

North Vancouver School District SCHOOL PLAN for 2015-2016

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

School/Community Context:

At Blueridge Elementary School (K-7), 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. 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 (2014-2015 school year):

Total number of students: 319 Male: 161 Female: 165

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	38	43	40	29	43	47	40	39
Fr. Imm.								

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
16.48	2%	7%	0%	2%

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the reading and writing 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).

Key Performance Measure:	Baseline 2013-14	Target	Actual 2014-15
Percentage of students scoring as "At Risk" in September	3%	0%	4%

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

- This is the fifth year we have used the DIBELS test as a measure of at-risk students
- The Learning Assistance Centred identified at-risk students
- LAC and LSW resources have been distributed for early intervention post assessment
- 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.

Objective 1.2:

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

Key Performance Measure: Report Card Data Term 2	Baseline 2013-14	Target	Actual 2014-15
Percentage of Primary students who are meeting or exceeding expectations in reading.	88%	>90%	67%
Percentage of Intermediate students who receiving an A, B or C+ in Language Arts. (Note – Language arts letter grades encompasses writing, and reading together)	88%	>90%	96%

Trend Data Analysis:

- The Committee finds that report card data has been a reliable measure of student progress and will continue for the upcoming year
- We will compare student progress in Term 2 who are fully meeting or exceeding in reading. Further development is needed in this area as we work towards our target
- Of the 33% of Primary Students who are either not meeting or approaching expectations, we anticipate that over time students are still building skills and that there will always be a margin that will account for children with learning needs that may require intervention. We will continue to pursue opportunities for our students to receive targeted reading support.
- The Grade 1 cohort currently needs LAC intervention, in relation to the past. In addition, we have observed that there are a lot of "young" Grade 1s this year.

- Staff report that early interventions are helping our learners succeed.
- All of the Primary staff attended the Changing Results for Young Readers sessions. Staff has reported that they are starting a professional reading group that will look at reading strategies.

Objective 1.3:

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

Key Performance Measure: Report Card Data Term 2	Baseline 2013-14	Target	Actual 2014-15
Percentage of Primary students who are meeting or exceeding expectations in writing.	88%	>90%	86%
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)	88%	>90%	96%

Trend Data Analysis:

- The Committee finds that report card data has been a reliable measure of student progress and will continue for the upcoming year.
- We will compare student progress in Term 2 who are fully meeting or exceeding in the area of writing. Further development is needed in this area as we work towards our target.
- Of the 14% of Primary Students who are either not meeting or approaching expectations, we anticipate that over time students are still building skills and that there will always be a margin that will account for children with learning needs that may require intervention. We will continue to pursue opportunities for our students to receive targeted writing support.

Previous School Goal 2:

To improve the social-emotional well-being of students who are experiencing difficulties with self-regulation or anxiety.

Qualitative Baseline:

Anecdotal reports from students, staff and parents regarding students experiencing anxiety or difficulties with self-regulation.

Qualitative Target:

A perceived increase in awareness of strategies to self-regulate and/or manage anxiety.

Qualitative Actual:

Anecdotal data to be collected in Fall 2014 and Spring 2015
Survey data will be collected in Fall 2014 and Spring 2015

Trend Data Analysis:

- Our Counsellor has started a Gr. 2-6 group for students who are experiencing anxiety
- Zones of Regulation is being used in many classrooms as students begin to identify their feelings of being dys-regulated
- Teachers have been using the Zones of Regulation and Social Thinking strategies to assist students with regulation.

Opportunities for Further Development:

We have three new parent members on our School Planning Council Committee and they come with great perspectives on the school as we move into another year of increased population and varying needs of our growing school community. When examining the data we feel that we have progressed in many of the areas in our plan over the past few years but still have a ways to grow.

School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Blueridge Elementary School Plan for 2015-2016 are:

1. **Communication Competency: To improve the reading and writing proficiency of students identified as being at risk of low achievement.**
2. **Personal and Social Competency: To improve the social-emotional well-being of students who are experiencing difficulties with self-regulation or anxiety.**

School Goal 1:

Communication Competency: To improve the reading and writing proficiency of students identified as being at risk of low achievement.

Goal Rationale:

At Blueridge, we continue to focus on reading and 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 reading and writing as measured by the provincial performance standards.

Objective 1.1:

To improve the reading proficiency of students in Grade 1 assessed as 'At Risk' with the DIBELS test.

Strategies/Structures/Resources:

- provide additional phonological training and literacy support to the identified students through the classroom, home and the school based resource team
- Purchase books to build classroom and library resources for classroom, home and buddy reading
- Implement CR4YR, and Reading 44

Key Performance Measure: DIBELS – Grade 1	Baseline 2014-15	Target	Actual 2015-16
Percentage of students scoring as “At Risk” in September	4%	0%	TBA

Objective 1.2:

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 who struggle with reading and provide appropriate adaptations, interventions and support through the classroom and the LAC

Key Performance Measure: Report Card Data Term 2	Baseline 2014-15	Target	Actual 2015-16
Percentage of Primary students who are meeting or exceeding expectations in reading.	67 %	>90%	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)	96%	>90%	TBA

Objective 1.3:

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
- adapt instructional strategies to address the overall strengths and weaknesses
- Identify all students with written output challenges and provide appropriate adaptations, interventions and support through the classroom and the LAC

Key Performance Measure: Report Card Data Term 2	Baseline 2014-15	Target	Actual 2015-16
Percentage of Primary students who are meeting or exceeding expectations in writing.	86 %	>90%	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)	96 %	>90%	TBA

School Goal 2:

To improve the social-emotional well-being of students who are experiencing difficulties with self-regulation or anxiety.

Goal Rationale:

Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

At Blueridge we recognize that some students need assistance with self-regulation and anxiety. For those students who struggle, we would like to have pro-active strategies to assist students so they can focus on their learning.

Objective 2.1:

To increase students' skills in identifying how they are feeling and to use the strategies taught to self-regulate.

Strategies/Structures/Resources:

- School wide focus on the Virtues Project
- classes may use the Zones of Regulation program or Mind Up Strategies
- Friends Program has been beneficial for our lower Intermediate grades
- Counselling support through the Resource Team
- Kids in the Know implementation
- During Staff Collaboration Time, learn about the theories about self-regulation and anxiety.
- Develop similar language when talking about self-regulation and anxiety.
- Increased opportunities for new families to become familiar with the physical space of Blueridge to reduce anxiety in coming to a new building
- Develop questions about self-regulation and anxiety for students during our annual school wide behaviour survey

Evidence: (Qualitative)

Qualitative Baseline:

Anecdotal reports from students, staff and parents regarding students experiencing anxiety or difficulties with self-regulation.

Qualitative Target:

A perceived increase in awareness of strategies to self-regulate and/or manage anxiety.

Qualitative Actual:

Anecdotal data to be collected in Fall 2015 and Spring 2016
Survey data will be collected in Fall 2015 and Spring 2016

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 the ability for students to have Social and Emotional Health.

Other Connections:

- The FOS Principals and Vice-Principals meet regularly and focus discussions on issues and ideas regarding improvement of student achievement.
- Support for and between all schools in the Windsor Family of Schools and close work between staffs and parents is essential and valuable.

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 Elementary School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 30, 2015

Name	Signature
Chairperson (Principal) Katherine Kee	<i>Original Document Signed by SPC Members</i>
Acting Vice-Principal Ilona Wardas	
Teacher Click to type name	
Parent Jennifer Bigwood	
Parent Jennifer Dickson	
Parent Heather Gall	
Student (Gr 10, 11, 12 schools only) Click to type name	

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015