



School Performance Plan

Lord Byng Elementary

2008-2009

School Context

Lord Byng School is part of the vibrant and changing Steveston Village community. The current school building was officially open on May 29, 1996, however, there has been a Lord Byng School on the site since 1926. It is the site of several notable firsts. Lord Byng School was the first school in British Columbia to enroll students of Asian descent and the site of the polling station for Asian and Aboriginal people when they were granted franchise in 1948. The changes in Steveston from being an active commercial fishing centre to a trendy tourist destination and high density waterfront residential area is reflected in the changing school population. From a 600 plus school population of students from working families fifteen years ago, Byng now serves students from a range of socio-economic backgrounds. School boundary changes ten years ago, and the recent declining enrollment in the school district, have resulted in a gradual reduction of the student population to next year's projection of 350 students.

The Byng student population is relatively mixed with the exception of a high number of students with special needs. The projection for 2008-2009 is for 14 divisions, 18.0 F.T.E. teaching staff and several educational assistants. Other staff at Byng school include 1.6 secretaries, 1.5 custodial staff, .35 F.T.E. area counsellor, .2 F.T.E. speech language clinician, district staff who come to the school to support individual students, and staff from the Health Department who support our physically dependent students. The YMCA has a before and after school daycare at Byng and serves students from Byng and the surrounding neighbourhood.

The staff of the school is hardworking and dedicated. Both teaching and EA staff are involved in workshops and curriculum committees to learn and train in new skills and strategies to support our diverse student population. All staff participate in collaborative working groups including: SBT, EA meetings, Primary and Intermediate Curriculum meetings, grade group meetings, and event and activity committees. Staff are generous with their time to create and support a range of curricular and extracurricular opportunities for students.

Our parent community is a very involved and energetic one, contributing much to the school. The PAC organizes and facilitates a range of activities and events for students, staff and parents. The active committees of the Byng PAC include: Children's Noon Hour Programs, Early Warning, Grounds Committee, Communication (web-site), PAC Newsletter, Lunch Days, Fundraising, Playground Project, Social Committee, Parent Education, Traffic Committee and Emergency Preparedness. Parents are very generous with their time to volunteer in classrooms, library and organize Outdoor Education Fundraising and the Grade 7 Farewell event. There is never a shortage of parent drivers to support classroom and student activities.

Demographics

The predicted population for the 2008-2009 school year is 340 students. Students with Ministry designations will be: 1 physically dependent student; 2 students with moderate to profound intellectual disabilities; 7 students with physical disabilities or chronic health concerns; 1 student with a visual impairment; 2 students with autism spectrum disorder; 1 student with a mild intellectual disability; 1 gifted student; 4 students with learning disabilities and 2 students

requiring moderate behaviour support (overall 6% of the total student population). Our ESL students are: 3 Level 1; 11 Level 2; 21 Level 3; 13 Level 4 and 9 Level 5 (16% of total population). Twenty-five percent of students come from homes where English is not their home language and the top three languages in 2006-2007 were Chinese 4%, Cantonese 4% and Spanish 2%. The student population has remained quite stable over the years. During 2007-2008, 10 families moved to other districts, other parts of Canada or out of the country. At the same time 27 families moved into the area and enrolled their children at Byng.

Strengths

The Byng School community continues to live the school mission statement. Caring is demonstrated in their interactions with each other, supporting each other in times of hardship and celebrations (PAC benevolent fund, staff acknowledgement of illness by card and welcome back flowers, weddings and births, student fundraising for local, national and international causes, etc.). Byng is a very inclusive community and staff does value the richness and benefits of a diverse student body. Educational assistants are assigned to a classroom and support all students. Staff create opportunities for students to include all peers, especially our students with special needs. The school provides ‘demystification’ opportunities for classes enrolling students with exceptional needs so peers can develop a better understanding of their peers. Byng staff continue to demonstrate a high degree of collaboration and cooperation to support student and professional learning as noted in the “context statement”. The Byng staff is very hardworking and dedicated to providing a range of curricular and extra-curricular opportunities for students throughout the year. Parents and staff work comfortably together on adhoc committees, in the classroom and at school events and activities. The YMCA Daycare and school constantly communicate and support each other’s activities.

Challenges

As in any school, finding time for collaboration to support student learning, such as IEP development and implementation, grade level curriculum planning, and opportunities for peer instructional observation and reflection is the primary challenge. This is followed closely by the challenge of a very diverse student population and the need for staff to try and implement instructional strategies and technologies learned at workshops and professional development activities – implementing theory into practice. Additional staffing for resource, ESL and EA support continues to be a need. There is also the ongoing challenge of prioritizing competing demands from stakeholder groups, School District and Ministry directives and mandates.

Mission Statement

Together . . .

- we care for ourselves, each other, and the world we live in
- we celebrate our physical, mental, and emotional growth
- we build on a bond of trust and respect
- we welcome challenge and diversity
- we cooperate and collaborate
- we strive to be the best we can be

Together . . .

An adventure in learning for a lifetime.

**Members of School Planning Council:
(Please print)**

Parent: Linton Harrison

Parent: Gregg Landry

Parent: Dionne McFie

Teacher:

Student:

Principal: Debra Collins

Date of submission by SPC: May 16, 2008

Goal No. 1 **Continuing**

To increase student ability to demonstrate their comprehension in “Reading for Information” as assessed by the Reading Performance Standards. The measure will be within the comprehension strand with the intent of increasing students’ written representations of their comprehension in grades 1 through 7 to an average of 50% ‘fully meeting’ and ‘exceeding’. At the same time, maintain student perception of improving their reading ability to an average of 85% for primary students and a 70% average for intermediate students as indicated on the Satisfaction Survey item (#7) – Are you getting better at reading?

Analysis and Rationale

The staff has been using the Ministry Performance Standards in reading for the past three years. For the last two years, the school has done a ‘school wide read’ and assessed students using the ‘Reading for Information’ Performance Standard. Professional development opportunities were aligned with these goals. Along with the results of these assessments, staff used the FSA results in a ‘triangulating’ manner and discussed student writing performance. The FSA results, though superficially indicated that writing skills met expectations, deeper analysis and teacher observation indicated writing achievement was minimally meeting expectations. Through grade group discussions, staff analyzed the FSA data and their own performance indicators, and began to see a link between the comprehension strand of the ‘Reading for information’ Performance Standard and student performance in writing. They agreed that a good focus would be the comprehension strand of the ‘Reading for Information’ Performance Standard for this year as they felt there was still interest in professional growth in this area. In this way, teachers will work toward increasing student understanding of written text and the text they produce to demonstrate their knowledge. In the coming school year the staff will do a ‘school wide write’ to gather baseline data and determine if further investigation of writing skills should continue.

Evidence-based Sources/Data

- School wide reading assessments based on the Performance Standards
- Performance Standards Planner
- Ongoing Classroom assessments and observations
- School-wide Satisfaction Survey
- FSA Results 2006 – 2007 and Trends from Ministry School Data Summary

Performance Indicators (assessment tools being used or considered)

- School wide Reading for Information assessments based on the Performance Standards:
 - School wide reading assessments were conducted in Spring 2006, 2007 and 2008.

Fully Meeting and Exceeding			
	2005-06	2006-07	2007-08*
Grade 1	46%	39%	41%
Grade 2	64%	44%	45%
Grade 3	53%	43%	40%
Grade 4	59%	47%	50%
Grade 5	35%	36%	61%

Fully Meeting and Exceeding			
	2005-06	2006-07	2007-08*
Grade 6	48%	48%	26%
Grade 7	37%	38%	45%
Overall	49%	42%	44%
* This performance standard data is ONLY from the Comprehension strand of the BCPS.			

It is clear by examining the data from the Reading Performance Standards that on average less than 50% of students continue to “fully meet and exceed” expectations. This has prompted staff to look more closely at the comprehension strand of the performance standards to improve students’ reading abilities, targeting students “minimally meeting” and “not yet meeting” expectations. The other area of concern is the grade 6 cohort who scored considerably lower than the other groups. Staff teaching that age group plan to meet to analyze the student data and determine an approach to increase comprehension for students in the coming year.

- School wide Satisfaction Survey:** For the past three years the Satisfaction Survey has been administered to all students in grades 1 or 2 through 7. Last year, on the question “are you getting better at reading?”, the percentage of students who responded “all the time” or “many times” averaged 79% with little variation among the grades. However in 2007-08 the data indicates a discrepancy between grades 1-4 and 5-7. To better monitor the support provided, the goal has been adjusted to reflect differing needs. The goal will be to maintain an average of 85% for grades 1-4 students and an average of 70% for grades 5-7 students.

Satisfaction Survey Question #7 – Are you getting better at Reading?			
	2005-06 *	2006-07	2007-08
Grade 1	-	79%	90%
Grade 2	84%	84%	84%
Grade 3	84%	76%	81%
Grade 4	72%	84%	87%
Grade 5	82%	78%	73%
Grade 6	67%	81%	68%
Grade 7	70%	72%	56%
Overall	77%	79%	76%

- FSA Results Grade 4 and 7 Students:** The May 2007 results and recent trends confirmed the need to continue to achieve well as indicated in the data table below. Item level analysis of the reading assessment indicated students in grade 4 needed to: improve their organization of ideas to provide complete and clear answers, make inferences, compare and connect ideas between passages, use words from the text to support opinions and use ideas and examples from the text to respond to the questions. Item level analysis of the reading assessment indicated students in grade 7 needed to: develop inference and interpretation skills, identify main idea, and summarize information in an article.

FSA Results - Reading				
Grade 4	2003-04	2004-05	2005-06	2006-07
School:	84%	82%	80%	85%
District:	84%	83%	85%	85%
Grade 7	2003-04	2004-05	2005-06	2006-07
School:	86%	95%	65%	92%
District:	87%	82%	75%	82%

Actions Taken to Address Goals

- School-wide reading assessments (DART) planned for September and April to baseline and evaluate reading comprehension progress for individual classes
- Assessment results will inform groupings for small group intervention by resource staff, including Soar To Success and Orton-Gillingham style early literacy support
- Provide meeting time for teachers of next year's grade 7 students to devise a specific approach in teaching reading
- Continue to have school wide activities that encourage students to read and maintain an interest in books – Drop Everything and Read; Scholastic Book Fair; Read-A-Thon
- Continue to use PAC resources to enhance classroom reading resources
- Investigate the use of 'Student Friendly Performance Standards' with students in grades 4 – 7
- Attend Professional Development day led by Jeffrey Wilhelm in January 2009
- Develop a survey for students on their progress on specific reading skills eg., main idea, inferring, finding information in an article, etc.
- Administer and assess a school-wide write
- Administer a school-wide Satisfaction Survey by mid-February of next year
- Investigate the male/female data on Satisfaction Surveys, Reading Surveys and FSA results to determine if the data is significant
- Resource support will be organized in grade – alike formation with same grade students from different classes receiving pull-out short term intervention as necessary
- Provide grade - alike teachers with the same preparation periods for same grade planning and discussion opportunities
- Monthly primary and intermediate meetings to discuss reading assessment and reading instructional strategies
- Use Staff Meeting discussion times to bring up timely literacy topics
- Performance Standard forms are filed into individual student files which are stored in file boxes for each division. Student files are resorted into their new divisions each year by the resource team.

Summary of progress towards meeting goals to date

- Reading Performance Standard: Baseline for students "Fully Meeting and Exceeding" overall is 44% and the target for next year is 50% overall.
- School-wide Satisfaction Survey: "Are you getting better at reading?" in the 2007-08 school year averaged at 76% with a wide discrepancy between grades 1-4 and 5-7. The goal for next year will be to maintain an 85% average in grade 1-4 and to reach a 70% average in grades 5-7.

Communication Strategies

- Maintain Primary, Intermediate and EA meetings
- Provide Group Learning Hours throughout the school year where teachers meet to work on school goals and students work in a large group under the supervision of an administrator
- SPC is a standing item on Staff Meeting agenda and PAC meeting agenda
- Communicate to parents by newsletters, PAC newsletter, school web-site, Coffee Hours and parent-teacher meetings
- Maintain Performance Standard file from year to year as information for staff
- Use 'Byng Discussions' to inform all staff of meetings and post meeting notes.

Goal No. 2

Continuing

To improve student awareness and willingness to deal with conflicts by improving student ability to 'Solve Problems in Peaceful Ways' as described in the BC Social Responsibility Performance Standards and demonstrate fairness in peer interactions as described within the 'Valuing Diversity and Defending Human Rights' strand of the BC Social Responsibility Performance Standards. The measure will be for 75% of intermediate students and 50% of primary students to fully meet or exceed in 'Solving Problems in Peaceful Ways' strand and 75% on the fairness indicator in the 'Valuing Diversity and Defending Human Rights' strand of the BC Social Responsibility Performance Standards.

Analysis and Rationale

The Lord Byng community has continued to work on Social Responsibility as a school goal based on a combination of indicators. The data from the School Incident Tracker indicated that conflicts continued to arise within the school at most grade levels throughout the year. The focus for the 2007-2008 school year involved data from the "Contributing to the Classroom and School Community" strand and the "Solving Problems in Peaceful Ways" strand of the BC Social Responsibility Performance Standards in the 2006-2007 school year. The results of the 2007/08 school wide Social Responsibility Performance Assessment indicated that on average, 74% of students were fully meeting or exceeding in the "Contributing to the Classroom and School Community" strand. The staff believed this strand did not reflect the direction required to support students in their learning about solving problems. In discussion the staff believed the concept of fairness in solving problems along with the "Solving Problems in Peaceful Ways" strand was where efforts should be focused. Looking at the 'fairness' indicator within the "Valuing Diversity and Defending Human Rights" strand, an average of 66% of students were fully meeting or exceeding and on the fairness indicator an average of 68% of students were fully meeting or exceeding expectations. This data confirmed for us the need to focus more narrowly on "Solving Problems in Peaceful Ways" and the fairness indicator. The whole school Satisfaction Survey results had 4 different questions related to solving problems. Question 4 – Do adults in the school treat all students fairly?; Question 14 – Do you feel safe at school?; Question 15 – At school, are you bullied teased or picked on?; Question 16 – Do you know how your school expects you to behave? The data indicates that on although on average 10% of students feel bullied teased or picked on, 69% of students perceived that all staff treated students fairly, 78% of students felt safe at school and 86% of students knew how the school expected them to behave. In interpreting this data, the question that arises is that although students know how to behave and most feel safe and fairly treated, why do we continue to have reports of conflict amongst students. This combination of hard data, survey data and staff discussions

confirmed for the staff that Social Responsibility should remain a goal with a narrowed focus on problem solving and fairness.

Evidence-based Sources/Data

- Spring assessment of students using the Social Responsibility Performance Standard
- Student Incident Tracker
- Satisfaction Survey
- Staff discussion and observation

Performance Indicators (assessment tools being used or considered)

- Spring assessment of students using the Social Responsibility Performance Standard: Solving Problems in Peaceful Ways

Over the past three years there has been a general trend of improvement, but the percentage of students fully meeting or exceeding is not yet at a level that reflects a critical mass of positive behaviour. In the coming year we want to move the data from 68% to 72% overall.

Fully Meeting and Exceeding			
	2005-06	2006-07	2007-08
Kindergarten	55%	31%	-
Grade 1	36%	45%	67%
Grade 2	34%	35%	75%
Grade 3	70%	64%	60%
Grade 4	50%	74%	62%
Grade 5	74%	67%	69%
Grade 6	88%	59%	63%
Grade 7	73%	61%	78%
Overall	60%	54%	68%

- Spring assessment of students using the Social Responsibility Performance Standard: Valuing Diversity and Defending Human Rights – fairness indicator

This is a new indicator for our goal so the baseline is 66% overall. In the coming year we want to move the data from 66% to 70% overall.

Fully Meeting and Exceeding			
	2005-06	2006-07	2007-08
Kindergarten	-	-	-
Grade 1	-	-	51%
Grade 2	-	-	72%
Grade 3	-	-	65%
Grade 4	-	-	53%
Grade 5	-	-	61%
Grade 6	-	-	77%
Grade 7	-	-	82%
Overall	-	-	66%

- Spring assessment of students using the Social Responsibility Performance Standard:

Contributing to the Classroom and School Community

In previous years our school focused on assessing this strand of the performance standards. We have seen a solid increase in performance based on the data received from teachers. As staff has become more skilled in working in the Social Responsibility realm, we have also become more specific in what we want to achieve. Our interest lies in the area of problem solving as we have anecdotal and performance assessment data that indicates this is an area of needs. We have, therefore decided to drop 'Contributing to the Classroom and School Community' strand as data for our school plan.

Fully Meeting and Exceeding			
	2005-06	2006-07	2007-08
Kindergarten	62%	62%	-
Grade 1	57%	60%	67%
Grade 2	52%	52%	80%
Grade 3	76%	64%	67%
Grade 4	54%	72%	69%
Grade 5	74%	60%	73%
Grade 6	94%	58%	74%
Grade 7	65%	65%	86%
Overall	67%	62%	74%

- Student Incident Tracker as continue to be used to record information on student incidents which occur outside of instructional time:

Over the past three years the number of reported incidents has remained steady. Of particular interest are the consistent spikes in monthly reports. This past year February and April were significant. The pattern noticed in this data will inform school wide plans around supporting students in their social responsibility learning. In the coming year we want to move the yearly count from a fairly consistent 96 to 86 and significantly reduce the incidents in the months of February and April from 23/30 to 15/20 with a plan devised by staff in the early part of next year.

Documented Incidents of Student Behaviour Problems			
Month	2005-06	2006-07	2007-08
September	23	28	3
October	7	8	9
November	15	5	10
December	17	1	7
January	4	4	8
February	11	20	23
March	12	23	6
April	7	6	30
Overall	96	95	96

- School Wide Satisfaction Survey Results:

- Do adults in the school treat all students fairly?
 - Data indicates that there has been a small decrease from last year and the year before. In the coming year, we want to move the data back up from 69% to 73% overall.

Satisfaction Survey Question #4 – Do adults in the school treat all students fairly?			
	2005-06 *	2006-07	2007-08
Grade 1	-	85%	92%
Grade 2	81%	67%	72%
Grade 3	86%	75%	67%
Grade 4	62%	81%	68%
Grade 5	79%	68%	68%
Grade 6	71%	75%	57%
Grade 7	48%	50%	58%
Overall	71%	72%	69%

- Do you feel safe at school?
 - Data indicates that there has been a moderate decrease from last year and the year before. In the coming year we want to move the data from 78% to 82%.

Satisfaction Survey Question #14 – Do you feel safe at school?			
	2005-06 *	2006-07	2007-08
Grade 1	-	91%	90%
Grade 2	86%	88%	75%
Grade 3	76%	77%	78%
Grade 4	75%	87%	82%
Grade 5	81%	80%	71%
Grade 6	83%	83%	70%
Grade 7	83%	94%	78%
Overall	81%	86%	78%

- At school, are you bullied teased or picked on?
 - Data indicates that the overall percentage has been holding steady at between 9% and 10%. Most grade groups have actually decreased but the grade 6 group has significantly increased (to 23%). Next year we will attempt to keep the other grade groups at their current level and decrease the grade 6 cohort (next year's grade 7s) to 15% which would drop our overall average to 9%.

**Satisfaction Survey Question #15 –
At school, are you bullied teased or picked on?**

	2005-06 *	2006-07	2007-08
Grade 1	-	12%	8%
Grade 2	10%	14%	6%
Grade 3	13%	9%	7%
Grade 4	13%	4%	7%
Grade 5	6%	14%	7%
Grade 6	0%	2%	23%
Grade 7	12%	4%	9%
Overall	9%	10%	10%

- Do you know how your school expects you to behave?
 - Data indicates that the overall percentage has been holding steady at between 84% and 86%. Most grade groups have increased in this area but the grade 6 group has significantly decreased (to 70%). Next year we will keep the other grade groups at their current level and increase the grade 6 cohort (next year's grade 7s) to 80%, which would increase our overall average to 87%.

**Satisfaction Survey Question #16 –
Do you know how your school expects you to
behave?**

	2005-06 *	2006-07	2007-08
Grade 1	-	89%	95%
Grade 2	76%	79%	84%
Grade 3	84%	88%	84%
Grade 4	88%	91%	86%
Grade 5	83%	86%	91%
Grade 6	93%	90%	70%
Grade 7	77%	85%	89%
Overall	84%	86%	86%

Actions Taken to Address Goals

- Continue to emphasize the school motto “B’ying the Best You Can Be – Be Safe, Be Respectful, Be Responsible” by reviewing the matrix developed by staff and students.
- Continue to use the Social Responsibility Performance Standards to assess specific behaviours in all primary and intermediate classrooms.
- Continue to use the school developed Behaviour Matrix to teach specific skills and behaviours
- Continue to develop student leadership through Student Council, multi-age teams, library monitors, primary lunch monitors, office monitors, and speakers at school wide assemblies, E-Unit, morning announcement monitors, playground pals leaders
- Continue a ‘Leadership’ program or outdoor education (alternating years) for grade 6 and 7 students that focuses on “Asset Building”
- Provide a Roots of Empathy program (whole year) for one primary class.

- Teach the FRIENDS program (10 week duration) to all grade 4 students.
- Teach the D.A.R.E. program (10 week duration) taught by an R.C.M.P. officer to all grade 5 students
- Provide the CHIMO program (4 lessons) on anti-bullying strategies to all grade 6/7 classes every other year
- Team teach solving problems in peaceful ways and valuing diversity with the area counselor – stop light lessons & red path/green path
- Continue to identify socially at-risk students to work with the Elementary Counselling Support Worker
- Steveston Community Centre support staff to work with a combination of ‘at risk’ and ‘leader’ upper intermediate students.
- Continue to provide training through “Action Schools” organization for upper intermediate students to be outside play leaders – ‘playground pals’
- Designate area counselor time to work in classes along side teachers to build student understanding around “solving problems in peaceful ways” and “valuing diversity”
- Target the months of February and April as high incidents months and develop a plan to support a change in behaviour for students
- Administrators will work with all students, once a month for each grade level, to reinforce an aspect of Social Responsibility from a school-wide perspective
- The Social Responsibility Committee will oversee the activities related to this goal and report back to the SCC
- Use the Student Incident Tracker system to identify and monitor students in the ‘yellow’ zone and to create Behaviour Support Plans and Safety Plans as needed, for students with four or more incidents in one term.
- Identify one professional development day for staff to evaluate the attainment of current goals and the setting of future goals
- Use extra clerical time to input data to both the Performance Standards Planner and Student Incident Tracker
- Provide incidental systemic support school wide – eg., developing football rules, soccer rules, monitor hockey rink behaviour, etc.
- Designate a professional development day to learn more about ‘bystander behaviour’ and how to support students in developing skills in this year
- Provide ‘virtues’ statements and welcome to visiting teachers on morning announcements
- Provide opportunities for cross grade ‘Buddies’ and multiage team activities throughout the year to encourage modeling of problem solving behaviours by older students
- Continue to look for opportunities to support problem solving and acceptance of others throughout the year (Pink Day, Group Learning Hour, connections to community events)

Summary of progress towards meeting goals to date

- Social Responsibility Performance Standard:
 - Solving Problems in Peaceful Ways – In the coming year we want to move the data from 68% to 72% overall.
 - Valuing Diversity and Defending Human Rights – In the coming year we want to move the data from 66% to 70% overall.
- Student Incident Tracker:
 - In the coming year we want to move the yearly count from a fairly consistent 96 to 86 and significantly reduce the incidents in the months of February and April from 23 and 30 to 15 and 20.

- Satisfaction Surveys:
 - Do adults in the school treat all students fairly?
 - In the coming year, we want to move the data back up from 69% to 73% overall.
 - Do you feel safe at school?
 - In the coming year we want to move the data from 78% to 82%.
 - At school, are you bullied teased or picked on?
 - Next year we will attempt to keep the other grade groups at their current level and decrease the grade 6 cohort (next year's grade 7s) from 23% to 15%, which would drop our overall average from 10% to 9%.
 - Do you know how your school expects you to behave?
 - Next year we will keep the other grade groups at their current level and increase the grade 6 cohort (next year's grade 7s) from 70% to 80% which would increase our overall average from 86% to 87%.

Communication Strategies

- Maintain Primary, Intermediate and EA meetings
- Provide Group Learning Hours throughout the school year where teachers meet to work on school goals and students work in a large group under the supervision of an administrator
- SPC is a standing item on Staff Meeting agenda and PAC meeting agenda
- Communicate to parents by newsletters, PAC newsletter, school web-site, Coffee Hours and parent-teacher meetings
- Maintain Performance Standard file from year to year as information for staff
- Use 'Byng Discussions' to inform all staff of meetings and post meeting notes.