

**North Vancouver School District**  
**SCHOOL PLAN for 2014-2015**

**School: Seymour Heights Elementary**

Address: 2640 Carnation Street  
North Vancouver, BC V7H 1H5  
Phone: 604-903-3760

**School/Community Context:**

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

Seymour Heights is a school with a diverse population of students. The school is proud of its strong sense of community and acceptance of all students. A strong focus on self-regulation has helped create a calm and welcoming environment for students as well as their families.

Seymour Heights believes in the same core values as the North Vancouver School District as outlined in the 10 year strategic plan: trust, responsibility, respect and collaboration. This is demonstrated through our instructional practice, our daily communications as well as our focus on celebrating student success.

The staff at Seymour Heights has been focusing on Inquiry and Outdoor Learning, which is evident throughout the school. The School district funded a collegial conferencing proposal, which allowed staff to collaborate and promote Inquiry and Outdoor Learning throughout the school.

Our partnership with PAC, through their significant fundraising, as well as support from the North Vancouver School District, has allowed us to move forward with our proposed Outdoor Learning Area in the courtyard of the school. Built in this space will be an Outdoor Classroom as well as learning gardens for all students to enjoy and learn.

The school has reorganized to create a Sensory Learning space for our students, especially benefiting our many students with special needs. This allows for all students to have a calm place to self-regulate and learn.

Seymour Heights continues to foster community relationships. The staff work collaboratively with a variety of community partners to support students including Parkgate Youth Workers, Boys and Girls Club and Ron Andrews Community Centre.

**Demographics** (2013-2014 school year):

Total number of students: 288 Male: 153 Female: 135

<b>Number of students per grade</b>								
Grade	K	1	2	3	4	5	6	7
English	42	32	41	28	32	36	35	43

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>16.62</b>	<b>3%</b>	<b>14%</b>	<b>1%</b>	<b>7%</b>

**Progress Analysis:**

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

**Previous School Plan Goal 1:** To improve reading proficiency of students identified as “at risk” or not yet meeting grade level expectations.

**Objective 1.1** To improve the reading performance of grade 1 students identified as needing extra support as measured by the DIBELS

**Trend Data Table:**

<b>Key Performance Measure:</b> Dynamic Indicators of Basic Early Literacy Skills – Students who score within ‘some’ or ‘intensive’ support (below grade level)			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011-2012	<b>Fall 2011 – 37%</b>	<b>10%</b>	<b>Spring 2012– 48%</b>
2012-2013	<b>Fall 2012 – 26%</b>	<b>10%</b>	<b>Spring 2013 – 38%</b>
2013-2014	<b>Fall 2013 – 26%</b>	<b>10%</b>	<b>Spring 2014 – 16%</b>

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

The Dibels assessment focuses on reading fluency. The baseline data indicates students who were in need of ‘intensive support’ (LAC) or ‘some support’ (classroom strategies) or not yet meeting grade levels. We have seen inconsistent improvement and will continue to focus LAC support (small group instruction with the learning assistance teacher or learning support worker) and retest the grade ones in March.

We are currently testing all primary students with the Dibels to look for further patterns of improvement. We will only be reporting on the grade 1 progress for the purpose of this plan.

For future plans, this data will be represented in the positive – percentage of students who are meeting grade level expectations in reading (‘core support’ on the Dibels).

**Objective 1.2** To improve reading proficiency of students identified as needing extra support as measured by the RAD and letter grades in Language Arts in Grade 4

**Trend Data Table:**

<b>Key Performance Measure:</b> RAD			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-2013	<b>January 2013 – 26%</b>	<b>5%decrease of baseline</b>	<b>January 2014 –</b>
2013-2014	<b>January 2014 -</b>	<b>90%</b>	<b>January 2015 -</b>

<b>Key Performance Measure:</b> Grade 4 – Percentage of students receiving a mark of C/C- in Language Arts for a specified reporting period.			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-2013	<b>March 2013 – 15%</b>	<b>5%decrease of baseline</b>	<b>March 2014 (grade 5)</b>
2013-2014	<b>March 2014 -</b>	<b>5%decrease of baseline</b>	<b>March 2015 (grade 5)</b>

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

The RAD was not completed this year therefore there is no data to analyze.

