity of attending off-site enrichment programs.

Our school organization includes two classes of Late French Immersion (LFI) students, with Boundary designated the primary site for this program in North Vancouver School District (NVSD). LFI instruction begins in grade 6, and French language education, including French as a Second Language (FSL) teaching, is very much a part of our school culture.

École Boundary School's academic programs benefit from a range of instructional strategies. Examples include the adoption of *Handwriting Without Tears* in the primary years and providing intermediate students with enrichment in mathematics through the adoption of a stations approach to using Math games and manipulatives. Hallways regularly feature a range of vibrant student art, and the Boundary Classroom Music Program benefits from specialist instruction. Our Band Program operates at a very high level and enjoys a strong reputation.

Athletic opportunities include the hiring of an outside provider for gymnastics instruction (grades K-7), and the organization of extra-curricular team sports. Environmental awareness is heightened through visits to North Vancouver Outdoor School (NVOS) and the celebration of Earth Day. All classes share the responsibility of cleaning our grounds, and parent-run and classroom-based recycling programs allow us the right to say that we reduce, reuse and recycle.

A Social Responsibility Support Program (SRSP), which serves all NVSD elementary schools, provides assistance to students requiring social and behavioural intervention, while each weekday morning the Lynn Valley Strong Start offers a drop-in experience at Boundary for pre-school children (newborns to pre-kindergarten) and their caregivers. Strong Start links families with community services, models parenting skills and helps prepare young children for their future school experience.

Our parent organization, the Boundary Community School Association (BCSA), provides us with tremendous support, including the funding of many ICT purchases, and promotes connections amongst all Boundary stakeholders. Key BCSA activities include the *Brown Bag Lunch*, which once per month allows seniors from the neighbouring community to share a meal with our students. Both parties benefit from this unique program, which has been in place for over 25 years.

The Boundary Code of Conduct stands at the centre of our efforts to foster the values of respect and inclusivity. Grade 5, 6 and 7 students earn service points by supporting the school in a variety of ways, for which they are formally recognized in June. Extending into the broader community with the support of the BCSA, our students support causes such as the Make-A-Wish Foundation. École Boundary Elementary School is a community where we come together to learn, share and grow.

Demographics (2012-2013 school year):

Total number of students: 309 Male: 151 Female: 158

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	43	40	26	37	30	43	19	19
Fr. Imm.							27	25

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17.21	0%	7%	4.2%	9.7%

Progress Analysis:

Review of School Goals – Previous Year(s)

- 1. Previous School Plan Goal 1: To increase the writing performance of students as they move from primary to intermediate grades, where there are increased demands for writing skills, as measured by school-wide writes.**

Goal Rationale:

As students progress from the primary to intermediate grades, demand on their writing skills steadily increases. Previous assessments of Boundary student achievement in this area have included data from school-wide writes, report cards, teacher observations and FSA data, which have indicated a general need to focus on writing performance progressing from the late primary to intermediate levels. Since the school was not able to utilize School Wide Writes during the 2011-12 school year, this goal remains in effect until progress can be reasonably evaluated.

Objective 1.1:

To improve primary students' achievement in aspects of writing identified by teaching staff and as assessed using the BC Performance Standards.

School Wide Write: Due to School Wide Writes not being conducted throughout the 2011-12 school year, a baseline has been set from data collected from the current school year. Scores for the first half of 2012/13 are listed below and a second round of testing will take place prior to the end of June 2013. Once done, a baseline will be re-established for use during subsequent years.

Feb. '13 Primary Results (Gr. 1-3)	Not Yet Meeting (NYM)	Meeting (M)	Fully Meeting (FM)	Exceeding (E)
	15%	34%	32%	12%

Objective 1.2:

To improve intermediate students' achievement in aspects of writing identified by teaching staff and as assessed using the BC Performance Standards.

School Wide Write:

Intermediate Results (Gr. 4-7)	Not Yet Meeting (NYM)	Meeting (M)	Fully Meeting (FM)	Exceeding (E)
	26%	37%	30%	5%

Trend Data Analysis:

It will be possible to calculate a Trend Data Analysis once two or more consecutive years of School-Wide Write data have been collected.

Opportunities for Further Development:

Goal 1: As the School-Wide Write has just been reinstated at École Boundary Elementary School, we will carry this goal over to the 2013-14 school year and beyond, in order to observe the effectiveness of our strategies. It will continue to be important to implement our proposed strategies.

Goal 2: Results of the 2013 NVSD Safe and Caring Schools Social Responsibility Survey indicate progress with a number of indicators regarding teaching social responsibility, but target levels have not yet been reached. Therefore, this goal will be continued throughout 2013-14.

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the École Boundary Elementary School Plan for 2013-14 are:

- 1. To increase the writing performance of students as they move from primary to intermediate grades, where there are increased demands for writing skills, as measured by school-wide writes and associated evidence gathered through the DIBELS and DAZE assessments.**
- 2. To increase students' feelings of safety and inclusion at school, and enhance their ability to respond in appropriate and responsible ways to a variety of social situations, as measured by responses on the Safe Schools and Social Responsibility Survey.**
- 3. To increase the engagement and performance of students in mathematics at the Intermediate grade levels, as measured by the Grade 6 NVSD Math Assessment, the BC Ministry of Education Foundation Skills Assessments (FSA) and anecdotally, through the observations of classroom teachers, EA's, school-based administrators and/or parents on student engagement in mathematics.**

School Goal 1:

To increase the writing performance of students as they move from primary to intermediate grades, where there are increased demands for writing skills, as measured by school-wide writes and associated evidence gathered through the DIBELS and DAZE assessments.

Goal Rationale:

As students progress from the primary to intermediate grades, demand on their writing skills steadily increases. Previous assessments of Boundary student achievement in this area have included data from school-wide writes, report cards, teacher observations and FSA data, which have indicated a general decline in writing performance that progresses from the late primary to intermediate levels. Since the school has just reinstated School-Wide Writes in 2012-2013, this goal remains in effect until progress can be reasonably evaluated.

Objective 1.1:

To improve primary students' achievement in aspects of writing identified by teaching staff and as assessed using the BC Performance Standards.

Strategies/Structures/Resources:

- Conduct a School-Wide Write each year and assess using the BC Performance Standards
- Provide ongoing in-service and support for teachers working in grade groups to assess student writing
- Provide ongoing support and in-service for staff in the teaching of writing
- Promote use of Writing 44/Écriture 44 skills and lessons to include the use of graphic organizers and mind maps
- Continue to employ IT tools such as Kurzweil and other specialized software applications
- Celebrate student writing with bulletin board displays and examples on class and school websites
- Provide ongoing support and in-service for staff in the teaching of writing

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
2012-13 School Wide Write – Percent of students meeting	77%	85%	

and/or exceeding expectations			
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Evidence: *(Qualitative)* - While DIBELS testing does not provide a direct indicator of writing skill development, it does offer associated measures. Given this fact and the time and energy devoted to using this instrument, DIBELS assessment results are being included in this goal area.

<p>Qualitative Baseline: Using the DIBELS test 38 primary students were identified as requiring Intensive Support. Retesting takes place in June of each school-year.</p>
<p>Qualitative Target: - That only 25 primary students will require Intensive Support as measured by the DIBELS</p>
<p>Qualitative Actual:</p>

Objective 1.2:

To improve intermediate students’ achievement in aspects of writing identified by teaching staff and as assessed using the BC Performance Standards.

Strategies/Structures:

- Conduct a school-wide write each year and assess using the BC Performance Standards
- Provide ongoing support, in-service and where possible, release time for teachers to work in grade groups to assess student writing
- Provide ongoing support and in-service for staff in the teaching of writing
- Promote use of Writing 44/Écriture 44 skills and lessons to include the use of graphic organizers and mind maps
- Continue to employ IT tools such as Kurzweil and other specialized software applications
- Celebrate student writing with bulletin board displays and examples on class and school websites
- Provide ongoing support and in-service for staff in the teaching of writing

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
As a School-Wide Write was not conducted during 2011/12, this goal was carried over to the 2012-2013 school year.	68%	75%	

Evidence: (Qualitative) - While DAZE testing does not provide a direct indicator of writing skill development, it does offer associated measures. Given this fact and the time and energy devoted to using this instrument, DAZE assessment results are being included in this goal area.

<p>Qualitative Baseline: Using the DAZE test, 62 students in English Gr. 4, 5, 6 classes were identified as requiring Intensive Support. Retesting takes place in June of each school-year.</p>
<p>Qualitative Target: That only 45 English Gr. 4, 5, 6 students will require Intensive Support as measured by the DAZE.</p>
<p>Qualitative Actual:</p>

School Goal 2:

To increase students’ feelings of safety and inclusion at school, and enhance their ability to respond in appropriate and responsible ways to a variety of social situations, as measured by responses on the Safe Schools and Social Responsibility Survey.

Goal Rationale:

A Safe & Caring Schools Social Responsibility Survey of students in grades 5, 6 and 7 conducted in April, 2012 showed that, at school, students generally feel safe, the vast majority are not bullied and have not bullied other students, and a large number have volunteered their time to help make the school a better place. However, when witnessing bullying, the response tells a different story.

Just over half of our grade 4, 5, 6 and 7 students (58%) would tell an adult at school if they observed bullying and even fewer (44%) would tell an adult at home. Forty-four percent would confront the bully, which is perhaps the most difficult action to take, whereas 22% of these students would walk away, ignore or avoid the bully, which is an improvement from 2011-12. Seventy-four percent of these students, a significant improvement over 2011-12, would try to assist the person being bullied. Clearly, providing instruction that increases the range of strategies suitable for a variety of bullying situations has been beneficial.

Objective 2.1:

To increase students' feeling of being safe at school, as measured by responses on the Safe Schools and Social Responsibility Survey. (Pls. note that for 2013 students in Gr. 4-7 were administered this survey, which presents as a different cohort from 2011/12 (5-7).

Strategies/Structures/Resources:

- Directly teach strategies to emphasize "Caring for Ourselves and Others" from the Code of Conduct
- Continue to use "Behaviour Reports", a system of tracking and teaching students who do not follow the Code of Conduct
- Continue to conduct assemblies and book performance groups that emphasize "caring"
- Communicate Code of Conduct through posters, newsletters, website, and revised Parent Handbook

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Grade 4-7 students responding "many times" or "all the time" to the question "I feel safe at school."	88.6%	90%	87.4%
Grade 4-7 students responding "never" or "sometimes" to the question "I am bullied/teased at school" never or	90.2%	92%	87.4%
Grade 4-7 students responding "never" or "one or two times a month" to the question "This year, I have bullied other students."	93.2%	96%	96.7%
Grade 4-7 students responding "sometimes" or "many times" to the question "Did you volunteer your time this year to help make the school a better place? For example were you a lunch monitor, a kindergarten monitor, helper with recycling, an office monitor, etc."	80.5%	85%	N/A

Evidence: (Qualitative)

Qualitative Baseline:

Although the following question was included in the 2012 Safe and Caring Schools Social Responsibility Survey, it was omitted from the 2013 version of this questionnaire: "Did you volunteer your time this year to help make the school a better place? For example were you a lunch monitor, a kindergarten monitor, helper with recycling, an office monitor, etc." The baseline measure for the 2012 testing was 80.5%.

<p>Qualitative Target: We were not able to continue with a quantitative measure of this item for the reasons given above.</p>
<p>Qualitative Actual: Due to the importance placed on this evidence, the following observations have been recorded: strong level of student participation and engagement in school-based volunteer activities, including Morning Valet Service, Ball-cart Sign-out, Band Monitoring, Buddy Classes, participation in assemblies, and awareness and kindness on the playground. These activities all indicate a level of involvement that positively contributes to a sense of belonging for students.</p>

Objective 2.2:

To increase students' ability to respond in appropriate and responsible ways to social situations at school, as measured by responses on the Safe Schools and Social Responsibility Survey

Strategies/Structures:

- Directly teach strategies such as, but not limited to:
 - o Ignore or avoid
 - o Tell the person to stop
 - o Report it to an adult at school
 - o If being bullied, try to help the person being bullied
- Continue to use "Conduct Reports," a system of tracking and teaching students who do not follow the Code of Conduct
- Schedule student-led assemblies that emphasize conduct and responsibility vis-à-vis bullying and other social situations
- Provide and encourage in-service on pro-social behaviour programs (e.g., "Second Step", "Tribes", "Friends", "Focus on Bullying", "The Power of One")

Key Performance Measure:	Baseline	Target	Actual
Grade 4-7 students responding "many times" or "all the time" to the question "When I see bullying, I tell an adult at school."	44.0%	60%	57.6%
Grade 4-7 students responding "many times" or "all the time" to the question "When I see bullying, I tell an adult at home."	36.4%	55%	44.4%
Grade 4-7 students responding "many times" or "all the	37.8%	55%	44.4%

time" to the question "When I see bullying, I talk to the bully."			
Grade 4-7 students responding "never" or "sometimes" to the question "When I see bullying, I walk away, ignore or avoid the bully."	69.8%	80%	78.1%
Grade 4-7 students responding "many times" or "all the time" to the question "When I see bullying, I try to help the person being bullied."	62.65%	75%	73.5%

School Goal 3:

To increase the engagement and performance of students in mathematics at the Intermediate grade levels, as measured by the Grade 6 NVSD Math Assessment, the BC Ministry of Education Foundation Skills Assessment (FSA) and anecdotally, through the observations of classroom teachers, EA’s, school-based administrators and/or parents regarding student engagement in mathematics.



Goal Rationale:

Mathematics is a subject area identified by teachers at École Boundary School toward which many students feel some anxiety or reluctance. The goal of increasing engagement and enthusiasm is intended to address this.

Objective 3.1:

To increase engagement in mathematics in the Intermediate grades, as observed anecdotally by teachers and/or administrators, EA’s and/or parents.

Strategies/Structures/Resources:

- Establishment of a series of four Math Mondays, during which Intermediate students participate in a variety of stations focusing on curricular strands using games and manipulatives

Evidence: *(Qualitative)*

Qualitative Baseline: Student engagement during Math Monday activities – baseline participation as observed by teachers – to be determined
Qualitative Target: Enthusiastic participation and learning behaviour that indicates an inquisitive approach to understanding and mastering mathematics.
Qualitative Actual:

Objective 3.2:

To increase student achievement in mathematics in the intermediate grades, as measured by FSA results and the NVSD Grade 6 Mathematics Assessment.

Strategies/Structures:

- Employ the strategy of Concept Attainment in order to deepen students’ understanding of mathematics
- Establish a series of four Math Mondays, during which Intermediate students participate in a variety of stations focusing on curricular strands using games and manipulatives
- Explore and employ additional resources such as Jump Math
- Continue to use ICT tools such as Math Academy and other software applications

Key Performance Measure:	Baseline	Target	Actual
Grade 4 Students Meeting and/or Exceeding Expectations in 2012 FSA	75%	80%	
Grade 7 Students Meeting and/or Exceeding Expectations in 2012 FSA	68%	75%	
District Math 6 Assessment aggregate score (overall) for Boundary. (District Math 6 Assessment aggregate score (overall) for N. Van. School District 68%.)	69%	72%	

Connections:

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

Argyle Family of School's School Plans

- Each of the schools in the Argyle Family shares a similar goal related to improving literacy skills, most commonly writing skills, and uses similar tools for measurement. This goal is carried through from the elementary to the secondary level.
- Each of the elementary schools in the Argyle Family shares a similar goal related to establishing and maintaining a safe and caring school, by either focusing on the students' sense of safety and well-being, or on citizenship and service. Similarly each school in the Argyle Family list a variation on a goal around student engagement and success in mathematics. This is an area that is of interest to teachers at Boundary.
- The Principals and Vice Principals of the Argyle Family of Schools continue to meet regularly to discuss matters pertaining to the Argyle Zone, including the goals, objectives, and strategies identified in our school plans
- An Argyle Family conference has been created on the School District's electronic communication system that contains School Plans of all of the schools within the family, is easily accessible, and facilitates effective connections between sites
- A School Plan workshop was held on January 16th, 2013 to familiarize FOS administrators with the new School Plan template, and to allow schools in the Argyle Family to share progress and challenges regarding the development of individual School Plans

District Achievement Plan

- École Boundary School's Goal 1 aligns with Goal 1 of the 2011-14 District Achievement Contract – *Improve Students' Achievement in Literacy* - and with the following programs: *District Literacy Plan, Firm Foundations, Early Literacy Teaching and Learning (Strong Start), Our Turn to Talk and Writing 44: A Core Writing Program – Primary/Intermediate (Écriture 44)*.
- École Boundary's Goal 2 aligns with Goal 3, Objective 3.1 of the 2011-14 District Achievement Contract: *To increase the number of students who report feeling a sense of belonging and connectedness to their school.*
- École Boundary School's Goal 3 aligns with 2011-14 District Achievement Contract Goal #2: *Improve Students' Achievement in Numeracy.*

Consultation Process of Ecole Boundary 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 Ecole Boundary Elementary School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 8, 2013

	Name	Signature
Chairperson (Principal)	Dave Montgomery	<i>Original Document signed by SPC Members</i>
Vice Principal	Susan Owens	
Parent	Leanne Anderson	
Parent	Deborah Johnstone	
Parent	Leyli Nicknafs	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent