

North Vancouver School District
SCHOOL PLAN for 2013-2014

School: Seymour Heights Elementary
Address: 2640 Carnation St.
North Vancouver, BC V7H 1H5
Phone: 604-903-3760

School/Community Context:

Seymour Heights Elementary is located east of the Seymour River and is part of the Windsor High School Family of Schools.

Seymour Heights applied for an Outdoor Classroom Grant through Majesta, a personal paper company, which holds a yearly contest for \$20,000 to build an Outdoor Classroom. Seymour Heights' application made the top ten final contestants, out of 120 applications. The finalists were chosen across Canada and competed to win the most votes in a 39-day period. The effort to win community votes provided a wonderful opportunity for the students, staff and parents to work together and show school spirit. Teachers' exploration and inspiration in outdoor learning gave use new direction for the 2013-2014 goals

High Tech High and the North Vancouver School District focus on Project Based Learning inspired the Seymour Heights staff. Staff have read articles, discussed at staff meetings and attended in-service. The hallways were full of evidence of Project-based learning and a greater focus on creative ways to represent understanding and learning. We received a grant from the school district for teacher release time to collaborate and plan together.

There were many facility improvements to address the specific needs of our special needs students. We reorganized the storage spaces in the building and the Finance and Facilities Department renovated the storage rooms to allow for student respite and we have planned a sensory room for our students with sensory integration needs.

The Seymour Heights catchment is a transitional population. The families represent a broad range of socio-economic and cultural backgrounds. Some families struggle financially and many of our students report that they spend time after school at home by themselves, on the computer. Because of this need, the administration has sought community links and supports for students such as: North Shore Neighbourhood House Leadership Program (Y4C), Parkgate Youth Workers spend Wednesdays at lunch at our school, Boys and Girls club pick-up 3 afternoons a week and Ron Andrews community centre runs extra-curricular programming at the school site.

Demographics (2012-2013 school year):

Total number of students: 275 Male: 145 Female: 130

| Number of students per grade | | | | | | | | |
|-------------------------------------|----|----|----|----|----|----|----|----|
| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| English | 33 | 41 | 24 | 29 | 37 | 38 | 39 | 33 |

| # FTE Teachers & Administrators | % Aboriginal Students | % Special Needs Students | % International Students | % ELL |
|---------------------------------|-----------------------|--------------------------|--------------------------|-----------|
| 16.42 | 3% | 14% | 1% | 4% |

Progress Analysis:

Review of School Goals – Previous Year(s)

Goal 1: To improve reading proficiency of students identified as “at risk” or not yet meeting grade level expectations in Grades 1,2,4, and 6.

Objective: 1.1 (Reading – Kindergarten): To improve the performance of “at risk” students identified on the Test of Phonological Awareness.

Evidence: *(Quantitative)*

| Key Performance Measure: TOPA – Test of Phonological Awareness | Baseline | Target | Actual |
|---|------------------------|---------------|----------------------|
| 2010 Jan – 11% below; 89% above the 25 th percentile June –0% below: 100 % above or at the 25 th percentile | 2010 January 89% | 2010 95% | 2010 June 100% |
| 2011 Jan – 14% below; 86% above the 25 th percentile June –10% below: 90 % above the 25 th percentile | 2011 January 86% | 2011 95% | 2011 June 90% |
| 2012 Jan – 17% below; 83% above the 25 th percentile June –3 % below: 97% above the 25 th percentile | 2012 January 83% | 2012 95% | 2012 June 97% |
| 2013 Jan – 11% below; 89% above the 25 th percentile June –below: above the 25 th percentile | 2013 January 89% | 2013 95% | 2013 June |

Trend Data Analysis:

There has been an increase from year to year and we have shown consistent improvement. Percentage increase may or may not be attributed to kids and levels of support – this cannot be determined from this data alone. All students who scored below the 25th percentile on the TOPA in January receive support (small group instruction for 30 to 40 minutes per week with our Learning Assistance Teacher) from January until June when they are re-tested. Parents of the identified students are given suggestions for how to support their child’s progress. As a result, some of the reasons for differences in percentage gains may be attributed to the level and kind of support parents are providing at home.