To be consistent with our earlier objective around primary reading intervention, we have chosen to change the assessment measure. We will test the students using the Dibels, both in fluency and comprehension in future plans.

Framing the results of the key performance measure in the positive (i.e. percentage of students who are meeting expectations in reading, students who receive a mark of A, B or C+...) will be a change on next year's school plan. The SPC values the need to know students who are needing extra support but feel strongly about demonstrating this data in student overall success.

We will continue to focus our efforts in the area of reading, but have chosen to also focus on literacy as a whole. It is for this reason that we have decided to add an objective around written output on the 2014/2015-school plan.

**Opportunities for Further Development:**

- ~Learning Assistance will continue to be provided for students who have been identified as requiring extra support and use reading strategies to support reading comprehension
- ~continue to provide opportunities in which students appreciate the benefits of reading (i.e. buddy classes, book clubs, silent reading opportunities, home reading program)
- ~Continue with the Literacy Partnership with Windsor Secondary School students (grades 2 and 3 students)
- ~continue to build on available reading resources for all grade levels
- ~continue to support the development of reading resources that focus on the reading comprehension strategies outlined in Adrienne Gear's Reading Power
- ~continue to build on the non-fiction resources available to teachers as presented in Adrienne Gear's Reading Power: Non-Fiction
- ~to renew the school membership to RAZ-Kids to build upon the school/home connection with reading
- ~to continue to find and use innovative iPad app's that focus on improving overall reading skills of all students in all grades

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

**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.

**Trend Data Table:**

<b>Key Performance Measure:</b> BC Ministry of Education Satisfaction Survey: Percentage of students indicating “many times” or “all the time” in response to our focus question:  “I take an active role to help make my classroom and school and better place.”			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012 Safe and Caring School Survey	<b>66%</b>	<b>90%</b>	<b>Spring 2012– 89%</b>
2014 Satisfaction Survey	<b>89%</b>	<b>95%</b>	<b>Spring 2014 – 92%</b>

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

This question has been deleted from the Safe and Caring schools survey and added to the Ministry Satisfaction Survey. We are hoping to get more consistent results with this method of data collection. Results from the Satisfaction survey are not available at this time: data will be entered as soon as the results are available.

Student Leadership has been a strong focus in the school community, particularly in the area of environmental stewardship. We will continue to expand the accessibility of leadership opportunities throughout the school community.

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

**Trend Data Table:**

<b>Key Performance Measure:</b> North Vancouver Safe and Caring School Survey: Percentage of I have never or rarely experienced verbal or social bullying (exclusion, gossip, humiliation)			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012	<b>71%</b>	<b>80%</b>	80%
2013	<b>80%</b>	<b>85%</b>	76%
2014	76%	<b>90%</b>	
<b>Key Performance Measure:</b> North Vancouver Safe and Caring School Survey: Percentage of I have never or rarely experienced physical bullying (hitting, kicking, punching, physical assault)			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012	<b>71%</b>	<b>80%</b>	80%
2013	<b>80%</b>	<b>85%</b>	82%
2014	82%	<b>90%</b>	
<b>Key Performance Measure:</b> North Vancouver Safe and Caring School Survey: Percentage of I feel safe at school			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012	<b>77%</b>	<b>90%</b>	75%
2013	<b>75%</b>	<b>90%</b>	85%

2014	85%	100%	
<b>Key Performance Measure:</b> North Vancouver Safe and Caring School Survey: Percentage of If I am bullied or see bullying take place, I would tell an adult			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012	98%	90%	71%
2013	71%	90%	81%
2014		90%	

<b>Key Performance Measure:</b> North Vancouver Safe and Caring School Survey: Percentage of Mean behaviour reported to administration			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Office referrals	Sept. 2012-April 2013 51	5% decrease of baseline	September 2013- April 2014 39

**Evidence:** (Qualitative)

<p><b>Qualitative Baseline:</b> (Spring 2013) Survey results:  Things that make me feel unsafe:  “...when someone is mean to me” (grade 1)  “...bullying...mean people” (grade 4)  “...watching people be bullied” (grade 6)  “...spreading rumours and gossip” (grade 7)</p>
<p><b>Qualitative Target:</b>  – We will poll the students again in Spring 2015 and we will ask how the students can be proactively prevent mean behaviour in the school</p>
<p><b>Qualitative Actual:</b> (Spring 2015 survey data)  – What do you do when you see someone being bullied or interact with a mean person:  “...walk away” (grade 1)  “...tell an adult” (grade 3)  “...say stop” (grade 4)  “...help out” (grade 6)  – “...tell my teacher” (grade 7)</p>

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

The qualitative and quantitative data show an improvement in all areas. We will continue to deepen the questioning for students around bullying and mean behaviour and how students can become proactive in the prevention of such behaviours.

The school has had a significant drop in serious incidents this school year. As well throughout the year, office referrals for mean behaviour has continued to decline. We attribute this continued improvement to our direct teaching of appropriate behaviours in the classroom and throughout the school community. We continue to work closely with families and the school based resource team to address social emotional issues and mental health. Our outside community agencies, such as Hollyburn Family Services, Child and Youth Mental Health (MCFD), and the Child and Adolescent Program through Vancouver Coastal Health have been very supportive of our students and families. Safety Plans are in place for our students exhibiting potentially unsafe behaviours, which address the needs of the students as well as ensure that staff address these needs in a proactive, consistent and supportive manner.

There is a renewed focus on student empowerment with regards to safety and a school wide effort to teach the lagging skills students may have so they have the capacity to make safe and appropriate decisions. This focus will continue in the coming year.

**Opportunities for Further Development:**

- ~continued focus on self-regulation strategies (Mind-Up is a school wide focus)
- ~sensory room has been created as a break out space for students needing to calm their minds and their bodies
- ~student leadership program to continue
- ~consistent expectations of appropriate school behaviours (direct teaching in classrooms and assemblies)
- ~renewed focus on assembly behaviour with direct teaching and practice (treating one another with kindness and respect, using quiet and calm voices and bodies)
- ~continuation of “Student of the Month” assemblies to formally recognize student accomplishments within the school community
- ~active play groups – leaders model appropriate play to younger students on the playground
- ~games groups – intermediate leaders teach new and appropriate games for primary students on the playground with a focus on fair play
- ~daily school wide announcements focusing on positive expectations and happenings in the school community
- ~administration to focus leadership opportunities for grades 4 and 5 students (“Project 45”)
- ~community leadership opportunities: Parkgate Youth Leaders, Boys and Girls Club
- ~Upper intermediate Girls group and Boys group to meet once a week with Parkgate youth workers

**Objective 2.3 To increase students’ sense of well being and involvement in outdoor learning as measured by the Leuven Scale.**

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

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

Baseline data was not collected in the fall due to a variety of factors, including a change in administration mid-year. School planning council agrees that this should remain a focus in the plan and will carry over this objective to the 2014-2015 School Plan.

## **School Goals for 2014-2015:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Seymour Heights School Plan for 2014-2015 are:

- 1. To improve literacy skills of students identified as “at risk” or not yet meeting grade level expectations.**
- 2. To increase students’ sense of safety, belonging and engagement K-7 with a focus on self regulation, students empowerment and outdoor learning.**



## School Goal 1:

To improve literacy skills of students identified as “at risk” or not yet meeting grade level expectations.

### 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 the age/grade in reading and writing would benefit in the long term from additional learning support and targeted strategies in the classroom. It was determined that students would continue to be identified and will be provided with additional learning support from classroom and learning assistance teachers. This goal is in alignment with the communication competency in the BC Education Plan.

### Objective 1.1 To improve the reading performance of grade 1 students as measured by the DIBELS

#### Strategies/Structures/Resources:

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

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

Students who score below or well below benchmark on the DIBELS:

- ~receive additional support in reading through the LAC (Learning Assistance Centre)
- ~retested using the DIBELS in grade 2 in the Fall and early Spring

Focus on Home Reading Support

- ~teachers will continue to provide resources for home reading
- ~with the support of PAC, continue to invest in the online reading program RAZ-Kids to be used on iPads, classroom based computers and accounts for home use

**Evidence:** *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
2014-2015 Percentage of grade 1 students who met reading readiness as defined by DIBELS	Fall 2014	10% increase	June 2015

### Objective 1.2 To improve reading proficiency of students identified as being “at risk” in grade 4.

#### Strategies/Structures:

Use the Dibels to identify students who are need extra support

- ~these students will receive learning support in the classroom and if, required, additional LAC support

- ~use this data to inform teacher planning

Students who receive a mark of C/C- in reading during each reporting period

~these students will be provided with additional reading support through classroom instruction and LAC

LAC Support

~individualized or small group instruction and intervention programs for identified students will be provided

~IEPs and LAPs will continue to be developed to support students' academic needs and monitor student progress on individualized reading objectives

~iPad apps will be used to provide supplementary reading support

**Evidence:** *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
DIBELS GRADE 4 % of students Meeting Expectations in reading	Fall 2014	Increase by 10%	June 2015
Key Performance Measure:	Baseline	Target	Actual
GRADE 4 % of students receiving a mark of A, B or C+ in Language Arts	Fall 2014	Increase by 10%	June 2015

**Objective 1.3 To improve students' overall confidence and ability in writing in grade 3 and grade 6.**

**Strategies/Structures:**

~increased focus on instructional practice of writing skills

~ongoing professional development for teachers in the area of writing (i.e. staff meetings, collaboration time)

~increased celebration and sharing of writing within the school community (i.e. bulletin boards, PA announcements – student sharing of writing)

~in-service for teachers on the use of Literacy 44 eBook and Writing 44

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2014 Grade 3 and 6 - # of students meeting expectations in writing based on the School Wide Write	Fall 2014	5% increase	Fall 2015

**Evidence:** *(Qualitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2014 Grade 3 and 6 - # of students reporting feeling confident in the area of writing: Survey data	Fall 2014	5% increase	Fall 2015

**School Goal 2:**

**To increase students' 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 2014-2015 school year. If children feel safe and engaged in their learning then their own school experience is enhanced and success is increased. The BC Education Plan and the North Vancouver Strategic Plan highlight person and social competency as an important focus in addressing the needs of the whole child.

**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: Care Club (student leadership), lunch monitors, equipment monitors, safety patrol and a variety of student-led lunch clubs
- ~leadership students will participate in WE day 2014-2015 and share this experience with peers during an assembly
- ~students will take a greater leadership in environmental action: class responsibility for school grounds clean up, Adopt a Street program, Recycling.
- ~students will take an active role in the creation and celebration of our Outdoor Classroom (district approval – April 2014 to be built May/June 2014)
- ~each class will have an active responsibility with our newly established learning garden (district approval – April 2014 to be created May/June 2014)

**Evidence:** *(Quantitative)*

**Key Performance Measure:** BC Ministry of Education Satisfaction Survey: Percentage of students indicating “many times” or “all the time” in response to our focus question:

“I take an active role to help make my classroom and school and better place.”

	Baseline	Target	Actual
2014 Satisfaction Survey	92%	95%	Spring 2015

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

**Strategies/Structures/Resources:**

- ~staff will continue to focus on school-wide strategies for self-regulation (i.e. Mind-up, music listening, in class sensory spaces)
- ~continue to use the newly created ‘calm room’ for our students with special needs as well as other students needed regulation support

- ~continue to use common language at school (use of character education curriculum and teach students social skills (Superflex program) to develop empathy and perspective taking
- ~continued use of Tribes strategies
- ~focused counselling support for co-horts with mean behaviour and conflict
- ~Anti-bullying training and in-service for staff Fall 2014-05-02
- ~Windsor Secondary leadership team to educate younger students on social media etiquette and safety
- ~Expert presenter (Jessie Miller) to students and families focused on safety with social media

**Evidence:** (Quantitative)

<b>Key Performance Measure:</b> North Vancouver Safe and Caring School Survey: Percentage of students indicating “many times” or “ all the time” in response to our focus question:			
I have never or rarely experienced verbal or social bullying (exclusion, gossip, humiliation)			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2014	76%	<b>90%</b>	
<b>Key Performance Measure:</b> North Vancouver Safe and Caring School Survey: Percentage of students indicating “many times” or “ all the time” in response to our focus question:			
I have never or rarely experienced physical bullying (hitting, kicking, punching, physical assault)			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2014	82%	<b>90%</b>	
<b>Key Performance Measure:</b> North Vancouver Safe and Caring School Survey: Percentage of students indicating “many times” or “ all the time” in response to our focus question:			
I feel safe at school			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2014	85%	<b>100%</b>	
<b>Key Performance Measure:</b> North Vancouver Safe and Caring School Survey: Percentage of students indicating “many times” or “ all the time” in response to our focus question:			
If I am bullied or see bullying take place, I would tell an adult			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2014	81%	<b>90%</b>	

<b>Key Performance Measure:</b>			
Mean behaviour reported to administration			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Office referrals	<b>38</b>	<b>10% decrease of baseline</b>	

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b> (Spring 2014) Survey results:</p> <ul style="list-style-type: none"><li>- What do you do when you see someone being bullied or interact with a mean person:<ul style="list-style-type: none"><li>“...walk away” (grade 1)</li><li>“...tell an adult” (grade 3)</li><li>“...say stop” (grade 4)</li><li>“...help out” (grade 6)</li><li>“...tell my teacher” (grade 7)</li></ul></li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- We will poll the students again in Spring 2015 and we will ask how the students can be proactively prevent mean behaviour in the school</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- Spring 2015</li></ul>

**Objective 2.3 To increase students’ sense of well being and involvement in outdoor learning as measured by the Leuven Scale.**

**Strategies/Structures/Resources:**

- ~all staff and students will have access and use of our Outdoor Classroom (district approval – April 2014 to be built May/June 2014)
- ~each class with have an active responsibility with our newly established learning garden (district approval – April 2014 to be created May/June 2014)
- ~staff will get students outside for learning purposes 3-5 times per week to expand notions about learning “about” nature or “in” nature to learning “with” nature
- ~focus some collaboration times on outdoor activities as connected to the new curriculum
- ~use the Leuven scale to assess wellbeing (related to self-confidence, self-esteem and `resilience) and involvement
- ~teachers will rate well being and engagement at the beginning of the year and again in the spring~students will take an active role in the creation and celebration of our Outdoor Classroom (district approval – April 2014 to be built May/June 2014)
- ~each class with have an active responsibility with our newly established learning garden (district approval – April 2014 to be created May/June 2014)

**Connections:**

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

The BC Ministry of Education is in the process of finalizing the BC Education Plan. Moving forward, the Windsor Family of Schools (WFOS) will use the Cross Curricular Competencies (as outlined in the BC Education Plan) as well as the NVSD Strategic Plan to frame our School Plan for the school year.

We share a common goal with WFOS in literacy and social emotional learning (personal and social competency). As the new curriculum becomes more of a reality within our school, we will frame our

future goals to be in alignment with this framework, especially with regards to the core competencies.

Our plan aligns with the NVSD District Literacy Plan and the District Achievement contract. Our focus on Outdoor Learning as an objective is in alignment with the North Vancouver strategic 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, 2014.

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

Date: Thursday, May 8

Name		Signature
Chairperson (Principal)	Chanin Leoni	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Amanda Hauptman	
Parent	Laura Morrison	
Parent	Leslie Furstenwald	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent  
June 2, 2014**