

# North Vancouver School District

## SCHOOL PLAN for 2012-2013

**School:** Queensbury School  
**Address:** 2020 Moody Ave.  
 North Vancouver, BC V7L 3V3  
**Phone:** 604-903-3730

### School/Community Context:

Nestled in the trees at the top of Grand Boulevard in North Vancouver, Queensbury Elementary is a warm, welcoming, and academically engaging school. The staff of Queensbury School works hard to reflect the North Vancouver School District Vision statement "We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share, and grow."

A focus on quality instruction is highlighted by the varied programs and initiatives in place. Collegial writing projects and team teaching opportunities continue to be explored, a systemic primary home reading program is in place, and a continued focus on adaptations and modification of programs for our students with special needs remains a priority. Along with the quality instruction are many opportunities for students in various clubs and teams. A sample of the opportunities includes basketball, volleyball, cross country, track and field, and wrestling. Initiatives to support the less fortunate at a local and global level has also been undertaken by senior students as a means of giving back to the community. The school offers many other opportunities for student leadership at the intermediate level. Activities such as lunch monitoring, peer counselling, reading with younger students, and mentoring provide students with invaluable experiences beyond the classroom.

Queensbury School continues to find ways to promote school connectedness and foster a sense of belonging amongst all of its community members. A year-long beautification project was undertaken this school year with the goal of creating two new interior murals that will highlight and promote school spirit. Students will be actively engaged in the conceptualization of the mural and provide guidance to the artists as to what best represents our school.

Queensbury School has a very active and involved parent community. Queensbury parents participate in Parent Advisory Council initiated events, as part of the School Planning Council, and as volunteers in the classroom. Parents successfully fund raise each year to support programs at the school and are active educational partners both in and outside classrooms. We have students from many different cultural backgrounds and as such the school is generally reflective of Canadian society as a whole. Our ESL population has remained steady over the past year. The school currently does not have any International students.

### Demographics (2011-2012 school year):

Total number of students: 258 Male: 146 Female: 112

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	36	40	34	39	31	21	29	28

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>15.64</b>	<b>1.9%</b>	<b>4.3%</b>	<b>0%</b>	<b>17.4%</b>

## Progress Analysis:

### Review of School Goals – Previous Year(s)

**Previous School Plan Goal 1: To increase student proficiency in reading and writing.**

#### Objective 1.1:

To improve the school's early identification and intervention for Grade 1 students at risk for reading and/or writing failure.

<b>Key Performance Measure:</b>	<b>Actual June 2011</b>
TOPA scores of those K students identified as being at risk for reading and/or writing failure in Gr. 1	2

<b>Key Performance Measure:</b>	<b>Actual Sept. 2011</b>
# of students in grade 1 identified as being at risk based on the DIBELS	6

#### Trend Data Analysis:

- Due to teacher job action data regarding the DIBELS results was not shared with administration in September.
- The number of at risk students in grade 1 is based on the number of students identified for Learning Assistance Services at the beginning of the year.
- It has been identified that the TOPA results from the past few years do not indicate a problem, and a more relevant means of monitoring reading progress would be to administer the DIBELS at the beginning and end of the grade 1 year.
- This objective will change for the 2012/2013 school plan.

#### Objective 1.2:

To improve grade 5-7 students' ability to comprehend, extract and utilize information from informational text, to be measured over a two-year period.

<b>Key Performance Measure:</b>	<b>Baseline October 2010</b>	<b>Target</b>	<b>Actual May 2011</b>
Comprehension strand from RAD assessment Grades 5 – 7 (% Fully Meeting or Exceeding)	Gr. 5 – 22 % Gr. 6 – 43 % Gr. 7 - 55%	52 % 63 % 70 %	Gr. 5 – 54% Gr. 6 – 29 % Gr. 7 – 48%

#### Trend Data Analysis:

- The data indicates marked improvement with the grade five cohort while the grade six and seven cohorts showed a decline in overall achievement.
- This objective will remain for the 2012/2013 school plan.
- Future analysis will be based on cohort groups, not grades.
- Further strategies to be implemented will be explored and utilized.

**Objective 1.3:**

To improve students' fluency in both fiction and non-fiction writing, tracking Grades 3 and 5 over a two-year period.

<b>Key Performance Measure: School-Wide Write Assessment</b>	<b>Baseline September 2010</b>	<b>Target</b>	<b>Actual June 2012</b>
% of students in Grades 3 and 5 (Sept 2010) and Grades 4 and 6 (June 2012) meeting, fully meeting or exceeding expectations in writing.	Grade 3- 79.3 % Grade 5- 75.9 %	85 %  85 %	TBD

**Trend Data Analysis:**

- The collection of data for the School-Wide Write is to take place after the completion of this year's school plan.
- Due to teacher job action this year, the data might not be available.
- This objective will remain for the 2012-2013 school plan without a reference to it being measured over a two-year period.

**Previous School Plan Goal 2: To improve student achievement in math.****Objective 2.1:**

To improve student proficiency in basic math facts, grades 2 – 7 according to grade level learning outcomes.

<b>Key Performance Measure: basic facts drills</b>	<b>Baseline October 2010</b>						<b>Target</b>						<b>Actual May 2011</b>					
	<b>Gr 2</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>	<b>Gr 6</b>	<b>Gr 7</b>	<b>Gr 2</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>	<b>Gr 6</b>	<b>Gr 7</b>	<b>Gr 2</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>	<b>Gr 6</b>	<b>Gr 7</b>
Percentage of students scoring 80 % or higher on addition facts	*	*	5 %	41%	41%	61%	25%	25%	40%	60%	60%	75%	100 %	96%	33%	69%	87%	79%
Percentage of students scoring 80 % or higher on subtraction facts	*	*	15%	34%	50%	65%	25%	25%	45%	60%	65%	75%	88%	96%	11%	62%	83%	79%
Percentage of students scoring 80 % or higher on multiplication facts			0%	7%	19%	48%			20%	40%	50%	70%			17%	57%	68%	66%
Percentage of students scoring 80 % or higher on division facts			0%	0%	3%	26%			20%	30%	40%	60%			6%	28%	19%	41%

**Trend Data Analysis:**

- The general trend is indicating that all grades but the grade four cohort have met the objective for addition, subtraction, and multiplication.
- This objective will remain for grades 2 to 7 to ensure consistency and focus on basic computational skills for all students.

**Previous School Plan Goal 3: To increase the number of students reporting a positive school climate at Queensbury.**

**Objective 3.1:**

To increase the number of students feeling connected to the school.

<b>Key Performance Measure:</b>	<b>Baseline 2009/2010</b>	<b>Target</b>	<b>Actual 2010/2011</b>
% of students responding “Many Times” or “All the Time” to the question “Do you feel welcomed at school?” on the Satisfaction Survey	Grade 4: 80%	85%	Grade 4: 88%
	Grade 7: 65%		Grade 7: 68%

**Trend Data Analysis:**

- While there has been some improvement in the data, the target was not met for the grade 7.
- Based on discussion by staff and SPC members, there was a desire to change the data collection to a school based survey that would specifically look at the connectedness of students to the school.
- This new survey will provide the base line data for future school plans.

**Objective 3.2:**

To improve student behaviour by teaching and reinforcing the school code of conduct.

<b>Key Performance Measure:</b>	<b>Baseline Jan. &amp; Feb. 2011</b>	<b>Target</b>	<b>Actual Jan. &amp; Feb. 2012</b>
Number of behavioural incidences documented through the use of behaviour tracking forms. One incident may generate more than one form, depending on the number of students involved.	56	45	33

**Trend Data Analysis:**

- There has been a steady decline in the number of behavioural incidences documented through the behaviour tracking forms.
- The target was exceeded.
- The objective was met and no longer required.

## **Opportunities for Further Development:**

An area for continued development is Goal #2. While there was significant improvement in most grades with basic computational facts, there is the desire to keep the objective to ensure the improvement can be sustained. It is recognized that developing strong computational skills is directly related to future success in math.

Another area for further development related to Goal #2 is in the area of higher thinking skills. Staff acknowledged the importance of focusing on the proficiency of computational skills in math. Once the desired results are achieved with this goal, there is a desire to look at how the computational skills can then be applied to higher level thinking skill activities in math such as problem solving.

As part of Goal #3, the school has made a huge effort to involve senior students in leadership roles with the purpose of increasing a sense of ownership and belonging. A future focus could be to find more opportunities for younger students to be involved and have a greater sense of belonging. One possible program that may be considered is a buddy class program.

## **School Goals for 2012-2013:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Queensbury Elementary School Plan for 2012-2013 are:

**Goal #1: To increase student proficiency in reading and writing.**

**Objective 1.1:**

To increase the reading proficiency of grade 1 students as identified by the DIBELS.

**Objective 1.2:**

To improve grade 5-7 students' ability to comprehend, extract and utilize information from informational text.

**Objective 1.3:**

To improve grades 3 and 5 students' fluency in both fiction and non-fiction writing.

**Goal #2: To improve student achievement in math.**

**Objective 2.1:**

To improve grade 2 – 7 students' proficiency in basic math facts, according to grade level learning outcomes.

**Goal #3: To increase the number of students reporting a positive school climate at Queensbury.**

**Objective 3.1:**

To increase the number of students feeling connected to the school.

## School Goal #1:

To increase student proficiency in reading and writing.

### Goal Rationale:

Both the School Planning Council and staff have noted the importance of a continued focus on literacy for the 2012-- 2013 school year. Teacher observations confirm that we need to improve students' ability to read for information. The goal and objectives developed two years ago require further work.

### Objective 1.1:

To increase the reading proficiency of Grade 1 students as identified by the DIBELS.

#### Strategies/Structures:

- Provide all students identified to be at-risk with small group instruction/remediation by the Learning Assistance Teacher or Learning Support Worker.
- Provide parents with ways to support children identified at risk within the Home Reading Program.
- Use the TOPA assessment in Kindergarten to identify students at risk.
- Use the DIBELS assessment at the beginning of Grade 1 to identify students at risk.

#### Evidence:

Key Performance Measure:	Baseline Oct. 2011	Target	Actual June 2012
Number of students identified as at-risk based on the DIBELS assessment	6	Reduction of 67 %	

### Objective 1.2:

To improve grade 5-7 students' ability to comprehend, extract and utilize information from informational text.

#### Strategies/Structures:

- Include non-fiction text in activities that have traditionally been based on fiction eg. read-aloud and novel studies.
- Directly teach students the features of non-fiction text and how it differs from fiction.
- Use instructional activities and graphic organizers from Reading 44, and other potential resources eg. Nelson Literacy Series to help students summarize and extract information from non-fiction text, maps and illustrations.
- Pursue professional development opportunities on teaching non-fiction text.

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>October 2010</b>	<b>May 2011</b>	<b>Target</b>	<b>Actual May 2012</b>
Comprehension strand from RAD assessment Grades 5 – 7 (% Fully Meeting or Exceeding)	Gr. 5 – 22 % Gr. 6 – 43 % Gr. 7 - 55%	Gr. 5 – 54% Gr. 6 – 29 % Gr. 7 – 48%	Gr. 5 – 60% Gr. 6 – 70% Gr. 7 – 70%	Gr. 5 – Gr. 6 – Gr. 7 –

\* Gr. 6 of May 2012 data will correspond to the Gr. 5 cohort from the 2010-2011 school year.

\* Gr. 7 of May 2012 data will correspond to the Gr. 6 cohort from the 2010-2011 school year.

**Objective 1.3:**

To improve Grades 3 and 5 students' fluency in both fiction and non-fiction writing.

**Strategies/Structures:**

- Use Writing 44 and other resources to enhance instructional practices.
- Administer and collect grade-relevant writing samples from each student to evaluate their performance and guide teaching.

**Evidence:**

<b>Key Performance Measure: School-Wide Write Assessment</b>	<b>Baseline September 2010</b>	<b>Target</b>	<b>Actual June 2012</b>
% of students in Grades 3 and 5 (Sept 2010) and Grades 4 and 6 (June 2012) meeting, fully meeting or exceeding expectations in writing.	<b>Gr. 3 - 79.3 %</b>	<b>85 %</b>	Gr. 4 - ____
	<b>Gr. 5 - 75.9 %</b>	<b>85 %</b>	Gr. 6 - ____

**School Goal #2:**

**To improve student achievement in math.**

**Goal Rationale:**

During a Family of Schools' meetings, it was noted that one out of six students fails Math 8. For many students their weak computational skills interfere with their ability to perform more complex, multi-step algorithms and mathematical patterns. To ensure consistency and sustained momentum in improving computational skills, the goal and objective will remain even though the previous year's targets were met in all grades but one.



## Objective 2.1:

To improve grade 2 – 7 students' proficiency in basic math facts, according to grade level learning outcomes.

### Strategies/Structures:

- Routinely begin math lessons with short mental math warm-ups or math games.
- Use relevant strategies in Math 44 or other appropriate resources.
- Where possible, provide small group instruction with Special Education Assistant (SEA), for students Not Yet Meeting Expectations (NYME) in math.
- Provide parents with ideas for games/activities they can use to reinforce basic math facts.