As the data consistently shows, we have met this goal and will no longer continue to report on it.

Objective: 1.2 (Reading-Grades 1 and 2) To improve the performance of grades 1 and 2 students as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test.

| Key Performance Measure: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Percentage of grade 1 students who met reading readiness as defined by DIBELS | | | |
|--|--------------------------|---------------|----------------------------|
| | Baseline | Target | Actual |
| 2010-2011 | Fall 2010 37% | 90% | Spring 2011 63% |
| 2011-2012 | Fall 2011 26% | 90% | June 2012 48% |
| 2012-2013 | Fall 2012 45% | 90% | June 2013 |

| Key Performance Measure: Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Percentage of grade 2 students who met reading readiness as defined by DIBELS | | | |
|---|----------------------|---------------------|----------------------|
| | Baseline | Target | Actual |
| 2011 | 2011 Fall | 2011 90% | 2012 June |
| 2012 | 2012 Fall | 2012 90% | 2013 June |

Trend Data Analysis:

The DIBELS assessment focuses on reading fluency. Baseline data indicates students who may were at risk or well below benchmark. We have had inconsistent improvement and we will continue to focus LAC support (small group instruction for 30 to 40 minutes per week with the Learning Assistance Teacher) and are re-tested either in March or June.

Since last year this assessment is not being used with grade two students. It is only administered to students in the fall and spring of grade one; therefore, there is no data for Gr. 2 and we will no longer report on the DIBELS data.

Objective: 1.3: To improve reading proficiency of students identified as being “at risk” in Grades 4, and 6.

Trend Data Table:

| |
|--|
| Key Performance Measure: RAD students not yet meeting expectations overall expectations |
|--|

| | Baseline | Target | Actual |
|--------------|-----------------------------|--------------------|------------------|
| 2013 Grade 4 | January 2013 26% | 5% decrease | June 2013 |
| 2013 Grade 6 | January 2013 28% | 5% decrease | June 2013 |

In January 2013, Seymour Heights started to make use of the RAD (Reading Assessment Device) to assist in developing a more complete understanding of the reading profiles of the students. The informs teachers of students' skills in terms of reading strategies, reading comprehension and analysis of reading. For students in Grades 4 to 6, assessment data indicates a need to focus reading instruction on interpreting text, making inferences and analyzing text.

Learning Assistance will continue to be provided for those students who have been identified as requiring significant extra support. The LAC teacher is using reading strategies to support further development in reading comprehension. Adrienne Gear's book 'Reading Power' is one resource the intermediate LAC teacher is using as an instructional tool.

Opportunities for Further Reading Development:

- Continuation of literacy partnership with Windsor Secondary School students with Grade 3 cohort
- Camp Read event twice every school year
- Continue to provide opportunities in which students appreciate the benefits of reading (i.e. buddy classes, book clubs, DEAR, home reading program)
- Continue to build a common reading resource amongst all grades (Nelson Literacy) that supports reading comprehension strategies as presented in Adrienne Gear's book: Reading Power
- Continue to build reading comprehension strategies to support reading of non-fiction texts as presented in Adrienne Gear's book: Reading Power Non-fiction
- Survey students to inquire why reading is important to them

Previous School Plan Goal 1: To increase student's sense of safety, responsibility and belonging, K-7

Objective 2.1: To increase student's opportunities for leadership

Trend Data Table:

Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating "Many times" or "All the time" in response to our focus questions:

"I take an active role to help make my classroom and school a better place"

| | Baseline | Target | Actual |
|---------------|--------------------------|---------------|---|
| November 2010 | | 75% | 66% |
| 2012 | April 2012 89% | 95% | November 2012 (question deleted from District survey) |

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

As the data is inconsistent, and the School District survey has changed from year to year, we cannot find a significant change over time. From November 2010 to November 2012 we have seen a 23% increase.

Students attended WE day and were inspired to make change at our school with a focus on recycling, energy conservation and community clean-ups. We will continue to focus on Student Leadership, with a focus on environmental leadership.

Strategies/Structures:

We will continue:

- Student lunchtime Club program and document using the school blog; the clubs promote belonging and student leadership
- Student Leadership program and celebrate their involvement with a formal bulletin board and student driven assemblies; encourage them to take more leadership on playground and perhaps adapt peer counselling training
- Community leadership opportunities: Parkgate Youth Leaders, Northshore Neighbourhood House, Boys and Girls Club and RCMP DARE program
- Student Leadership who advise different school programs and initiatives such as: charity drives, talent shows etc.
- “Student of the month” assemblies will formally recognize student leaders

Objective 2.2: Promote peaceful, positive problem solving skills and anti-bullying

Evidence: *(Quantitative)*

| | | | |
|---|-----------------|---------------|------------------|
| <p>Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions:</p> <p>I have never or rarely experienced verbal or social bullying (exclusion, gossip, humiliation)</p> | | | |
| | Baseline | Target | Actual |
| 2012 | 71% | 80% | 80% |
| 2013 | 80% | 90% | Fall 2013 |
| <p>Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions:</p> <p>I have never or rarely experienced physical bullying (hitting, kicking, punching, physical assault)</p> | | | |
| | Baseline | Target | Actual |
| 2012 | 71% | 80% | 80% |
| 2013 | 80% | 90% | Fall 2013 |

| | | | |
|---|-----------------|---------------|------------------|
| <p>Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions:</p> <p>I feel safe at school</p> | | | |
| | Baseline | Target | Actual |
| 2012 | 77% | 90% | 75% |
| 2013 | 75% | 90% | Fall 2013 |

| | | | |
|---|-----------------|---------------|---------------|
| <p>Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions:</p> <p>If I am bullied or see bullying take place, I would tell an adult</p> | | | |
| | Baseline | Target | Actual |
| 2012 | 98% | 90% | 71% |
| 2013-2014 | 71% | 90% | |

| Key Performance Measure: Mean behaviour reported to administration | | | |
|---|--|------------------------------------|--|
| | Baseline Sept. 2011- April 2012 | Target | Actual Sept. 2011- April 2013 |
| Mean behaviour reported to administration; | 119 | 5% decrease of baseline | |

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

The data from the survey shows that fewer students experience verbal/social bullying (a decrease of 9%), but that students report a 12% increase of physical bullying. That would refer to data from 2011-2012 school year, where we had more physical acts of aggression documented by school suspensions.

We have had fewer suspensions in the 2012-2013 school year. We attribute that to our focus on our School Code, teaching our school code and greater consistency in teaching/supervision staff acting proactively. We also work with families and the school-based team to address social emotional issues and mental health. Our outside community agencies, such as Hollyburn Family Services, Child and Youth Mental Health (Ministry of Children and Families) and the Vancouver Coastal Health: Child and Adolescent programs, should be credited for their support of our students and families. We also started the year with Safety Plans in place to ensure that staff addressed student needs in a proactive, consistent and supportive manner.

We would like to maintain this goal, but the School Planning Council and teaching staff would like to extend the focus to student empowerment and safety.

