

North Vancouver School District
SCHOOL PLAN for 2012-2013

School: École Boundary Elementary School
Address: 750 East 26th Street
North Vancouver, BC V7K 3T6
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), 2011/12 saw the revamping of these facilities, with each receiving new 'information and communications technology (ICT) hardware and software' for the purpose of assisting students with special needs. Similarly, significant ICT purchases were made to enhance the learning environments 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 opportunities for advance placement into the Argyle Secondary School Math 8/9 Program. 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 week-day morning the Lynn Valley Strong Start offers a drop-in experience 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 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 (2011-2012 school year):

Total number of students: 322 Male: 160 Female: 162

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	40	23	37	28	44	27	20	47
Fr. Imm.							27	29

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17.04	1	12	4	7

Progress Analysis:

Previous School Plan Goals

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.

Due to teacher strike action beginning in Sept. 2011, a fall School-Wide Write could not be completed. The spring follow-up testing was not administered due to a lack of comparison cohort data from the fall, and therefore, progress for this goal remains unmeasured. For this reason, we are carrying it forward to 2012-2013.

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 Safety and Social Responsibility Survey.

The outcomes for this goal were originally defined using different survey instruments. Specifically, indicators of student behaviour and attitude were taken from the North Vancouver School District (NVSD) Safe Schools and Social Responsibility Survey, the NVSD Safe and Caring Schools Audit, and the BC Ministry of Education Satisfaction Survey. For 2012, Boundary Elementary chose to use the NVSD Safe School and Social Responsibility Survey due to the nature of the question items, which more specifically related to the intentions of this goal. This instrument can also be consistently applied from year to year and allows us to set a new baseline from which to move forward. Therefore, trend data from previous years is not being commented on in this section.

Opportunities for Further Development:

Goal 1: Given that School-Wide Writes will be re-implemented in 2012-13, student achievement will likely benefit from a concerted staff effort to identify areas of writing requiring attention and the means to address them.

Goal 2: Along with classroom reviews and posters emphasizing the importance of our Code of Conduct, student-run assemblies can be planned to develop a more inclusive culture at École Boundary School. As well, outside presenters can be hired to support this message, and additional funds have been promised by the Boundary Community School Association for this purpose.

School Goals for 2012-2013:

Based on evidence obtained at the school and District levels, the goals set out in the École Boundary Elementary School Plan for 2012-2013 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' feeling of being safe at school, and their 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.**

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.

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 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.

Strategies/Structures:

- 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

- 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: *(Qualitative)*

Key Performance Measure:	Baseline	Target	Actual
As a School-Wide Write was not conducted this year, this goal is being carried over to the 2012-2013 school year. School-Wide Writes will be employed to generate Key Performance Measures regarding primary student achievement in writing.			

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
- 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: *(Qualitative)*

Key Performance Measure:	Baseline	Target	Actual
As a School-Wide Write was not conducted this year, this goal is being carried over to the 2012-2013 school year. School-Wide Writes will be employed to generate Key Performance Measures regarding intermediate student achievement in writing.			

School Goal 2:

To increase students' feeling of being safe at school, and their 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:

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.

Fewer than half of our grade 5, 6 and 7 students would tell an adult at school if they observed bullying and even fewer, just over a third, would tell an adult at home. Just over a third would confront the bully, which is perhaps the most difficult action to take, whereas just over two thirds of these students would walk away, ignore or avoid the bully. A similar number, i.e. two thirds, of these students would try to assist the person being bullied. Clearly, providing instruction that increases the range of strategies suitable for a variety of situations would be 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.

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: (*Qualitative*)

Key Performance Measure:	Baseline	Target	Actual
Grade 5-7 students responding "many times" or "all the time" to the question "I feel safe at school."	88.6%	90%	
Grade 5-7 students responding "never" or "sometimes" to the question "I am bullied/teased at school" never or	90.2%	92%	
Grade 5-7 students responding "never" or "one or two times a month" to the question "This year, I have bullied other students."	93.2%	96%	
Grade 5-7 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%	

Objective 2.2:

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.

Strategies/Structures:

- Directly teach strategies such as, but not limited to:
 - o Decide if the action is “teasing” or “Bullying”
 - o Report it to an adult at school
 - o Tell the person to stop
 - o Ignore or avoid
 - o Try to help the person being bullied
- Continue to use “Behaviour 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”)

Evidence: (*Qualitative*)

Key Performance Measure:	Baseline	Target	Actual
Grade 5-7 students responding “many times” or “all the time” to the question “When I see bullying, I tell an adult at school.”	44.0%	60%	
Grade 5-7 students responding “many times” or “all the time” to the question “When I see bullying, I tell an adult at home.”	36.4%	55%	
Grade 5-7 students responding “many times” or “all the time” to the question “When I see bullying, I talk to the bully.”	37.8%	55%	
Grade 5-7 students responding “never” or “sometimes” to the question “When I see bullying, I walk away, ignore or avoid the bully.”	69.8%	80%	
Grade 5-7 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%	

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
- 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 25th, 2012 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.*
- 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.*

Consultation Process of École 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 École Boundary Elementary School Plan will be posted on the school web site by October 31, 2012.

School Planning Council Approval of Proposed School Plan:

Date: May 11, 2012

Name		Signature
Chairperson (Principal)	Dave Montgomery	<i>Original Document signed by SPC Members</i>
Acting Vice Principal	Susan Owens	
Parent	Leanne Anderson	
Parent	Saba Cordina	
Parent	Deborah Johnston	

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 11, 2012