

# North Vancouver School District SCHOOL PLAN for 2012-2013

**School:** Highlands Elementary School  
**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 three-year old building with its huge gym, built-in sound field systems and Smart Boards, 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 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, and a Crossing Guard Program involving over 50 students. The Highlands Green Team is a growing concern with parents and teachers supporting the students in various 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 Pumpkin Patch, Bike Week, Gingerbread House Workshop, Parent Dance and Silent Auction, and Talent Show, highlight the value placed on school and community interaction.

## Demographics (2011-2012 school year):

Total number of students: 430 Male: 220 Female: 210

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	42	50	59	45	59	49	64	62

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>24.31</b>	<b>1.4%</b>	<b>7.2%</b>	<b>4.65%</b>	<b>4.65%</b>

## Progress Analysis:

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

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

**Objective 1.1:** To increase the percentage of students in Grades 2 and 3 (2011-2012) who are meeting or exceeding expectations in reading

#### Trend Data Table:

<b>Key Performance Measure:</b> Percentage of students who are meeting or exceeding expectations in reading as measured by the March report card in Grade 1 (2011)			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011-2012 (current Grade 2's)	<b>79%</b>	<b>84%</b>	<b>80%</b>

#### Trend Data Table:

<b>Key Performance Measure:</b> Percentage of students who are meeting or exceeding expectations in reading as measured by the March report card in Grade 2 (2011)			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011-2012 (current Grade 3's)	<b>73%</b>	<b>80%</b>	<b>76%</b>

#### Trend Data Analysis:

- Actual data was determined through conversations with teachers; March report cards were not issued due to teachers' strike
- Neither target was met; the gains for each cohort group are slight and not significant
- A significant number of students are represented (12/11 students); this is the same number of students as last year without a significant shift in the group composition
- Grade 3 students not meeting expectations in reading will be at risk next year in their first year of intermediate
- A one-year timeline is too short to effect profound change

**ACTION:** Continue this goal for at least another year to track these two cohorts

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

**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

**Trend Data Table:**

<b>Key Performance Measure:</b> Percentage of students by grade who meet or exceed expectations as measured by school-based assessment tool in May 2011			
<b>2010-2011</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 7	<b>92%</b>		
Grade 6	<b>85%</b>		
Grade 5 (current Grade 6's)	<b>68%</b>	<b>80%</b>	<b>84%*</b>
Grade 4(Current Grade 5's)	<b>67%</b>	<b>80%</b>	
Grade 3	<b>91%</b>		
Grade 2	<b>77%</b>		
Grade 1	<b>89%</b>		

**Trend Data Analysis:**

- The SPC identified two cohorts (Grade 5 and 6) in which a large number of students were not meeting expectations as measured by the assessment
  - It was difficult to track their performance this year due to the teachers' strike; no actual was available for the Grade 4's (2012 Grade 5's)
  - One class of Grade 6's is taught by an administrator; the assessment was administered to them in March and the data collected.
  - Note that the Grade 5 actual\* (2012 Grade 6's) therefore only comprises results from 47% of Grade 6 students
- ACTION:** Continue this goal during the 2012-13 school year to track the performance of the 2012 Grade 5's and 6's

**Previous School Plan Goal 3: To increase the level of responsibility and independence demonstrated by students in grades K - 7**

**Objective 3.1:** To increase the percentage of students in Grades K - 7 who demonstrate consistent and timely attendance, completed planners and completed homework

**Trend Data Table:**

<b>Key Performance Measure:</b> The number of "lates" as reported in BCeSIS from September 2010 to March 2011			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011-12	<b>2,808</b>	<b>1,925</b>	<b>2,006</b>

**Trend Data Analysis:**

- Although the target was not reached, we are pleased with the significant drop in the number of lates on a month-by-month basis - a decline of 802

**ACTION:** Discontinue as an objective

**Qualitative Evidence:**

**Qualitative Baseline:** April 2011

- 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

Only 4 teachers reported that over 85% of their students were prepared at the beginning and end of the day

**Qualitative Actual and Analysis:**

- It was not possible to ascertain 2012 percentages due to the teachers' strike
- In conversation, 14 out of 17 teachers stated that most or all of their students were ready at the start of the day
- In conversation, 15 out of 17 teachers stated that most or all of their students were able to get ready independently at the end of the day
- teachers seem largely satisfied with students' level of preparation

**ACTION:** Discontinue as an objective.

### Qualitative Evidence:

#### *Qualitative Baseline:* April 2011

- Number of vacations taken during school days (September 2010– April 2011: 304 vacations)
- This number was determined anecdotally by recollection rather than systematically through BCeSIS and is likely under-reported
- This data was reported as the number of vacations, rather than the number of vacation days

### Qualitative Actual and Analysis:

- A total of 1464 **days** of vacation have been taken by 378 students (BCeSIS data)
- The number of vacations does not differentiate between short vacations of several days and long ones of several weeks. We felt that the length of the vacation was an important consideration and therefore decided to record the number of vacation DAYS rather than the number of vacations
- This total cannot be effectively compared with the baseline because they are measuring different things
- We feel that the total number of vacation days taken this year is too high. From another viewpoint, it represents a total of 7.69 years of school!
- Despite monthly communication with the school community and discussion at HPAC meetings, vacation days continue to significantly impact student attendance at school
- The decision to take vacations during school time is a complex one comprised of many determinants. This phenomenon is largely outside of our control.

**ACTION:** Discontinue as an objective.

### Opportunities for Further Development:

While significant improvement has been made with respect to the number of “lates”, the SPC feels that it is important to continue to monitor them. Regular communication through the school newsletter regarding trends and direct communication with families appeared to have a positive effect and will be continued.

Although we are discontinuing the objective which focuses on vacations, we will continue to track them and report out to the community when it seems important to do so. We will also continue to educate the community with respect to school attendance and the impact that frequent and lengthy vacations has on student achievement.

### School Goals for 2012-2013:

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

1. **To improve the reading proficiency of identified students**
2. **To improve the mathematical proficiency of students in Grades 6 & 7**
3. **To increase students’ ability to transition with confidence into Kindergarten 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 two cohorts of students (Grade 2's and 3's) 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 Grades 3 and 4.

### Objective 1.1:

To increase the percentage of students in Grades 3 and 4 (2012-2013) 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, the Literacy Centre and the home
- Track and communicate progress & adaptations to facilitate transition from grade to grade
- Continue to provide strategies for the home to support parents whose children are struggling
- 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
<b>Baseline:</b> Percentage of students who are meeting or exceeding expectations in reading as identified by teachers in March of Grade 2 (2012)	80%	83%	
<b>Target:</b> Grade 3 Report card March 2013			

Key Performance Measure:	Baseline	Target	Actual
<b>Baseline:</b> Percentage of students who are meeting or exceeding expectations in reading as identified by teachers in March of Grade 3 (2011)	76%	80%	
<b>Target:</b> Grade 4 Report card March 2013			

## School Goal 2:

**To improve the mathematical proficiency of Grade 6 & 7 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 two cohorts 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 Grades 6 and 7**

### 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, SEA 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
- Use results of Grade 6 Math Assessment to identify at-risk 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

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>Baseline:</b> Percentage of students in Grade 4 who meet or exceed expectations as measured by school-based assessment tool in May 2011	68%	79%	
<b>Target:</b> Assessment in Grade 6 May 2013			
<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>Baseline:</b> Percentage of students in Grade 5 who meet or exceed expectations as measured by school-based assessment tool in May 2011	67%	79%	
<b>Target:</b> Assessment in Grade 7 May 2013			

### School Goal 3:

**To increase students' ability to transition with confidence into kindergarten 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 Grade 7/8 Transition Survey administered to our current Grade 7's, showed that only 63% of students felt confident about entering into the larger school community of secondary school. A focus on developing strategies and supports for kindergarten students and Grade 7's and Grade 8's 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 help at Fun Day
- 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.)
- 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 2012 (baseline) and again in May (actual), Question 6: "Are you confident entering into the larger school community of secondary school?"	TBA	TBA	

### 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 SEA 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)

<b>Qualitative Baseline:</b> <ul style="list-style-type: none"><li>- Teachers noted many students entering kindergarten in the fall of 2010 and 2011 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.</li></ul>
<b>Qualitative Target:</b> <ul style="list-style-type: none"><li>- 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.</li></ul>
<b>Qualitative Actual:</b> <ul style="list-style-type: none"><li>-</li></ul>

### Connections:

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

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 six 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.

The school plans from each of the schools within the Handsworth Family of Schools also connect to the District Achievement Contract 2011-14, specifically Goal 1: To improve students' achievement in literacy (Reading: Canyon Heights, Cleveland, Handsworth and Highlands; Writing: Canyon Heights, Handsworth and Montroyal) and Goal 2: To improve students' achievement in numeracy (Highlands, Cleveland, and Handsworth).

**Consultation Process of Highlands 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 Highlands Elementary School Plan will be posted on the school web site by October 31, 2012.

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

Date: May 3, 2012

Name		Signature
Chairperson (Principal)	Arlie Thompson	<i>Original Document signed by SPC Members</i>
Parent	Anna Archer	
Parent	Kathy Bright	
Parent	Cynthia Ellacott	

**Board Approval of School Plan:**

**Approved by:**  
  
**Bryn Roberts, Assistant Superintendent**  
**June 11, 2012**