Objective 2.3: To increase awareness and understanding of the School Code of Conduct and the expectations for positive and safe behaviours

Trend Data Table:

| | | | |
|---|----------------------|---------------|---------------|
| Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions: | | | |
| “I know how I am expected to behave” | | | |
| | Baseline | Target | Actual |
| November 2010 | | 75% | 86% |
| 2012 | April 96% | 90% | 93% |
| Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions: | | | |
| I know the School Code of Conduct | | | |
| | Baseline | Target | Actual |
| 2010 | | 75% | 58% |
| 2012 | April 67% | 95% | 86% |
| Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions: | | | |
| “I follow the school code of conduct” | | | |
| | Baseline | Target | Actual |
| 2010 | | 75% | 80% |
| 2012 | N.A. | 95% | 87% |

Two questions were removed from the North Vancouver Safe and Caring School Survey:

- I solve problems in peaceful ways 73% 2010
- There is an adult at the school that I go to for support or advice or to talk about problems or worries 65% 2010

Trend Data Analysis:

- Increase from 86% to 96% of students know how to behave
- An increase of 24% of students who know the school Code of Conduct, 67% to 86%

Through our monthly Rock-On assemblies, announcements, CARE tickets, regular class-meetings, random acts of kindness focus, class-meetings and or grade meetings with administration- we were able to teach to the school-code and focus positive behaviour.

The school Code of Conduct was difficult to remember and a few children said that it is too long. We adopted **MOP** as our School Code: “Take care of **M**ymself, take care of **O**thers and take care of this **P**lace”. The students developed the rules for the school, in relation to MOP and shared at a school assembly. Students created skits, songs, stories and posters to teach the school about what MOP meant to them. The staff and parents then developed the rules. The School Code of Conduct was updated on the school website. The staff will send the Code of Conduct home for parents to discuss and sign, this will be part of our start-up package of paperwork.

Opportunities for Further Development:

- Staff developed a school-wide strategies for self-regulation at an April Professional development day: Mind-up school wide and at assemblies, physical exercise at the beginning if the day, music listening, fidget toys, classroom makeovers to address teacher’s own sensory needs and music listening
- Apply for funding and grants to furnish a “Sensory Room” for our students with special needs and other students that need to regulate sensory input
- Common language at School: teach at Rock-On assemblies, use character education curriculum and teach students about being a social detective (Superflex program <http://www.socialthinking.com/>) to develop empathy and perspective taking
- Classroom implementation of TRIBES (<http://tribes.com/>); three staff have been trained; we have been using TRIBES strategies in staff meetings

School Goals for 2013-2014:

The BC Ministry of Education is in the process of finalizing the BC Education Plan. Moving forward, the Windsor Family of Schools (WFOS) School will use the BC Ed Plan Cross-Curricular Competencies to frame our School Plans for the school year. The Cross-Curricular Competencies are based on the principles that education should lead to the development of the whole child-intellectually, personally and socially. The cross-curricular competencies are the set of intellectual, personal, and social skills that all students need to develop in order to engage in deeper learning—learning that encourages students to look at things from different perspectives, to see the relationships between their learning in different subjects, and to make connections to their previous learning and to their own experiences, as members of their families, communities, and the larger society.

There are three cross-curricular competencies, each with a number of sub domains: Thinking Competency (Critical Thinking, Creative Thinking, Reflective Thinking), Personal and Social Competency (Positive personal and cultural identity, Personal awareness and responsibility, Social awareness and responsibility), Communication Competency (Use of language, Digital Literacy).

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Seymour Heights School Plan for 2013-2014

1. To improve reading proficiency of students identified as “at risk” or not yet meeting grade level expectations.

2. To increase student’s sense of safety, belonging and engagement K-7 with a focus on self-regulation, student empowerment and outdoor learning.

School Goal 1: To improve reading proficiency of students identified as “at risk” or not yet meeting grade level expectations in Grades Kindergarten 1, 2, 4 and 6.

Goal Rationale:

Research consistently indicates that early intervention is one of the key factors for future academic success. It is acknowledged that students identified as “at risk” or below expectations for their age/grade in reading would benefit in the long term from additional learning support. It was determined that students would continue to be identified and will be provided with additional learning support from classroom and learning assistance teachers.

Objective: 1.1: (Reading – Kindergarten): To improve the phonemic awareness of “at risk” K students.

Strategies/Structures/Resources:

- Administer the Test of Phonological Awareness (TOPA) to all Kindergarten students in January 2013 and identify the students scoring below the 25th percentile. Learning Assistance Centre and Kindergarten teachers will collaborate together and provide additional learning support for identified students from January to June. Students who scored below the 25th percentile will be retested in June 2013.
- Use of interventions in Kindergarten as outlined in *Firm Foundations*

Evidence: (Quantitative)

| Key Performance Measure: | Baseline % of students above the 25th percentile | Target | Actual |
|---------------------------------|--|------------------------------------|---------------|
| 2012-2013 | 2013 January 89% | 5% increase from baseline | 2013 June |
| 2013-2014 | 2014 January | 5% increase from baseline | 2014 June |

Objective: 1.2 (Reading – Grades 1 and 2) To improve the reading performance of grades 1 and 2 student as measured by the DIBELS

Strategies/Structures:

Use the DIBELS test to assess students in Grade 1, in the fall of Grade 1, who:

- at the end of Kindergarten were still below the 25th percentile of the June TOPA retest
- are referred by the teacher as performing at the “approaching expectations” level for reading during the Term 1 Fall reporting period
- who are new to the school

(bullet) Students who score below or well below benchmark on the DIBELS receive additional support in reading through the LAC (Learning Assistance Center) for the remainder of grade one. Students will be retested using the RAD in Grade Two in the fall and early spring. The RAD will be used instead of DIBELS since this assessment is more relevant to the reading skills developed in greater depth in grade 2. Students who do not yet meet expectations in reading will receive additional reading support from the LAC and will be closely monitored in grade three.

Home Reading Support:

- We will collaborate with the PAC and invest in the on-line reading program Raz-Kids. We will use the program with the iPads, classroom based computers and give the children on-line accounts for home.

- Continue to invest in the other components of Nelson Reading to develop comprehension

Evidence: *(Quantitative)*

| Key Performance Measure: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) | Baseline | Target | Actual |
|--|-----------------|---------------|---------------|
| 2013-2014 Percentage of grade 1 students who met reading readiness as defined by DIBELS | 2013 Fall | 90% | 2014 June |

Objective 1.3: To improve reading proficiency of students identified at being “at risk” in Grades 4, and 6.

Strategies/Structures/Resources:

- Students in Grade 4 and 6 will be tested using the RAD in January. The RAD consists of three components, which identify student strength/weakness in: reading strategies, reading comprehension, reading analysis. The results of the assessment will be used to identify students who are “at risk”. Those students identified will receive learning support in the classroom and if required, additional LAC support. They will be re-tested in June. Assessing in June instead of April provides authentic teaching time to address areas that require further development. **It is important to note that the majority of grade 6 students who did not meet expectations in reading on the report card and the RAD also have great difficulty with written output. Written output is an issue for the cohort identified in grade 6. The results, particularly for the comprehension section of the RAD may have been influenced due to this. Currently, there is extra EA support to assist the grade 6 cohort with their writing.**
- Students who receive a mark of C/C- in reading during each reporting period will be provided with additional reading support through classroom instruction and LAC.
- Provide individualized or small group instruction and intervention programs for identified students through the Learning Assistance Center.
- Develop Individual Education Plans (IEPs) to support the student’s academic needs and monitor student progress on individualized reading objectives.
- IPAD Apps such as: Four Pies, One Word and Eye Witness Journal will also be used to provide further reading support

Evidence: *(Quantitative)*

| Key Performance Measure: | Baseline | Target | Actual |
|---|-----------------|---------------|-----------------|
| RAD Grade 4 % of students Not Yet Meeting expectations and | January 2013 | 5% decreas | January 2014 |

| | | | |
|--|---------------------|-------------------------|--------------|
| considered at risk | 26% | e of baseline | |
| RAD Grade 6 % of students Not Yet Meeting expectations and considered at risk | January 2013 28% | 5% decrease of baseline | January 2014 |

Evidence: *(Quantitative)*

| Key Performance Measure: | Baseline | Target | Actual |
|---|-------------------|-------------------------|------------------|
| Grade 4 Percentage of students receiving a mark of C/-C in Language Arts for specified reporting period. | March 2013 15% | 5% decrease of baseline | March 2014: Gr 5 |

School Goal 2: To increase student's sense of safety, engagement and belonging K-7 with a focus on self-regulation, student empowerment and outdoor learning.

Goal Rationale: This continues to be a goal for our 2013-2014 school year. As the BC Education Plan and the North Vancouver **(QUOTE STRATEGIC PLAN)** social emotional learning is an important part of addressing the needs of the whole child. If a child feels, safe, engaged with her learning then her school success improves, as well. We will use technology to enhance our goal.

Objective 2.1 To increase the number of students who report that they take an active role in making their classroom or school a better place.

Strategies/Structures/Resources:

- We will continue with school-based opportunities for leadership including: Student Leadership club, lunch monitors, equipment monitors, safety patrol and student-led lunch clubs
- We will ask the Gr. 7's to form a leadership team and focus on educating the younger students on social media; this will enhance our anti-bullying efforts
- The school has enrolled in WE day 2013-2014
- Use of iPads and iMovie to create films for Rock-On assemblies; in spring 2013 the Seycove Flight students came to teach lessons in media and iPad applications; we will enhance this partnership in the future
- students will take a greater leadership in environmental action; we will create a baseline of environmental project from spring 2013 and compare in spring 2014
- class responsibility for school ground clean-up

- Adopt a Street program
- Recycling cans and bottles
- Student Leadership: Energy Conservation study
-

Evidence: *(Quantitative)*

| | | | |
|---|-----------------|---------------|-------------------|
| Key Performance Measure: North Vancouver Social Responsibility survey/BC Ministry of Education Satisfaction Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions: | | | |
| “I take an active role to help make my classroom and school a better place” | | | |
| | Baseline | Target | Actual |
| 2014 (BC Ministry of Education Satisfaction Survey) | 89% | 95% | April 2014 |

Objective Objective 2.2: Increase the number of students who report that they act in positive ways and make a safe environment.

(progree analys) The prior data from our North Vancouver Social Responsibility Survey shows no significant change in “school safety” data, where 75-77% of students feel safe at school. We took an informal survey of students and found that they were concerned about issues like the “creek being too high” or a bear on the property. However, they also commented that mean behaviour made them feel unsafe. This was consistent from grades K-7.

The staff wish to address this by teaching students skills so that they can feel empowered to deal with mean behaviour. We would also like to focus on self-regulation, so that students are more regulated and do not demonstrate mean behaviour.

Strategies/Structures:

- Staff developed a school-wide strategies for self-regulation at an April Professional development day: Mind-up school wide and at assemblies, physical exercise at the beginning if the day, music listening, fidget toys, classroom makeovers to address teacher’s own sensory needs and music listening
- Apply for funding and grants to furnish a “Sensory Room” for our students with special needs and other students that need to regulate sensory input
- Common language at School: teach at Rock-On assemblies, use character education curriculum and teach students about being a social detective (Superflex program <http://www.socialthinking.com/>) to develop empathy and perspective taking
- Classroom implementation of TRIBES (<http://tribes.com/>); three staff have been trained; we have been using TRIBES strategies in staff meetings
- Focused counselling support for co-horts with mean behaviour and conflict
- Kids in the Know implementation, focus on student empowerment
- Anti-Bullying training for staff September 2013

- Senior leadership team to educate younger students on social media and netiquette

Evidence: *(Quantitative)*

| | | | |
|---|-----------------|---------------|---------------|
| Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions: | | | |
| I have never or rarely experienced verbal or social bullying (exclusion, gossip, humiliation) | | | |
| | Baseline | Target | Actual |
| 2013 | 80% | 85% | |
| Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions: | | | |
| I have never or rarely experienced physical bullying (hitting, kicking, punching, physical assault) | | | |
| | Baseline | Target | Actual |
| 2013 | 80% | 85% | |

| | | | |
|---|-----------------|---------------|---------------|
| Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions: | | | |
| I feel safe at school | | | |
| | Baseline | Target | Actual |
| 2013 | 75% | 90% | |

| | | | |
|---|-----------------|---------------|---------------|
| Key Performance Measure: North Vancouver Safe and Caring School Survey: Percentage of students indicating “Many times” or “All the time” in response to our focus questions: | | | |
| If I am bullied or see bullying take place, I would tell an adult | | | |
| | Baseline | Target | Actual |
| 2013 | 71% | 90% | |

| | | | |
|---|-----------------|---------------|---------------|
| Key Performance Measure: Mean behaviour reported to administration | | | |
| | Baseline | Target | Actual |
| | 119 | 5% decrease | Sept. 2012- |

| | | | |
|--|--|------------------------------------|-----------------------------------|
| | | of baseline | April 2013 51 |
| | | 5% decrease of baseline | Sept. 2013- April 2014 |

Evidence: (Qualitative)

| |
|--|
| <p>Qualitative Baseline: (Spring 2013) <i>Things that make me feel unsafe:</i> "... when someone is mean to me" (Gr. 1) "... bullying.. mean people" (Gr. 4) "... watching people be bullied" (Gr. 6)</p> |
| <p>Qualitative Target: We will poll the students again in Spring 2014 and we will ask students what they will do when they see a student being bullied or interact with a mean person.</p> |
| <p>Qualitative Actual: (Spring 2014) -</p> |

Objective 2.3

To increase student's sense of well-being and involvement in outdoor learning as measured by the Leuven Scale.

Strategies/Structures:

(shrink) Seymour Heights is hoping to fund-raise to create an Outdoor classroom. We were one of ten successful finalists in the Majesta Outdoor Classroom contest. As part of our media campaign we held a media event that celebrated Nature Play and Outdoor learning. The staff noted the calm, engaged focus of the students and wish to pursue this as a school goal. While we wait for funding we are work with the District of North Vancouver Parks to adapt our Outdoor learning spaces. We have organized logs for locations to meet with classes. We are in the process of adopting Trillium Park, adjacent to the school and we will create a garden in the space.

- Go outside 3-5 times a weeks to expand notions about learning “about” nature or “in” nature to learning “with” nature
- Focus our early dismissal collaboration times to be focused on outdoor activities, excursions and grounds enhancement
- Use the Leuven scales to assess wellbeing (related to self-confidence, self-esteem and resilience) and involvement (refers to deep engagement with activities and learning at a deep level). Teachers will rate well-being and engagement at the beginning of the year and again in the spring.

| Key Performance Measure: | Baseline | Target | Actual |
|---------------------------------|-----------------|---------------|---------------|
| Leuven Scale | Fall 2013 | 15% increase | Spring 2014 |

Evidence: *(Qualitative)*

| |
|---|
| <p>Qualitative Baseline: June 2013</p> <ul style="list-style-type: none"> - Teacher and student baseline comments |
| <p>Qualitative Target:</p> <ul style="list-style-type: none"> - We wish for comments to reflect greater engagement and well-being, with students understanding the impact outdoor learning has made for their quality of education. |
| <p>Qualitative Actual: June 2014</p> <ul style="list-style-type: none"> - Teacher and student ACTUAL comments |

Connections:

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

Click here to type connections to FOS, District Plan and any community plan

Consultation Process of Seymour Heights School Planning Council:

- x School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- x A summary of the approved Seymour Heights School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: April 29, 2013

| Name | | Signature |
|----------------------------|--------------------|--|
| Chairperson (Principal) | Gowa Kong | <i>Original Document Signed by SPC Members</i> |
| Vice- principal | Sandra Singh | |
| Parent | Amanda Hauptman | |
| Parent | Laura Morrison | |
| Parent | Leslie Furstenwald | |

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent