

North Vancouver School District SCHOOL PLAN for 2013-2014

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 work 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 collaboration 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 to join various clubs and teams. A sample of the opportunities includes basketball, volleyball, cross country, and track and field. Initiatives to support the less fortunate at a local and global level have also been undertaken by senior students as a means of giving back to the community. The school offers other opportunities for student leadership at the intermediate level. Activities such as student council, lunch monitoring, peer counselling, reading with younger students, and mentoring provide students with invaluable experiences beyond the classroom.

In the pursuit of improved instructional practice, a group of teachers is participating in a year-long project exploring inquiry based learning. The initiative will provide opportunities for the teachers to collaborate and implement research supported approaches to engaging students with their learning. A technology committee has been formed this year to draft a technology plan that will provide guidance for the coming years in terms of the use of technology for teaching and learning purposes.

Queensbury School continues to find ways to promote school connectedness and foster a sense of belonging amongst all of its community members. A student of the week program was implemented this past year to celebrate and recognize student achievement in the areas of academics, work habits, personal and social responsibility.

Queensbury School received a ministry grant of \$50 000 to replace old play structures on the school ground this past year. Through a collaborative process which included student, parent, staff, and community input; two new structures were built for all to enjoy.

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 and throughout the school. 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 (2012-2013 school year):

Total number of students: 263 Male: 139 Female: 124

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	28	35	43	36	39	29	24	29

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
15.77	2.3%	6.1%	0%	15.6%

Progress Analysis:

Previous School Plan 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.

Trend Data Table:

Key Performance Measure:	Oct. 2011	June 2012
Number of students identified as at-risk based on the DIBELS assessment	6	7

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

- It is noted that there was an actual increase of 1 student identified at risk by the end of the year.
- Recognize that the Dibels is not the only assessment tool and additional methods of identification may be needed.
- Early intervention to provide support to the youngest students is important for future success.
- Opportunities for further development: to find different measurement tools such as number of students attending LAC, data from report cards, and/ or teacher comments and feedback.

Objective 1.2:

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

Trend Data Table:

Key Performance Measure:	October 2010	May 2011	May 2012
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 no data Gr. 6 no data Gr. 7 no data

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

- Teachers have decided not to continue with the RAD assessment as a measuring tool.
- No analysis due to data not being collected.
- Possible measurement tools to be used may include: performance standards or "Reading for Information: A Classroom Assessment Package."

Objective 1.3:

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

Trend Data Table:

Key Performance Measure: School-Wide Write Assessment 2010 Report Card Evaluation 2012	September 2010	June 2012
% of students in Grades 3 and 5 (Sept 2010) and Grades 4 and 6 (June 2012) meeting, fully meeting or exceeding expectations in writing.	Gr. 3 - 79.3 % Gr. 5 - 75.9 %	Gr. 4 – 52% Gr. 6 – 86%

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

- Our current grade 5's (grade 4's in June 2012) decreased by 27%. Our current group of grade 7's (grade 6's in June 2012) increased by 10%.
- It is unclear as to why there was a downward trend for our current grade 5's.
- There is a desire to narrow the writing focus (perhaps conventions of writing).
- An opportunity for further development would be in the area of student self-evaluation.

Previous School Plan 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.

Trend Data Table:

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	May 2012					
	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7
Percentage of students scoring 80 % or higher on addition facts	94%	88%	58%	65%	93%	82%
Percentage of students scoring 80 % or higher on subtraction facts	87%	91%	72%	55%	72%	79%
Percentage of students scoring 80 % or higher on multiplication facts			65%	65%	55%	82%
Percentage of students scoring 80 % or higher on division facts			5%	5%	34%	86%

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

- Positive trends are indicated by the results when comparing cohorts.
- Division continues to be an issue as the students still struggle with mastery.
- Last year we met many of our targets except for division.
- Last year's 4's (this year's 5's), met the target only in multiplication, they went down in all the other areas. This will be a cohort to monitor over the next few years.
- Inquiry as to whether or not to include an objective 2.2 related to problem solving.
- Recommendation of collecting data in April for inclusion in this year's plan and then keep it as an April collection period for subsequent plans.

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.

Trend Data Table:

Key Performance Measure: Students Survey on Connectedness	Oct., 2011	May, 2012	Oct., 2012
% of Gr. 3 students feeling positive regarding the statement "I like coming to school"	76%	74%	53%
% of Gr. 4 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	68%	68%	83%
% of Gr. 5 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	75%	67%	71%
% of Gr. 6 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	77%	56%	80%
% of Gr. 7 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	64%	60%	86%
% of Gr. 3 students feeling positive regarding the statement "I am liked at school"	61%	63%	50%
% of Gr. 4 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	71%	84%	77%
% of Gr. 5 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	85%	71%	71%
% of Gr. 6 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	73%	78%	80%
% of Gr. 7 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	84%	92%	91%

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

- May data shows a drop in feelings of connectedness compared to October.
- A comparison of October to October data based on cohort will be made in the future
- The statement “I like coming to school” may not necessarily mean that a student feels connected. The wording of the survey may need to be revised for future use.
- When comparing October to October data, a trend upwards is noted in all but one category when comparing by cohort groups.
- The written comments by students from the October 2012 survey demonstrate that the students are feeling very positive about school.
- The number of students who responded positively to “I care about my fellow students,” shows that not only are they connected to their school, but they display empathy and concern for each other as well.
- Enough positive comments from students to demonstrate a real love of the school.

Opportunities for Further Development

Objective 1.1: Given the limited data collected regarding grade 1 reading progress, there may be the need to adopt an additional tool for monitoring progress beyond the DIBELS.

Objective 1.2: With the discontinuation of the use of the RAD as a reading assessment tool, another method must be adopted for the coming school year.

Objective 1.3: With the change in focus of the writing objective, the school will now be using the BC Performance Standards and teacher feedback as the measurement tools to monitor progress. The current grade 3 and 4 cohort will now be monitored and tracked for the coming 3 years.

Objective 2.1: The collection of math basic facts data will be moved to April and will then be collected annually at that time of year to allow for yearly comparisons by cohort groups.

Once objective 2.1 has been met, there is interest in replacing it with an objective related to higher thinking skills and problem solving in math.

Objective 3.1: The wording of the School Connectedness survey will be reviewed and revised prior to the May administration to better align with the objective of having students feel connected with the school. A follow-up discussion with a focus group would provide a greater understanding of this attribute of the school.

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Queensbury Elementary School Plan for 2013-2014 are:

1. To increase proficiency in reading and writing.

Objective 1.1:

To increase the reading proficiency of Grade 1 students.

Objective 1.2:

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

Objective 1.3:

To increase the percentage of students in grades 3 and 4, meeting or exceeding grade level expectations in the conventions of personal/ impromptu writing.

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.

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

Objective 3.1:

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

School Goal #1:

To increase 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 2013–2014 school year. Teacher observations confirm that we need to improve students' ability to read for information. The goal and objectives developed three years ago require continued attention.

Objective 1.1:

To increase the reading proficiency of Grade 1 students.

Strategies/Structures/Resources:

- 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: *(Quantitative)*

Key Performance Measure:	Baseline Oct. 2012	Target	Actual June 2013
Number of students identified as at-risk based on the DIBELS assessment	11	6	

Key Performance Measure:	Baseline Nov. 2012	Target	Actual June 2013
% of students "Not Yet Meeting" or "Approaching Expectations" in Reading based on report card results of the Grade 1 cohort.	40%	17%	

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)

Key Performance Measure:	Baseline Sept. 2013	Target	Actual Sept. 2014
Number of students in grades 5 to 7 Fully Meeting or Exceeding Expectations on the "Reading for Information" assessment package			

Objective 1.3:

To increase the percentage of students in grade 3 and 4, meeting or exceeding grade level expectations in the conventions of personal/ impromptu 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: (Quantitative)

Key Performance Measure: BC Performance Standards	Baseline Sept. 2013	Target	Actual Sept. 2014
Number of students in the grade 3 cohort Fully Meeting or Exceeding Expectations in the conventions of writing based on classroom assessment			
Number of students in the grade 4 cohort Fully Meeting or Exceeding Expectations in the conventions of writing based on classroom assessment			

School Goal #2:

To improve student achievement in math.

Goal Rationale:

During a Family of Schools' meeting, 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.

Objective 2.1:

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

Strategies/Structures/Resources:

- 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: (Quantitative)

Key Performance Measure: basic facts drills- Percentage of students scoring 80 % or higher on addition facts	Oct. 2010	May 2011	May 2012	April 2013	Target	April 2014
Grade 2	*	100%	94%	95%	100%	
Grade 3	*	96%	88%	94%	95%	
Grade 4	5%	33%	58%	70%	80%	
Grade 5	41%	69%	65%	79%	85%	
Grade 6	41%	87%	93%	86%	90%	
Grade 7	61%	79%	82%	96%		

Key Performance Measure: basic facts drills- Percentage of students scoring 80 % or higher on subtraction facts	Oct. 2010	May 2011	May 2012	April 2013	Target	April 2014
Grade 2	*	88%	87%	90%	95%	
Grade 3	*	96%	91%	94%	95%	
Grade 4	15%	11%	72%	84%	90%	
Grade 5	34%	62%	55%	71%	85%	
Grade 6	50%	83%	72%	77%	90%	
Grade 7	65%	79%	79%	75%		

Key Performance Measure: basic facts drills- Percentage of students scoring 80 % or higher on Multiplication facts	Oct. 2010	May 2011	May 2012	April 2013	Target	April 2014
Grade 4	0%	17%	65%	46%	70%	
Grade 5	7%	57%	65%	61%	80%	
Grade 6	19%	68%	55%	74%	85%	
Grade 7	48%	66%	82%	79%		

Key Performance Measure: basic facts drills- Percentage of students scoring 80 % or higher on Division facts	Oct. 2010	May 2011	May 2012	April 2013	Target	April 2014
Grade 4	0%	6%	5%	30%	50%	
Grade 5	0%	28%	5%	17%	65%	
Grade 6	3%	19%	34%	64%	80%	
Grade 7	26%	41%	86%	61%		

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 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 percentage of students feeling connected to the school.

Strategies/Structures/Resources:

- 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, lunch monitor, ball box monitor, library monitor
- Have regular assemblies that include a focus on recognition and spirit
 - The use of buddy classes for various activities and projects
 - Implement Student of the Week program to provide student recognition
 - Promote Spirit day activities such pyjamas day, hat day, etc.
 - Encourage students to join school teams and band

Evidence: (Quantitative)

Key Performance Measure: Students Survey on Connectedness	Oct., 2012	Oct., 2013	Target	Actual Oct., 2014
% of Gr. 3 students feeling positive regarding the statement "I like coming to school"	76%	53%	75%	
% of Gr. 4 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	68%	83%	90%	
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% of Gr. 6 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	73%	80%	90%	
% of Gr. 7 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	84%	91%		

Note: Cohorts by grades are identified by the different colours

Connections:

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

While it important that school plans reflect the unique characteristics of each school site, it is equally important that school plans connect thoughtfully to district directions and align with the initiatives of the Family of Schools (FOS).

- 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 Schools 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.
- The FOS discussed a possible common goal in the future related to "student engagement". The goal would encompass academic engagement and a sense of belonging.
- Grade 7/8 Transition process is being revised to provide a greater focus on the students at risk (academically, behaviourally, socially, and/ or emotionally). The revision will include a more accurate means of tracking students at risk in the area of math. Sutherland Secondary will be offering a new Math course within the Learning Assistance program for the coming year.
- The FOS hosted a joint Curriculum Implementation day with a focus and discussion on developing a "sense of belonging". More opportunities for the staff within the FOS to get together for events will be provided in the future.
- The initiatives of the FOS reflect the objectives stated in the School District's "3 Year Operating Plan" and "2011-2021 Strategic Plan". The following objectives are highlighted in the actions and activities of the FOS.

Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities.

Provide recognition of the value and contributions of our students, our staff, and our community partners.

Provide seamless transitions for all students at each stage of growth and development.

Strengthen engagement and connection for all learners.

Build connections and partnerships with other educational organizations to support and strengthen our own instructional practice and to stay current with educational research.

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, 2013.

School Planning Council Approval of Proposed School Plan:

Date: April 30th, 2013

	Name	Signature
Chairperson (Principal)	Rick Chan	<i>Original Document signed by SPC Members</i>
Teacher	NA	
Parent	Caroline Davey	
Parent	Joanne Franko	
Parent	David Olson	
Vice-Principal	Lise Smith	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent