

North Vancouver School District SCHOOL PLAN for 2015-2016

School: Highlands
Address: 3150 Colwood Drive
 North Vancouver, BC V7R 2R6
Phone: 604-903-3540

School/Community Context:

Our Mission Statement and our Philosophy form the foundation of our activities at Highlands, and both are reflected in our School Plan.

Walking into Highlands Elementary School, visitors are struck not only by our beautiful six-year old building with its huge gym, built-in sound field systems and SmartBoards, but more importantly, by the welcoming atmosphere created by staff, parents and students alike. It is a vibrant warm environment in which students thrive. Highlands is supported by a strong parent community, an active, leadership-oriented student body, and an experienced and pro-active staff who are fully engaged in continuously broadening their expertise with respect to new initiatives for improving student learning.

Highlands has a cohesive music program from kindergarten to grade 7, including extra-curricular band and strings. Students also enjoy a wide variety of extra-curricular athletic opportunities that are sponsored and coached by staff and parents. Student leadership examples at Highlands include the Grade 7 Leadership Program, the Peer Counselling Program, Student Council fundraising and sponsorship of a World Vision child. The Highlands Green Team is supported by parents and teachers in various “green” endeavours such as gardening and recycling.

Highlands staff and students work in partnership with parents to foster and maintain a safe and caring environment for all children through consistent application, practice and discussion of our Code of Conduct. Lastly, regular and ongoing community events, such as our annual Spring Fair, Bike Week, Gingerbread House Workshop, Parent Social and Silent Auction, and Talent Show, highlight the value placed on school and community interaction.

Demographics (2014-2015 school year):

Total number of students: 428 Male: 208 Female: 220

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	35	57	52	51	57	56	42	62

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
21.51	1%	5%	4%	8%

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the reading proficiency of identified students

Objective 1.1:

To increase the percentage of students in Grades 3 and 6 (2014-2015) who are meeting or exceeding expectations in reading

Trend Data Table:

Key Performance Measure:			
Percentage of students who are meeting or exceeding expectations in reading as identified by teachers in March of Grade 3 (2015) – Report Card			
	Baseline	Target	Actual
March 2014	79%	85%	73%
March 2015	73%	85%	85%

Trend Data Table:

Key Performance Measure: Percentage of students who are meeting or exceeding expectations in reading as identified by teachers in March of Grade 6 (2015)			
	Baseline	Target	Actual
2010-11	74%	82%	73%
2011-12	73%	80%	76%
2012-13	76%	80%	73%
2013-14	73%	80%	85%
2014-15 (current Gr. 6 students)	85%	90%	100%

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

- The Grade 3 Student Objective did meet the target, however, this objective will be continued to ensure that this progress is sustained.
- Although the Grade 6 Student Objective did exceed the target, this objective will be continued to ensure that this progress is sustained.

Previous School Plan Goal 2: To improve the mathematical proficiency of identified students

Objective 2.1:

To increase the percentage of students who meet or exceed expectations with basic computational skills in mathematics (addition, subtraction, multiplication, division) in Grade 3 (2014-2015)

Trend Data Table:

Key Performance Measure: Percentage of students by grade who meet or exceed expectations as measured by teachers in March Report Card			
	Baseline	Target	Actual
Baseline: Percentage of students in Grade 2 who meet or exceed expectations as measured by teachers in March of grade 2 (report card) Target: Grade 3 Report Card March 2015	75%	85%	91%

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

- Although the Objective did exceed the target, this objective will be continued to ensure that this progress is sustained.

Previous School Plan Goal 3: To increase students' ability to transition with confidence into Kindergarten, from grade-to-grade in primary and from Grade 7 into Grade 8

Objective 3.1:

To increase the percentage of students who report feeling confident about their transition from Grade 7 to 8

Trend Data Table:

Key Performance Measure: Grade 7/8 Transition Survey administered in September 2014 (baseline) and again in May (actual), Question 6: "Are you confident entering into the larger school community of secondary school?"			
	Baseline	Target	Actual
2013-14	67%	85%	Not available
2014-15	Not Available	Not Available	

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

- Data unable to be collected due to teacher job action; objective will be continued in 2015-2016 plan

Objective 3.2:

To increase the number of students who are able to transition quickly and easily into kindergarten as measured by teacher observations

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Teachers noted many students entering kindergarten in the fall of 2010, 2011, 2012, and 2013 who exhibited anxiety by refusing to stay without their parent, by preventing their parent from leaving, by crying or by arriving late. This anxiety persisted for many of these children for many weeks.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Teachers will note that most of the kindergarten children are able to separate from their parent and begin their school day on time by the end of September. They will also continue to demonstrate increased independence as the year progresses.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Due to the teachers strike that delayed the start of the school year, we were unable to collect comparative data for this objective. Consequently, we will continue this objective in our 2015-16 plan.

Opportunities for Further Development:

- We will continue to track the Grade 3 and Grade 6 reading cohorts through Objective 1.1 and analyze the strategies to determine if different supports/interventions will be more successful in improving their reading achievement
- We will continue to track the Grade 3 cohort in math through Objective 2.1 to ensure continued growth in basic skills
- We will continue to implement current strategies in Objective 3.1 for Grade 7 students at Highlands and work with the Handsworth Family of Schools to strengthen the Grade 7-8 transition for all students
- We will continue to implement strategies with kindergarten families and within the school through Objective 3.2 to ensure that the beginning of kindergarten continues to be a natural comfortable transition for students and their parents.

School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Highlands School Plan for 2014-15 are:

1. **To improve the reading proficiency of identified students**
2. **To improve the mathematical proficiency of identified students**
3. **To increase students' ability to transition with confidence into Kindergarten, from grade-to-grade in primary and from Grade 7 into Grade 8**

School Goal 1:

To improve the reading proficiency of identified students

Goal Rationale:

We believe that all students deserve to acquire the skills that will help them be successful members of society. Central to this skill-set is literacy. We have been tracking a cohort of students (Grade 7s in 2015-16) through the school plan. Because their reading performance has not improved from last year's baseline, we believe they should continue to be supported and tracked through this plan in Grade 7. The Grade 4 (2015-16) cohort has been tracked in our school plans for the past three years. We feel that continuing interventions has the potential to further improve the achievement of this group.

Objective 1.1:

To increase the percentage of students in Grades 4 and 7 (2015-2016) who are meeting or exceeding expectations in reading

Strategies/Structures:

- Assess referred students through a variety of measurements to identify specific areas of need and determine appropriate supports
- Identify strategies, supports and interventions through SBRT discussions
- Use Reading 44 strategies and classroom adaptations to assist students
- Implement Instructional Intelligence strategies, skills and tactics in a strategic manner
- Provide additional reading support to the identified students through the classroom, the Learning Assistance Centre, the Learning Support Worker, and the home
- Provide remedial computer programs and technology at school to support referred students
- Track and communicate progress & adaptations to facilitate transition from grade to grade
- Provide a wide variety of reading materials at a variety of levels
- Purchase books to build classroom, home reading and library resources
- Provide fluency practice for struggling students through daily buddy reading opportunities with younger buddies

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Baseline: Percentage of students who are meeting or exceeding expectations in reading as identified by teachers in March of Grade 3 (2015)	85%	90%	
Target: Grade 4 Report card March 2016			

Key Performance Measure:	Baseline	Target	Actual
Baseline: Percentage of students who are meeting or exceeding expectations in reading as identified by teachers in March of Grade 6 (2015)	100%	95%	
Target: Grade 7 Report card March 2016			

School Goal 2:

To improve the mathematical proficiency of identified students

Goal Rationale:

In our knowledge-driven and technically-oriented society, mathematic skill is a critical success factor for our children and is central to our philosophy of creating well-rounded students. However, teachers have noted that students lack the skills to compute the basic facts in addition, subtraction, multiplication and division efficiently, fluently and accurately. This, in turn, negatively impacts their ability to apply these skills in increasingly complex tasks such as multi-digit questions and word problems. We have identified one cohort of students whose basic skills in math are not meeting expectations and who would benefit from increased attention in this area.

Objective 2.1:

To increase the percentage of students who meet or exceed expectations with basic computational skills in mathematics (addition, subtraction, multiplication, division) in Grade 4 (2015-2016)

Strategies/Structures:

- Implement strategies from Math 44 and classroom adaptations to assist students
- Develop consistent math vocabulary from grade to grade and school to home
- Provide additional classroom, LAC, Education Assistant, and home support
- Increase the use of manipulatives in a strategic manner
- Recommend websites and activities for home practice
- Provide remedial computer programs at school for referred students
- Continue to provide strategies for the home to support parents whose children are struggling
- Track and communicate progress & adaptations to facilitate transition from grade to grade

Key Performance Measure:	Baseline	Target	Actual
Baseline: Percentage of students in Grade 3 who meet or exceed expectations as measured by teachers in March of grade 3 (report card)	91%	95%	
Target: Grade 4 Report Card March 2016			

School Goal 3:

To increase students' ability to transition with confidence into kindergarten, from grade-to-grade in primary and from Grade 7 into Grade 8

Goal Rationale: The transition from pre-school into kindergarten and from elementary school to secondary school can be challenging for many students not only academically but also socially and emotionally. Pre-schoolers are moving into an environment with less support, longer days and greater expectations for independence. An increasing number of Grade 7 students are presenting with anxiety and adjustment difficulties in Grade 8 which can have an adverse effect on their attendance, academic achievement and social success. A focus on developing strategies and supports will help to alleviate some of the stressors for these students.

Objective 3.1:

To increase the percentage of students who report feeling confident about their transition from Grade 7 to 8

Strategies/Structures:

- Communicate important student information to secondary through articulation process
- Provide opportunities for Grade 7's to visit Handsworth
- Survey Grade 7 students to determine how best to support them through this transition
- Encourage tutoring of elementary students by capable secondary students
- Invite secondary students to referee and/or provide athletic clinics at Highlands
- Invite secondary students to talk with Highlands Grade 7's about their transition concerns
- Encourage connections between elementary and secondary clubs (e.g., Green Team, Student Council etc.)
- Encourage participation in FOS volleyball/basketball tournaments
- Communicate academic achievement of Highlands Grade 8 students to Grade 7 teachers
- Continue to provide opportunities for students to attend Handsworth events (e.g., drama, band, strings performances etc.) and perform with Handsworth students (e.g., Zone concerts for bands and strings)
- Implement the Safe Teen program for Grades 6 and 7 students

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Grade 7/8 Transition Survey administered in September 2015 (baseline) and again in May 2016 (actual), Question 6: "Are you confident entering into the larger school community of secondary school?"	TBA Sept	TBA Sept	

Objective 3.2:

To increase the number of students who are able to transition quickly and easily into kindergarten as measured by teacher observations.

Strategies/Structures:

- Provide the parents during the kindergarten parent meeting with strategies to alleviate separation anxieties and increase independence
- Transition the children into kindergarten using a gradual entry process
- Provide additional supervision aide support during the first weeks of school
- Provide additional EA support during the first weeks of school as needed
- Provide peer counsellor support on the playground
- Provide an opportunity for teachers to meet with parents for an intake interview

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Teachers noted many students entering kindergarten in the fall of 2010, 2011, 2012 and 2013 who exhibited anxiety by refusing to stay without their parent, by preventing their parent from leaving, by crying or by arriving late. This anxiety persisted for many of these children for many weeks.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Teachers will note that most of the kindergarten children are able to separate from their parent and begin their school day on time by the end of September. They will also continue to demonstrate increased independence as the year progresses.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">-

Connections:

Connections to Family of School's School Plans:

The five schools in the Handsworth Family of Schools (Canyon Heights Elementary, Cleveland Elementary, Highlands Elementary, Handsworth Secondary and Montroyal Elementary) work collaboratively to develop commonalities among the five school plans. The administrations from the FOS meet on a regular basis to discuss school directions, instructional initiatives and issues that affect the schools and school communities. School Plans are shared and frequently discussed. This collaborative approach assists with and strengthens the development of the goals, objectives, data sources and strategies to ensure success for all students.

Over the past eight years, the School Planning Councils in the Handsworth Family of Schools have met annually for in-service regarding the process of developing a school plan and to provide an opportunity to share and discuss current goals and objectives. The five schools within the Handsworth Family of Schools share a focus on one or more of the goal areas of reading/writing, mathematics and safe school/social responsibility.

Consultation Process of Highland 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 Highlands School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2015

	Name	Signature
Chairperson (Principal)	Todd Henderson	<i>Original Document Signed by SPC Members</i>
Parent	Anna Archer	
Parent	Kathy Bright	
Parent	Amanda Clark	

Board Approval of School Plan:

Approved by:

Mark Pearmain, Assistant Superintendent
June 15, 2015