### Evidence:

Key Performance Measure: basic facts drills	October 2010						May 2011					
	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7
Percentage of students scoring 80 % or higher on addition facts	*	*	5 %	41%	41%	61%	100 %	96%	33%	69%	87%	79%
Percentage of students scoring 80 % or higher on subtraction facts	*	*	15%	34%	50%	65%	88%	96%	11%	62%	83%	79%
Percentage of students scoring 80 % or higher on multiplication facts			0%	7%	19%	48%			17%	57%	68%	66%
Percentage of students scoring 80 % or higher on division facts			0%	0%	3%	26%			6%	28%	19%	41%

Key Performance Measure: basic facts drills	Target						Actual May 2012					
	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7
Percentage of students scoring 80 % or higher on addition facts	90%	90%	90%	50%	75%	90%						
Percentage of students scoring 80 % or higher on subtraction facts	90%	90%	90%	50%	75%	90%						
Percentage of students scoring 80 % or higher on multiplication facts			50%	50%	75%	75%						
Percentage of students scoring 80 % or higher on division facts			50%	50%	50%	50%						

\* Analysis of data must be based on cohort groups (increase in grade by one year between 2010-2011 school year and 2011-2012 school year)

## School Goal #3:

To increase the number of students reporting a positive school climate at Queensbury.

### Goal Rationale:

At a Family of Schools meeting it was noted that students who fail to graduate high school are often those who have little sense of connection to the school. In addition, the Social Responsibility Survey conducted the previous year indicated a significant number of the students who did not know the expectations for student behaviour as stated in the school Code of Conduct. To enhance the students' sense of safety and to foster a feeling of connectedness to the school, a focused effort to create a positive school climate must be implemented.

### Objective 3.1:

To increase the number of students feeling connected to the school.

#### Strategies/Structures:

- Ensure that students at risk have an adult in the school they can count on.
- Create leadership opportunities for all students such as Student Council, Peer Counsellors, Harvest Project.
- Have regular assemblies that include a focus on recognition and spirit

<b>Key Performance Measure: Students Survey on Connectedness</b>	<b>Baseline Oct. 2011</b>	<b>Target</b>	<b>Actual May 2012</b>
% of Gr. 3 students feeling positive regarding the statement "I like coming to school"	76%	85%	
% of Gr. 4 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	68%	75%	
% of Gr. 5 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	75%	85%	
% of Gr. 6 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	77%	85%	
% of Gr. 7 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	64%	75%	
% of Gr. 3 students feeling positive regarding the statement "I am liked at school"	61%	75%	
% of Gr. 4 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	71%	80%	
% of Gr. 5 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	85%	90%	
% of Gr. 6 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	73%	80%	
% of Gr. 7 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	84%	90%	

## Connections:

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

While school plans should connect thoughtfully to district directions, it is equally important that school plans reflect the unique characteristics of each school site, so that they may be authentic, meaningful and purposeful at the school level. School plans may also require alignment with the Family of Schools.

- North Vancouver School District has a clear goal to provide safe and caring school environments for all students, supported through the District-developed Safe and Caring Schools Guide. The document is reflected in the Queensbury School Plan.
- Administrators meet monthly in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation.
- Administrators of the Sutherland Family of School reviewed their plans looking for common goals and strategies that may be applied amongst all the schools. Discussions related to how the goals help with transition between elementary and secondary were held to help assist our grade seven students make the transition to high school.
- All schools in the Sutherland family of schools have maintained a school goal related to numeracy for the 2012-2013 school plans.
- The school plan has several areas that reflect the District's three-year and ten-year strategic plan. Specifically the goals and objectives in the school plan are in alignment with the following District Goals:

*Expand the availability of best instructional practices and enriched curriculum*

*Encourage the growth of collaborative, adaptive and personalized learning environments*

*Nurture an inspiring and healthy work environment*

**Consultation Process of Queensbury 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 Queensbury School Plan will be posted on the school web site by October 31, 2012.

**School Planning Council Approval of Proposed School Plan:**

Date: April 30<sup>th</sup>, 2012

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Rick Chan	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Jennifer Robertson	
Parent	Tracey Morettin	
Parent	Caroline Davey	
Student (Gr 10, 11, 12 schools only)	Click to type name	

**Board Approval of School Plan:**

***Approved by:***

**Bryn Roberts, Assistant Superintendent  
June 11, 2012**