

North Vancouver School District
SCHOOL PLAN *for* 2011-2012

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

School/Community Context:

Mission Statement:

At Highlands, every child is encouraged to become an independent, self-motivated student with a positive attitude towards learning and a sense of responsibility and empathy for others.

Philosophy:

The Highlands School staff believes a co-operative, open environment fosters the best possible academic personal and social development for each student. Every child is encouraged to become an independent, self-motivated student with a positive attitude towards learning and a sense of responsibility and empathy for others.

Our school policies and procedures reflect the principles of child development, current educational practices and research, and a concern for the needs of the individual child. Our programs encourage students to focus on the task of acquiring the knowledge, skills and attitudes needed to be successful in society.

We recognise that education is a partnership between home and school, and we encourage parents to become involved through the Highlands parent Advisory Council (HPAC).

Our Mission Statement and our Philosophy form the foundation of our activities at Highlands, and both are reflected in our School Plan. We have utilized a number of district and school-based tools and have had numerous discussions with our teachers and parents to identify several priorities for the school in the upcoming year. We believe that by focussing some attention on these priorities, we can continue to elevate our school and student performance to meet their potential.

The Objectives enumerated below contain areas of education, both in broad-based social and in more traditional subject areas, that are highly correlated with further success in both school and in life. These areas – from reading, writing and numeracy to student responsibility, safety and compassion – speak directly to our school mission and philosophy. Our unwavering attention to building these critical skills in all of our students provides the foundation of this plan.

Highlands Elementary is a welcoming school with strong parental support, 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. We moved into our new building in September 2009 and are now enjoying the expansive new gravel playfield which was completed last summer.

Highlands has a vibrant music program from kindergarten to grade 7, including extra-curricular band and strings. Students also enjoy a wide variety of extra-curricular athletic opportunities which 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, a Crossing Guard Program involving over 50 students and many parent supervisors, and a Green Team.

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 Pumpkin Patch, Bike Week, Gingerbread House Workshop, Parent Dance and Silent Auction, and Ice Cream/Talent Show event, highlight the value placed on school and community interaction.

Demographics (2010-2011 school year):

Total number of students: 426 Male: 216 Female: 210

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	44	58	45	55	48	66	63	49

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
21.75	<1%	7%	4%	4%

Progress Analysis:

Review of School Goals – Previous Year

Objective 1.1: To increase the percentage of students in Grades 2 and 3 (2010-2011) who are meeting or exceeding expectations in reading

- quantitative measurement based on March 2010 report card data (students were then in Grade 1)
- the baseline was established at 74% of Grade 1 students who were meeting or exceeding expectations
- the actual result as taken from March 2011 report cards (students now in Grade 2) showed a slight decrease rather than an improvement, at 73%
- quantitative measurement based on March 2010 report card data (students were then in Grade 2)
- the baseline was established at 80% of Grade 2 students who were meeting or exceeding expectations
- the actual result as taken from March 2011 report cards (students now in Grade 3) showed an improvement of 9% for a total of 89% and exceeded the target of 85%

Objective 1.2: To improve the printing skills of primary students

- qualitative measurement based on observation of students and on writing samples
- the baseline was established at 78% of primary students who were meeting expectations in printing
- the actual result showed an increase of 7% to 85% but did not reach the target of 89%

Opportunities for Further Development:

- We will retain Objective 1.1 in the 2011-2012 School Plan for this cohort of Grade 2 students. It is apparent that they would benefit from continued support in their Grade 3 year. In addition, we have identified a group of Grade 1 students through report card data who would also benefit from extra reading support in Grade 2. The Grade 3 students tracked through this year's plan will continue to be monitored but, given their achievement this year, will not be a focus of next year's School Plan.
- We will not include Objective 1.2 in the 2011-2012 School Plan. Although the target was not achieved, there was a notable improvement of 7%, and we will continue our efforts with these students. We expect that with this on-going attention, we will meet and exceed this target. Furthermore, there was significant improvement in the results of the kindergarten students. 98% of this year's students met expectations in printing in March as compared with 81% of last year's kindergarten students. We targeted this group last spring by providing the new kindergarten parents with a printing package which included activities and suggestions for proper skill development. Based on this year's success, we will continue this program with upcoming kindergarten students, and we expect that we will continue to see improving printing skills in our primary children as we continue to encourage early support in the home.

Objective 2.1: To increase the percentage of Grade Two students (2010-11) who meet or exceed expectations in mathematics

- quantitative measurement based on March 2010 report card data (students then in Grade 1)
- the baseline was established at 83% of students who were meeting or exceeding expectations
- the actual result of 84% of current Grade 2 students who now meet or exceed expectations exceeded the target

Objective 2.2: To increase the percentage of students who meet or exceed expectations with basic computational skills in mathematics (addition, subtraction, multiplication, division) in Grades 1-7

- qualitative measurement based on a school-based assessment tool
- the development of the assessment tool took much longer than anticipated and was not ready for September 2010 as hoped
- this objective has therefore not been measured

Opportunities for Further Development:

- We will not include Objective 2.1 in the 2011/2012 School Plan. Students demonstrated significant improvement, and the target was met.
- We will include Objective 2.2 in the 2011/2012 School Plan. The assessment tool was completed in April and is now ready to use.

Objective 3.1: To decrease the incidence of cyber- bullying in the intermediate grades

- quantitative measurement based on the 2010 Social Responsibility Survey
- the baseline was established at 12% of students reporting they have been affected by/involved in cyber-bullying
- the actual result of 3.49% showed a significant decrease and exceeded the targeted decrease of 4%

Objective 3.2: To increase the percentage of students who report feeling safe at school

- quantitative measurement based on the 2011 Satisfaction Survey
- the baseline was established at 73% (Grade 4) and 84% (Grade 7) of students who respond Many Times/All of the time to question “Do you feel safe at school?”
- the actual result of 79% (Grade 4) did not meet the target of 85%; the actual result of 84% (Grade 7) was only slightly below the target of 85%
- quantitative measurement based on the 2011 Satisfaction Survey
- the baseline was established at 74% (Grade 4) and 75% (Grade 7) of students who respond No Times/Few Times to question “At school are you bullied, teased or picked on?”
- the actual result of 79% (Grade 4) did not meet the target of 85%; the actual result of 82% (Grade 7) was slightly below the target of 85%

Opportunities for Further Development:

- We will not include Objective 3.1 in the 2011/2012 School Plan. The target was met. The strategies of direct teaching and visits by guest speakers including secondary student leaders were extremely successful and will continue to be implemented with intermediate students to build awareness and understanding.
- We will not include Objective 3.2 in the 2011/2012 School Plan. At first glance, it appears that the targets were not met. In each case, however, there was a notable improvement from the baseline, and the difference between the actual and the targets may not be statistically significant.
- Further to objective 3.2, the data was obtained from the Satisfaction Survey. Although the survey provided interesting data in this regard, the nature of the questions and its design made it difficult to be certain how to interpret that data. The questions, “Do you feel safe at school?” and “At school, are you bullied, teased or picked on?” could be interpreted in many different ways. As a school community we are committed to providing a safe environment for all our students and believe that it is important to elicit feedback from students to determine whether we are meeting their needs in this area. Therefore, in consultation with staff, students and parents, we will develop a survey that targets the specific needs of the Highlands community and allows for more developed responses from students. We are hopeful that these responses will provide clear direction for support and intervention.

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Highlands School Plan for 2011-12 are:

- 1. To improve the reading proficiency of identified primary students**
- 2. To improve the mathematical proficiency of students in Grades 1 - 7**
- 3. To improve the level of responsibility and independence demonstrated by students in Grades K - 7**

**School Goal 1:
To improve the reading proficiency of identified primary students**

Goal Rationale:

As articulated in our learning philosophy, 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 identified a group of current Grade 1 students who require additional reading support through Grade 2. We have also been tracking a group of current Grade Two students through the school plan. Because their reading performance on their Grade 2 report cards did not improve from last year's baseline, we believe they should continue to be supported and tracked through this plan in Grade 3.

Objective 1.1:

To increase the percentage of students in Grades 2 and 3 (2011-2012) 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
- 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
- Track and communicate progress & adaptations to facilitate transition from grade to grade
- Increase parents' understanding and support as well as students' enthusiasm in the area of reading through newsletter articles, HPAC meetings, reading presentations, the Chocolate Lily Awards, Red Cedar awards, and Book Fairs
- Provide a wide variety of reading materials at a variety of levels
- Purchase books to build classroom, home reading and library resources

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Baseline: Percentage of students who are meeting or exceeding expectations in reading as measured by the March report card in Grade 1 (2011)	79%	84%	
Target: Grade 2 Report card March 2012			

Key Performance Measure:	Baseline	Target	Actual
Baseline: Percentage of students who are meeting or exceeding expectations in reading as measured by the March report card in Grade 2 (2011)	73%	80%	
Target: Grade 3 Report card March 2012			

School Goal 2: To improve the mathematical proficiency of students in Grades 1 -7

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.

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 Grades 1-7

Strategies/Structures:

- Implement strategies from Math 44 and classroom adaptations to assist students
- Develop consistent vocabulary from grade to grade and school to home
- Provide additional classroom, LAC, SEA and home support
- Increase the use of manipulatives in a strategic manner from K-7
- Recommend websites and activities for home practice
- Track and communicate progress & adaptations to facilitate transition from grade to grade

Key Performance Measure:	Baseline	Target	Actual
Baseline: Percentage of students by grade who meet or exceed expectations as measured by school-based assessment tool in May 2011	TBA	TBA	
Target: Assessment May 2012			

School Goal 3:

To increase the level of responsibility and independence demonstrated by students in grades K - 7

Goal Rationale:

We believe that students must become independent and responsible learners in order to be successful in the increasingly complex world of the 21st century. Student responsibility is a central message in our school mission. Students' ability to organize their time and materials and to set goals and accomplish them has a significant effect on their learning and enables them to reach their full potential. We have also noticed an increase in the number of students who arrive late to school and who are taking extended vacations during school days. These lates and extended absences have a negative impact on student learning. To that end, we hope to increase the partnership between home and school in order to work collaboratively on the key areas of attendance and homework.

Objective 3.1:

To increase the percentage of students in Grades K - 7 who demonstrate consistent and timely attendance, completed planners and completed homework

Strategies/Structures:

- establish close communication between the home and the school by fostering a two-way dialogue
- communicate regularly with respect to this objective through school newsletters, classroom newsletters, Curriculum Night, teacher web sites, student planners, and other home/school communication links
- establish clear expectations for planner completion and signing
- teach organization and study/review strategies
- encourage and provide strategies to parents to provide time and space for homework completion
- encourage and provide strategies to parents to provide appropriate support for homework when necessary
- encourage and provide strategies to parents to demonstrate interest in their child's school experience
- establish expectations that students arrive at school on time and ready to learn
- educate families with respect to the impact of extended vacations
- monitor attendance and "lates" and communicate school concerns by letter

Key Performance Measure:	Baseline	Target	Actual
Baseline: The number of "lates" as reported in BCeSIS from September 2010 to March 2011	2,808	1,925	
Target: September 2011 to March 2012			

Evidence: (Qualitative)

<p>Qualitative Baseline: April 2011</p> <ul style="list-style-type: none"> - Teachers will record the number of students who arrive at school prepared with the necessary supplies/notices for the day, homework completed, and planner signed. - Teachers will record the number of students who are able to organize their homework to go home with planners filled out completely and necessary materials put in backpacks
<p>Qualitative Target: April 2012</p> <ul style="list-style-type: none"> - An increase in the number of students who arrive at school prepared with the necessary notices/supplies for the day, homework completed, and planner signed as noted by the teachers - An increase in the number of students who are able to organize their homework to go home with planners filled out completely and necessary materials put in backpacks as noted by the teachers
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Teachers will record the number of vacations taken during school days (September 2010– April 2011) TBA
<p>Qualitative Target: April 2012</p> <ul style="list-style-type: none"> - A decrease in the number of vacations taken during school days (September 2011 – April 2012) TBA
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

Connections:

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

As illustrated below, Highlands recognizes the strengths of other schools and communities and deliberately builds linkages through our educators, parents and students with these communities, especially those in our Family of Schools.

There is intentional congruence between the Highlands School Plan and the District Achievement Plan. Both the Highlands and District plans include a goal related to improving the reading performance of identified students. Goal 2 in the District Plan addresses “the safe, caring and relational aspects of instruction in our schools”. We are committed to the development of a school-based tool to elicit data from students with respect to student safety. The District Plan highlights the importance of aboriginal awareness and aboriginal achievement. While only a few students of aboriginal ancestry attend our school, Highlands School acknowledges and promotes awareness of Aboriginal issues through use of culturally diverse materials, the Aboriginal Book Bin, and participation in First Nations programs (e.g., The Grade 4 Big House program) and by connecting First Nations curriculum to the community in which we live.

Principals meet monthly in our Family of Schools to discuss such topics as school directions, professional development, instructional initiatives and concerns, support for students with special needs, Grade 7/8 transition, and the progress of School Plan implementation.

Over the past six years, the Highlands SPC has met with other Handsworth Family of Schools SPC members to learn how to refine the process of developing a school plan and to share and discuss current goals and objectives.

Each of the five school sites in the Handsworth Family of Schools shares a focus on one or more aspects of each of the following three goal areas: reading/writing, mathematics and safe schools/social responsibility.

Consultation Process of Highlands 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, 2011.

School Planning Council Approval of Proposed School Plan:

Date: April 29, 2011

	Name	Signature
Chairperson (Principal)	Arlie Thompson	<i>Original Document signed by SPC Members</i>
Parent	Richard Berg	
Parent	Kathy Bright	
Parent	Karen Magelund	

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 13, 2011