

# North Vancouver School District SCHOOL PLAN for 2014-2015

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

## School/Community Context:

At Blueridge Elementary School, 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. Most recently, 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 (2013-2014 school year):

Total number of students: 308 Male: 160 Female: 148

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	40	38	27	40	46	37	40	40
Fr. Imm.								

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>15.54</b>	<b>2%</b>	<b>7%</b>	<b>0%</b>	<b>3%</b>

**Progress Analysis:**

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

**Previous School Plan Goal 1: To improve the writing proficiency of students identified as being at risk of low achievement.**

Objective 1.1: To increase the percentage of students in Grades 1-7, who are meeting expectations in writing:

<b>Key Performance Measure: Report Card Data Term 2</b>	<b>Baseline 2012-13</b>	<b>Target</b>	<b>Actual 2013-14</b>
Percentage of Primary students who are meeting or exceeding expectations in writing.	80%	>95%	88%
<i>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)</i>	94%	>95%	88%

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

- 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 writing from Gr. 1-7 for the 2014-2015 data.
- Further development is needed in this area as we work towards our target
- Of the 12% 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 also recommend changing the target to 90% for the 2014-2015 school year

**Previous School Goal 2:  
To increase the percentage of students who report feeling safe at school, and who report a high sense of belonging.**

Objective 2.1: To increase the percentage of students who report feeling safe at Blueridge.

<b>Key Performance Measure: Ministry of Education Satisfaction Survey (done every year):</b>	<b>Baseline 2012-13</b>	<b>Target</b>	<b>Actual 2013-14</b>
Gr. 4 “Do you feel safe at school?” (many/all the time)	85%	100%	87%
Gr. 4 “At school, are you bullied, teased or picked on (many/all the time)	0%	0%	0%
Gr. 7 “Do you feel safe at school?” (many/all the time)	84%	100%	88%
Gr. 7 “At school, are you bullied, teased or picked on?” (many/all the time)	8%	0%	8%

<b>Key Performance Measure:</b> All Grades School Wide Behaviour Survey:	<b>Baseline 2012-13</b>	<b>Target</b>	<b>Actual 2013-14</b>
"How many times have you felt threatened or intimidated at school this year?" "Often"	2%	0%	0%
"How many times has someone hurt you physically (e.g., pushed, shoved, kicked . . .) at school." "Often"	5%	0%	3%

Objective 2.2: To increase the percentage of students who report a high sense of belonging at Blueridge.

<b>Key Performance Measure:</b> All Grades School Wide Behaviour Survey:	<b>Baseline 2012-13</b>	<b>Target</b>	<b>Actual 2013-14</b>
"How many times have you felt isolated or excluded at school this year?" "Often"	9%	0%	2%
"How many times have you been teased or criticised at school this year?" "Often"	10%	0%	7%

Objective 2.3: To increase the number of students transitioning responsibly, and safely, in common areas.

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

- The committee feels that we are doing well in this area and have achieved our goal in this area. Much of the noise with transitioning is within the regular experience at many schools.
- Over the past 3 years, our VP has met with each class to describe the meaning of each of the School-wide behaviour survey questions. This has allowed for a consistent understanding of the meaning of the questions.
- We will continue to ask the questions annually and to monitor the data to see if we need to return to this objective.

**Previous School Goal 3:  
To improve the reading proficiency of students identified as being at risk of low achievement.**

**Objective 3.1:** To improve the reading proficiency of students in Grade 1 assessed as 'At Risk' with the DIBELS test (at beginning of Gr. 1 year).

<b>Key Performance Measure: DIBELS – Grade 1</b>	<b>Baseline 2012-13</b>	<b>Target</b>	<b>Actual 2013-14</b>
Percentage of students scoring as "At Risk" in September	2%	0%	3%

**Objective 3.2:** To increase the percentage of students in Grades 1-7, who are meeting or exceeding expectations in reading.

<b>Key Performance Measure: Report Card Data Term 2</b>	<b>Baseline 2012-13</b>	<b>Target</b>	<b>Actual 2013-14</b>
Percentage of Primary students who are meeting or exceeding expectations in reading.	81%	>95%	88%
Percentage of Intermediate students who receiving an A, B or C+ in Language Arts. (Note – Language arts letter grades encompasses writing, and reading together)	94%	>95%	88%

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

- This is the fourth year we have used the DIBELS test as a measure of at-risk students
- All primary students were tested in September to identify at-risk students
- LAC and LSW resources have been distributed for early intervention
- 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.
- We find it difficult that the data from the Intermediate Language Arts letter grades includes writing and reading together and will be re-organizing our goals in the 2014-2015 plan to better reflect our needs.
- Of the 12% 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 also recommend changing the target to 90% for the 2014-2015 school year

**Opportunities for Further Development:**

Our three parent members are in last year of 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.

In moving forward, we are going to combine goals 1 and 3 and re-focus goal 2 to centre on the overall social-emotional well-being of our students.

**School Goals for 2014-2015:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Blueridge Elementary School Plan for 2014-2015 are:

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

**School Goal 1:**

**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 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 (at beginning of Gr. 1 year).

**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 Reading 44 and Instructional Intelligence strategies

<b>Key Performance Measure: DIBELS – Grade 1</b>	<b>Baseline 2013-14</b>	<b>Target</b>	<b>Actual 2014-15</b>
Percentage of students scoring as "At Risk" in September	3%	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
- Implement Instructional Intelligence strategies

<b>Key Performance Measure: Report Card Data Term 2</b>	<b>Baseline 2013-14</b>	<b>Target</b>	<b>Actual 2014-15</b>
Percentage of Primary students who are meeting or exceeding expectations in reading.	88%	>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)	88%	>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 disabilities and provide appropriate adaptations, interventions and support through the classroom and the LAC
- Implement Instructional Intelligence strategies
- School-wide write

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

#### Strategies/Structures/Resources:

- School wide focus on the Virtues Project
- Primary classes will continue to use the Zones of Regulation program
- Classes may use 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.
- Participate in a workshop with Marc Landry to improve an understanding of brain differences, sensory processing and self-regulation
- Increased opportunities for new families to become familiar with the physical space of Blueridge
- Develop questions about self-regulation and anxiety for students during our annual school wide behaviour survey

Evidence: (Qualitative)

<p><b>Qualitative Baseline:</b></p> <p>Anecdotal reports from students, staff and parents regarding students experiencing anxiety or difficulties with self-regulation.</p>
<p><b>Qualitative Target:</b></p> <p>A perceived increase in awareness of strategies to self-regulate and/or manage anxiety.</p>
<p><b>Qualitative Actual:</b></p> <p>Anecdotal data to be collected in Fall 2014 and Spring 2015 Survey data will be collected in Fall 2014 and Spring 2015</p>

## 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.

**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, 2014.

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

Date: May 30, 2014

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Katherine Kee	<i>Original Document signed by SPC Members</i>
Teacher	Click to type name	
Parent	Terri Thompson	
Parent	Liz Sopwith	
Parent	Tanya Schienbein	
Student (Gr 10, 11, 12 schools only)	Click to type name	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent  
May 26, 2014**