

North Vancouver School District
Queen Mary SCHOOL PLAN for 2014-2015

School: Queen Mary Community School
Address: 230 West Keith Road
North Vancouver, BC V7M 1L8
Phone: 604.903.3720

School/Community Context:

Mission (new): The Queen Mary School Community works together to create a respectful, safe and caring environment where we are inspired to be knowledgeable, active learners with a global perspective.

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 of well-established families and new immigrants from both English and non-English speaking areas of the globe. Our community has a 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 students participate in small groups for Guided Reading instruction. The majority of our teachers have implemented strategies and tactics for the last six to eight 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.

Over the course of the past year, Queen Mary has also completed year two of a three year process of becoming a fully accredited International Baccalaureate World School. We have been successfully identified as a Candidate School by the International Baccalaureate Organization, and we are anticipating and looking forward to full accreditation in the winter/spring of next year. With this goal at the forefront of many of our actions, Queen Mary has embraced the following: the International Baccalaureate philosophy, standards, and practices are a guiding influence on the school's direction, development, and progress; all staff have had a number of opportunities to visit other IB schools; grade levels teams meet weekly; all staff meet weekly to explore the standards and practices of IB; a pedagogical leadership team has been established; a PYP Coordinator position has been implemented to provide leadership; and all teachers have completed their Level 1 PYP training.

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 sent home on the last 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, at www.queenmary.ca

Demographics (2013-2014 school year):

Total number of students: 308 Male: 145 Female: 163

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	47	38	26	32	46	44	38	37
Fr. Imm.								

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
18.80	15.6	9.1	1.9	38.9

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan 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:

Key Performance Measure: Test Of Phonological Awareness (TOPA) students achieving above the 25 th %ile)			
	Baseline Jan	Target June	Actual June
2013-2014	78%	100%	N/A
2012-2013	80%	100%	92%
2011-2012	63%	100%	95%

Objective 1.2: To improve reading abilities of students in grades 1 through 3

Trend Data Table:

Key Performance Measure: Gr. 1-3 PM Benchmark Meeting or Exceeding expectations			
	Baseline Sept/Oct	Target Mar/April	Actual Mar/April
2013-2014	66%	75%	79.3%
2012-2013	57%	75%	77.5%
2011-2012	63%	75%	74.1%

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

Trend Data Table:

Key Performance Measure: Gr. 1-3 PM Benchmark Meeting or Exceeding expectations for First Nation students			
	Baseline Sept/Oct	Target Mar/April	Actual Mar/April
2013-2014	63.5%	70%	71.2%
2012-2013	58%	70%	66%
2011-2012	64.2%	70%	54%

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

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 with the TOPA confirms the success of this additional support, as indicated by the drop in 'at risk' from 22-37% to 5-8% of students. (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.**

Opportunities for Further Development:

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

Previous School Plan 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

Trend Data Table:

Key Performance Measure: Queen Mary Safety Audit, March 2014. Emergency Management Category Meet or Exceed expectations by Staff			
	Baseline March prev yr	Target March	Actual March
2013-2014	77%	80%	80%
2012-2013	75%	80%	77%
2011-2012	67%	80%	75%

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

Trend Data Table:

Key Performance Measure: Bulletins sent to parents electronically			
	Baseline March prev yr	Target March	Actual March
2013-2104	83%	100%	91%
2012-2013	80%	100%	83%
2011-2012	77%	95%	80%

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

As student safety is a top priority, emergency procedures and student release processes continue to be reviewed and refined annually.

Our PAC annually funds our emergency preparedness initiatives, and new supplies and equipment are purchased or renewed annually. Our school based initiatives in this area are a renewed focus for the current year, as we have recently moved into the fully renovated Queen Mary facility.

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:

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.

Previous School Plan Goal 3: To increase grade seven student engagement and connection to Carson Graham Secondary School.

Objective 3.1: To improve the elementary to high school transition process

Trend Data Table:

	Baseline May/June of gr. 7	Target Sept/Oct of gr. 8	Actual Sept/Oct of gr. 8
2013-2014	69%	75%	N/A
2012-2013	55%	75%	78%
2011-2012	47%	75%	74%

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

Our trend indicates that in general the objectives and strategies we have planned to assist in increasing the comfort level of grade seven students moving into grade eight are working. There is considerable 'fine tuning' of the questions this year, and we are currently establishing the survey 'on-line' for administration in May/June of this year.

Opportunities for Further Development:

Our success is incremental however, and plans continue to be fine-tuned to increase students understanding and awareness of the demands and expectations of moving from grade seven into grade eight. We will continue to seek student input to the needs and requirements for preparation for a successful seven to eight transition. As well, work habits and study skills taught and practiced in grade seven will support continued success in grade eight.

School Goals for 2014-2015:

Based on the review of student achievement using provincial, district and school evidence, the goals set out in the Queen Mary Community School Plan for 2014-2015 are:

- 1. To Improve reading proficiency in students at the Primary (K-3) level.**
- 2. To provide a Respectful, Safe and Caring School Environment.**
- 3. To increase grade seven student engagement and preparation for success at Carson Graham Secondary School.**

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

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 25th 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 all students.

Objective 1.1:

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

Strategies/Structures/Resources:

- 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, LST, 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 25th 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)

Key Performance Measure:	Baseline Jan '14	Target June '15	Actual June '15
TOPA (students scoring above the 25 th %ile)	78%	100%	N/A

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- In the three kindergarten classes, a total of 40 students were assessed using the Test of Phonological Awareness, and 9 of the 40 or 22% scored below the 25th percentile, thus indicating they are candidates for intervention for the remainder of the school year. January 2014 baseline must be used in relation to the June 2015 target.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Small group intervention is planned for all students scoring below the 25th percentile. This intervention will be provided by our LAC staff and supplemented by additional classroom support. Target and Actual are for the end of the 2014-15 school year.

Objective 1.2:

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

Strategies/Structures/Resources:

-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 Performance Standards from Term 2 Report Cards

-Provide small group ability levelled guided reading groups in grades 1 through 3 students 2-4 times per week:

- Assigning ESL Reading groups to ESL instructors;
- Classroom teachers providing intensive guided reading support;
- 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, district staff, and other non-enrolling staff to take responsibility for Guided Reading support.

Evidence: (Quantitative)

Key Performance Measure:	Baseline Sept/Oct '14	Target Mar/April '15	Actual Mar/April '15
Gr. 1 PM Benchmark meeting or exceeding expectations	78%	80%	
Gr. 2 PM Benchmark meeting or exceeding expectations	72%	80%	
Gr. 3 PM Benchmark meeting or exceeding expectations	69%	80%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Percentages of students meeting or exceeding expectations are a reflection of current strategies. The pattern of the past few years has seen these percentages continue on a slow and steady increase.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Grades 1-3 PM benchmark assessment data identifies achievement at the Meeting Expectations level or greater. These levels are above 7 in March/April of Grade One; above 16 in March/April of Grade Two; and above 19 in March/April of Grade Three.

Objective 1.3

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

Strategies/Structures/Resources:

- Assigning ESL student reading to 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/ Behaviour Support Worker;
- LAC teachers assigned to students with learning challenges;
- First Nation Support Worker and Teacher assigned to First Nation students for guided reading instructional support
- First Nation Support Worker and Teacher assigned to First Nation students for classroom support blocks
- Support the Squamish Nation/School District Enhancement Plan.
- Continue to work closely with the Squamish Nation Education office

Evidence: (Quantitative)

Key Performance Measure:	Baseline Sept/Oct '14	Target Mar/April '15	Actual Mar/Apr '15
PM Benchmark (grade 1-3 First Nations) meeting or exceeding expectations	57%	65%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- The transient nature of our student population (estimated 80-90 students will leave and 90-110 new students will arrive this year), and issues related to attendance, tardiness, and levels of home support are having an effect on our results related to First Nation's student achievement.
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Qualitative Target:

- 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. The supports assist us in meeting our target goals.

**School Goal # 2:
To provide a Respectful, Safe, and Caring school environment**

Goal Rationale:

A key component of our candidacy in the Primary Years Programme in the International Baccalaureate Organization is related to the identification of Queen Mary School Community's desire to "work together to create a respectful, safe, and caring environment, where we are inspired to be knowledgeable, active learners, with a global perspective"(mission statement excerpt).

It has been determined that maintaining a high standard in the two areas of Emergency Management and our Code of Conduct are critical to the success of Queen Mary's intention to provide this environment.

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 six 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 a PAC meeting annually
- Publish each term, in school newsletters procedures related to Emergency Management
- Conduct one Earthquake drills during the year
- Conduct one 'Student Release' simulation during the year
- Conduct five Fire drill yearly
- Provide Emergency Procedure Handbook to every class
- Create Teacher On Call packages that covers the same material
- Update evacuation plans
- Update all classroom emergency supplies

Evidence: (Quantitative)

Key Performance Measure:	Baseline Mar '14	Target Mar '15	Actual Mar '15
Queen Mary Safety Audit, March 2013 (previous year) Emergency Management category meeting or exceeding expectations, as indicated by staff	80%	80%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">– Generally, the majority of staff and students are feeling safe at Queen Mary School. Our survey indicates a slight increase from the previous year in our Emergency Management category, and for this reason the category is maintained for another year. The increase could be related to the move back into the renovated Queen Mary facility.
<p>Qualitative Target:</p> <ul style="list-style-type: none">– With a move into the seismically upgraded and completely rebuilt Queen Mary facility, we did feel the baseline expectations of staff will rise. We will combine the move with a renewed effort at reviewing and reinforcing our emergency management protocols.

Objective 2.2:

To review, revise, rewrite, and implement a Code of Conduct that reflects our PYP mission.

Strategies/Structures/Resources:

- Review the Code of Conduct and incorporate revisions to bring the Code up to date and in-line with our PYP Mission
- Have staff and PAC members review the revised Code of Conduct, and seek feedback
- Survey students to determine relevant and important aspects of a revised Code of Conduct
- Endorse and publish the revised Code of Conduct, with students, in newsletters, and on the Queen Mary website
- Review the revised Code with all students

Key Performance Measure:	Baseline Mar '14	Target Mar '15	Actual Mar '15
Intermediate students awareness of the Code of Conduct and its connection to our PYP Mission	60%	90%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">– The revisions and implementation of the Code of Conduct are still relatively new, and it will take some time to have our intermediate students immersed and fluent in its philosophy, intent, and purpose
<p>Qualitative Target:</p> <ul style="list-style-type: none">– We believe a goal of 100% awareness is possible within a few years, but that 90% is reasonable in the first few years of adoption of the new Code

School Goal # 3:

To increase grade seven student engagement and preparation for success at 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 Secondary School 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/Resources:

1. Starting a 7-11 mentorship program
 - Series of meetings with Grade 11 students in April - Grade 11s have Visited FOS and met their buddies, and participated in a question and answer session
 - Mid-May – Carson Graham Secondary School visit and lunch and walk-about tour
 - Grade seven questionnaire completed post-visit
 - First day of school 8-12 buddy welcome
 - September - connection BBQ
 - October - survey grade eights and their parents about the 7-11 program and the transition process
 - Upgrade the grade 7/8 survey to on-line status to facilitate greater access and data assessment
2. Increase communication with Carson Graham
 - Family Of Schools meeting to discuss the transition process
 - Seek feedback from FOS re: transition process on an annual basis
 - Grade Seven teachers' feedback re: present transition process
3. Increase communication with the grade seven parent community
 - Grade seven programming evenings
 - IB MYP information evening
 - Community presentations at each of our feeder schools
 - Grade seven web page
 - Regular mail outs of newsletters to the Grade Seven parent community
4. Expand and improve the annual May grade seven visit
 - FOS function
 - Three sessions on transition

- Linked to the 7-11 program
- 5. Continuing to improve our articulation process
 - Refining the documentation and revised and streamlined transition forms
 - 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 event
- 7. Explore opportunities for joint use of CGSS facilities
 - High school teachers/elementary school teachers swap for a day
 - Breakfast meetings with Grade 7 and 8 teachers offered

Key Performance Measure:	Baseline May/June of gr. 7 2014	Target Nov/Dec of gr. 8 2015	Actual Sept/Oct of gr. 8 2015
Grade 7 to 8 Student Survey results indicating % of students feeling “comfortable” about their move into grade 8 at Carson Graham. (as indicated by affirmative answers to 10 survey questions)	69%	85%	

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Baseline data indicates that grade seven students are still somewhat apprehensive and unsure of their comfort levels as they head into Grade Eight, but these percentages indicating a ‘comfort level’ are significantly increased this year. There is a visible cohort effect this year.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - We feel that given the levels of transition support provided to students during their final months in grade seven, the Target survey results will indicate an understanding that much of the apprehension was due to a natural nervousness surrounding the transition, but one that, given the levels of transition support, was largely unfounded.

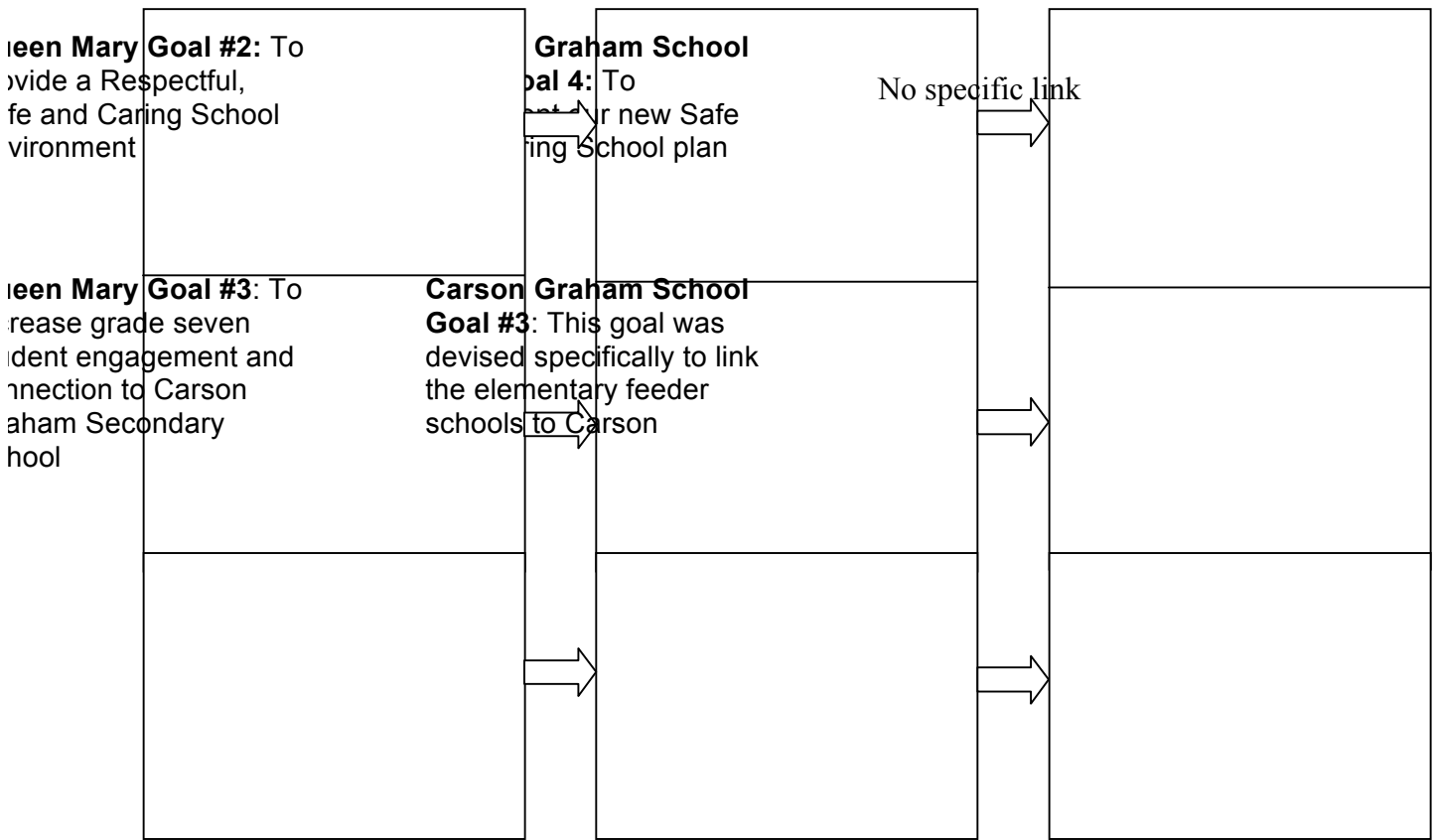
Connections:

Queen Mary Goal #1: To improve Reading Efficiency in Primary students, grades K - 3

Carson Graham School Plan Goal 1: To enhance the status and visibility of reading in the school

NVSD Achievement Strategy: Achievement Contract Goals improve students' achievement in literacy of their growth and development.

Connections to Carson Graham's Family of Schools' School Plans and/or District Achievement Contract:



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 on issues, concerns, curriculum, instruction, and assessment.

In addition, our Respectful, 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 revision to the Queen Mary Mission Statement. This provides a clear set of directions 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 Community School Plan will be posted on the school web site by October 31, 2014.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2014

Name	Signature
Chairperson (Principal) Bill Reid	<i>Original Document signed by SPC Members</i>
Teacher Not Participating	
Parent Lily Foster	
Parent Susan Clyde	
Parent Christie Manlolo	
Student (Gr 10, 11, 12 schools only)	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
May 26, 2014**