

North Vancouver School District SCHOOL PLAN *for* 2011-2012

School: École Boundary
Address: 750 E. 26th Street
North Vancouver, BC V7K 3T6
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School/Community Context:

École Boundary Elementary School is situated in Tempe Heights at the entry way to Lynn Valley in North Vancouver. École Boundary is a public elementary school providing instruction to 276 students from Kindergarten to grade 7. École Boundary is well rounded in our offerings of programs in the arts and athletics as well as academics. We are one of two school district sites for Late French Immersion at grade 6 and 7 and this year have been named the primary Late French Immersion site for the school district. Our school is a member of the Argyle Family of schools but have annually shared our graduating grade 7 students with Sutherland Secondary School, as our school's location straddles the **boundary** of both secondary schools, a fact that led to the original naming of our school.. In recent years, our outgoing grade 7 students, particularly those who attend the Late French Immersion Program may choose to attend the secondary school nearest to their home. École Boundary is also home to the school district's Social Responsibility Support Program (SRSP) which becomes the temporary school site for both primary and intermediate students that require social and behavioural intervention. The SRSP staff work closely with the families, the students home school teacher and participating Community support providers to provide a complete wrap-around program during a student's stay in their program. We are particularly proud of the many ways that students who attend these two programs are welcomed and integrated into our school community.

For more than 25 years, beginning as Boundary Community School, we have offered a unique community networking program known as the **Brown Bag Lunch**. This heart-warming program has continued to be a valued program throughout our transition to École Boundary Elementary. Coordinated by the PAC, seniors from the neighbouring community join our students once a month in the school for lunch. Each class in the school takes a turn having lunch with and entertaining their special guests. This year our school became a site for the Strong Start Program which offers a drop-in experience each weekday morning for pre-school children (new borns to pre-kindergarten) and their care givers. Strong Start links parents with community services, models parenting skills and helps prepare young children for their future school experience. It is safe to say and not unusual, to have people aged a few months to more than 100 be at and participating at École Boundary on a typical day at school.

École Boundary Elementary School is a community of parents, teachers, students, support staff and administrators who have a common goal. Our mission is to work together as a community to provide a safe, caring, positive environment in which all learners are challenged to their full potential socially, emotionally, academically, environmentally and physically.

Demographics (2010-2011 school year):

Total number of students: 278 Male: 146 Female: 132

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	22	34	26	37	29	31	42	28
Fr. Imm.	0	0	0	0	0	0	27	0

Grade	8	9	10	11	12
English	0	0	0	0	0
Fr. Imm.	0	0	0	0	0

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
14.31	1.79%	12.94%	5.39%	5.03%

Progress Analysis:

Review of School Goals – Previous Year

Our long standing goals of *Improving Literacy Skills for all students* and *Providing a Safe and Caring School Environment* from past years continue to point the way for staff in the learning we plan for students and in the pursuit of professional development activities individually and together as a learning community.

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;

Two years ago we joined colleagues from the Argyle Family of Schools to focus on writing and to share ideas on assessing for learning. Last year the staff discussed and created a strategy, topic and timeline for a school-wide write for all students. This year we implemented the school-wide write plan and successfully collected across the grade writing samples from all of our students.

2. To increase student's ability to respond in safe and responsible ways to social and safety situations at school, as measured by responses on the Safety and Social Responsibility Survey.

An emphasis at École Boundary has been and will continue to be the fostering of a safe and caring environment for all students. Personal safety, community awareness, cyber-safety, anger management, relationship building, personal health and hygiene are all components of our 'safe and responsible' expectations for students of all ages at École Boundary.

Opportunities for Further Development:

- Improved design of instruction to recognize and support the diversity of learners through increased awareness of the learning profiles of Students with Special Needs, influenced by the belief that, "*Human beings differ with their gifts and talents; To teach them you have to start where they are.*" (Yuezheng in 4th century B.C. *Chinese Treatise, Xue*) has stimulated the development of new strategies to "target" learner needs as they are identified that require a "new look" at how traditional in-school supports are employed. The need to combine, reconfigure, and adapt traditional instructional strategies has become common place with our school's (SBRT) School Based Resource Team. They are charged with the responsibility of assigning the resources within the school to their maximum effectiveness for all of our learners. Our staff is constantly in search of improvements to the support plans in place our most needy to our most

enthusiastic learner. The breadth of their individual and combined needs has stretched us to our professional limits and beyond; and represents the area of greatest challenge in education today; our ability to meet the needs of each of our learners.

- A commitment to designing differentiated assessment and relevant instruction to support the success of every student in the development of their writing skills remains a focus.
- According to the 2010/2011 Safe Schools and Social Responsibility Survey, 64-84% of our intermediate students reported that they see other students taking an active role in making their classroom and school a better place (64%); care about their fellow students (84%) and see others (and they themselves) doing kind things for other students (79%). Compared to the 52% of students 2008/09 who felt that “students at their school really cared for each other. This substantial growth in student perception “of their school as a caring place” fuels their growth in many other aspects of school life and will continue to be a goal of our school.
- Students at École Boundary Elementary continue to show confidence in their achievements in academic areas that often exceed district measures over a multi-year time period. In the 2011 Student Satisfaction Survey our grade 4 and 7 student responded in this way:

Are you getting better at reading?	Gr.7 (63%) NVan (75%)	Gr.4 (92%) NVan (84%)
Are you getting better at writing?	Gr.7 (67%) NVan (69%)	Gr.4 (64%) NVan (73%)
Are you getting better at Math?	Gr.7 (71%) NVan (71%)	Gr.4 (80%) NVan (78%)
- This year the grade 4 and 7 students confidence was demonstrated in the 2011 FSA results:

Reading	Gr.7 (93%)	Gr.4 (81%)
Writing	Gr.7 (96%)	Gr.4 (84%)
Numeracy	Gr.7 (100%)	Gr.4 (92%)

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the École Boundary School Plan for 2011-2012 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.**
- 2. To increase students’ ability to respond in appropriate and responsible ways to social and safety situations at school, as measured by responses on the Safety and Social Responsibility Survey.**

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 grades to the intermediate grades, demand on their writing skills increases as the variety, quality, and quantity increase. Following the analysis of school-wide write data, report card evidence, observations and FSA data, it appears that there is a decline in writing performance that begins in late primary and continues through to intermediate. Continuing to support students in the development of writing skills is crucial for them as they progress through to secondary school.

Objective 1.1

To improve primary students' achievement in the "style" and "form" aspects of writing, 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
- Promote use of Writing 44 skills and lessons that help to teach descriptive aspects of writing
- 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, including a portion of each month's Staff Meeting dedicated to writing
- Develop and use appropriate tracking systems for recording data from school-wide writes

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
% of primary students who meet or exceed expectations in “meaning” aspect of BC Performance Standards	83.7%	86% by April ‘11	82.6%
% of primary students who meet or exceed expectations in “style” aspect of BC Performance Standards	55.8%	60% by April ‘11	65.0 %
% of primary students who “meet or exceed in “form” aspect of BC Performance Standards	55.8%	60% by April ‘11	81.3%
% of primary students who meet or exceed expectations in “conventions” aspect of BC Performance Standards	65.1%	70% by April ‘11	66.2%

Evidence: (Qualitative:)			
% of Grade 1 students who meet or exceed expectations in writing on Term 2 report	88.8%	90% by April ‘11	69.7%
% of Grade 2 students who meet or exceed expectations in writing on Term 2 report	86.0%	90% by April ‘11	75.0%
% of Grade 3 students who meet or exceed expectations in writing on Term 2 report	60.0%	65% by April ‘11	64.1%
<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Evidence from Report Card data seems to indicate a decrease in student achievement as expectations increase with a higher grade level. As well, in developing writing skills students begin from different starting points and each year brings common but also unique needs that help to determine the most effective strategies for writing instruction.. <i>We will use school-wide write data and a variety of classroom assessment data (e.g.</i> 			
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - General observations will be discussed at monthly Staff Meetings and Primary Team Meetings throughout the year. 			
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Currently, Report card data often contains student results in areas of “writing” instruction that is new to them and therefore difficult to measure as the instructional focus changes relative to the needs of the class as perceived by the classroom teacher. Perhaps more fruitful data will come over time as particular grade groups can be tracked and assessment charted as they move from grade to grade as a cohort group 			

Objective 1.2:

To improve intermediate students' achievement in the "style" and "form" aspects of writing, 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
- Promote use of Writing 44 skills and lessons that help to teach descriptive aspects of writing
- 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, including a portion of each month's Staff Meeting dedicated to writing
- Develop and use appropriate tracking systems for recording data from school-wide writes

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
School Wide Write: % of intermediate students who meet or exceed expectations in "meaning" aspect of BC Performance Standards	83.2%	88% by April '11	78.6%
% of intermediate students who meet or exceed in "style" aspect of BC Performance Standards	68.2%	73% by April '11	72.7%
% of intermediate students who meet or exceed in "form" aspect of BC Performance Standards	65.4%	70% by April '11	67.3%
% of intermediate students who meet or exceed in "conventions" aspect of BC Performance Standards	69.1%	74% by April '11	67.7%
Evidence: <i>(Qualitative)</i>	Baseline	Target	Actual
% of Grade 4 students who meet or exceed expectations in writing on Term 2 reports	82.7%	83% by April '12	
% of Grade 5 students who meet or exceed expectations in writing on Term 2 reports	84.8%	85% by April '12	
% of Grade 6 students who meet or exceed expectations in writing on Term 2 reports	94.2%	95% by April '12	
% of Grade 7 students who meet or exceed expectations in writing on Term 2 reports.	90.0%	93% by April '12	

Qualitative Baseline:

- As teachers determine their instructional focus for writing based on extending students' current abilities and that the development of writing skills is not a linear process growth from one year. Evidence from Report Card data seems to indicate the beginning of a downward trend in writing performance as seen in grade 3 results.
- ~~Baseline for intermediate students taken from Report card data begins this year~~

Qualitative Target:

- General observations will be discussed at monthly Staff Meetings and Intermediate Team Meetings

Qualitative Actual:

- Some growth in writing skills indicated in "style" and "form" aspects of intermediate writers. Data collected over a span of time will provide opportunity to track trends in the development of student writing skills.

School Goal 2:

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

Goal Rationale:

In response to the Safe Schools and Social Responsibility Survey conducted in 2008, from 48-55% of students reported that they feel that students have a say, work together to solve problems, and really care about each other. This data, along with anecdotal observations, indicate a need for more strategies to increase positive student-to-student relationships.

Following analysis of the Safe and Caring School Audit conducted in April, 2009, it was determined that maintaining a high standard in the area of Code of Conduct and providing a Violence Prevention Curriculum are important to developing students' sense of safety and their ability to respond to different social situations in positive ways.

Objective 2.1:

To increase the number of students who feel that someone cares about them and will help them, as reported in the Safe Schools and Social Responsibility Survey.

Strategies/Structures:

- 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
- Conduct assemblies and book performance groups that emphasize "caring"
- Communicate Code of Conduct through posters, newsletters, website, and revised Parent Handbook

Evidence: <i>(Quantitative)</i>	Baseline	Target	Actual
Grade 4-7 students responding "Always" or Most of the Time" to "I feel like I belong at my school." (2010 Survey asked, "Do you feel welcome at your school?")	76%	81% by April '11	80%
Grade 4-7 students responding "Always" or Most of the Time" to "Students at my school work together to solve problems." (2010 Survey asked, Students at my school take an active role to help make the classroom and school a better place?"	55%	60% by April '11	64%
Grade 4-7 students responding "Always" or Most of the Time" to "When I have a problem, there are students who will help me." (2010 Survey asked, "At school I do and I see other students doing kind things for others."	71%	76% by April '11	79%
Grade 4-7 students responding "Always" or Most of the Time" to "Students at my school really care about each other." (2010 Survey asked, "I care about my fellow students." (84%) And when asked, "Would you like to go to a different school?" (3%)	52%	57% by April '11	84% 3%
Grade 4-7 students responding "Always" or Most of the Time" to "I see other students or I do kind things for others at school."	65%	70% by April '11	79%
Key Performance Measure: Ministry Satisfaction Survey	Baseline	Target	Actual
Grade 4 and 7 students responding "All the time" or "Many times" to "Do you feel welcome at your school?"	72%	77% by April '12	79%

Key Performance Measure: Safe and Caring Schools Audit, April 2009	Baseline	Target	Actual
Teachers, support staff, parents and students who report that Ecole Boundary is fully meeting or exceeding expectations for "Code of Conduct."	34%	40% by April '11	60%

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Growth from baseline data indicated in each facet of "caring" taken from the District surveys. Perceptions of "safe and care" components of our school environment are changing towards the positive.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - An increase in student's ability to proactively maintain a "safe and caring" mindset while at school is our realistic target. We will maintain current target levels and confirm growth with next years data.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Positive growth achieved in all areas of baseline data. A decision to maintain current Target levels and gather data over a period of years before adjusting Target levels.

Objective 2.2:

To increase the number of students who report using safe and responsible strategies to deal with social situations at school.

Strategies/Structures:

- Directly teach strategies such as, but not limited to:
 - o Decide if the action is “teasing” or “Bullying”
 - o Tell the person to stop
 - o Ignore or avoid
 - o Report it to an adult at school
- Continue to use “Behaviour Reports”, a system of tracking and teaching students who do not follow the Code of Conduct
- Provide and encourage in-service on pro-social behaviour programs (e.g. “Second Step”, “Tribes”, “Friends”, “Focus on Bullying”)

Key Performance Measure:	Baseline	Target	Actual
Grade 4-7 students responding “Never” or “Once or a few times” to “How often have you had experience with verbal or social bullying?”	73%	78% by April ‘11	84.4%
Grade 4-7 students responding “Most of the time” or “Always” to “When you have seen others being bullied, or picked on, have you:	52%	57% by April ‘11	58.4%
<ul style="list-style-type: none"> • Told the person(s) doing the bullying to stop? 	26%	31% by April ‘11	88.8%
<ul style="list-style-type: none"> • Talked to the person or the person’s friends about it? (2010 survey asked, “When I see bullying, I try to help the person being bullied.”) 	28%	33% by April ‘11	49.4%
<ul style="list-style-type: none"> • Walked away, ignored or avoided the person who bullied? (2010 survey asked, “When I see bullying, I walk away, ignore or avoid the bully.”) 	16%	21% by April ‘11	N/A
<ul style="list-style-type: none"> • Did something to distract the person(s) who bullied? (No longer asked on the survey.) 	44%	49% by April ‘11	N/A
<ul style="list-style-type: none"> • Helped the person being hurt to get away or got your friends to help solve the problem? (No longer asked on the survey.) 	37%	42% by April ‘11	63.4%
<ul style="list-style-type: none"> • Reported it to an adult at school? 	66%	61% by April ‘11	N/A
Grade 4-7 students responding “Never” or “Hardly ever” to “When you have seen others being bullied, or picked on, have you:			
<ul style="list-style-type: none"> • Got your friends to get back at the person? (No longer asked on the survey) 	72%	67% by April ‘11	N/A
<ul style="list-style-type: none"> • Done nothing? (No longer asked on the survey.) 			

<ul style="list-style-type: none"> Answered Never or Hardly ever to “Stayed home from school?” 	92%	87% by April ‘11	75.0%
Teachers, support staff, parents and students who report that École Boundary is fully meeting or exceeding expectations for “Violence Prevention”	34%	44% by April ‘11	51%

Evidence: (*Qualitative*)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> As the Baseline has changed over the period of times between both District and Provincial surveys we have indicated which questions no longer apply and have aligned similar questions to linked current results to baseline data. In some cases new .
<p>Qualitative Target:</p> <ul style="list-style-type: none"> We will maintain current targets to span the time between past, present and future survey questions to help determine consistency in responses over time.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> Has indicated growth in positive actions taken towards bullying and bullying situations by students.

Connections:

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

Argyle Family of School's School Plans

- The Principals of the Argyle Family of Schools continue to meet on a bimonthly basis to discuss matters pertaining to the Family of Schools, 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 the current and past School Plans of all of the schools within the family easily accessible to facilitate effective connections between schools
- Each of the schools in the Argyle Family shares a similar goal related to establishing and maintaining a safe and caring school
- In addition, two School Plan specific meetings were held in the 2009-2010 school year that allowed schools in the Argyle Family to share progress and challenges regarding the development of individual School Plans.

District Achievement Plan

- École Boundary's Goal 1 aligns with the School District's: *Writing 44: A Core Writing Program – Intermediate* (contained in the List of Resources of the 2006/2010 Performance Plan (Accountability Contract).
- École Boundary's Goal 1 aligns with the School District's: *Firm Foundations: Early Literacy Teaching and Learning* (contained in the List of Resources of the 2006-2010 Performance Plan (Accountability Contract).
- École Boundary's Goal 2 aligns with District Goal 4: *To Provide Safe and Caring School Learning Environments.*

Consultation Process of École Boundary School Planning Council:

Yes School administrators, staff, parents and students have been actively involved in the development of the School Plan.

Yes A summary of the approved École Boundary School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: May 31st, 2011

	Name	Signature
Chairperson (Principal)	John Moffat	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Ms.Saba Cordina	
Parent	Ms. Colleen Eschner	
Parent	Ms. Bahar Ziraknejad	
Student (Gr 10, 11, 12 schools only)	N/A	

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 13, 2011