

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

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

**Principal:** Doug Beveridge

**School/Community Context:**

Seymour Heights Elementary is located east of the Seymour River and is part of the Windsor High School Family of Schools. The 2010-2011 school year was a transition year due to the closure of nearby Plymouth Elementary. The enrolment grew by about 90 students and in the fall of 2010 the population was 282. A few Plymouth staff members were hired at Seymour Heights, which helped to ease the student's adjustment to a new school and new friends. This school year also included the implementation of Full-Day Kindergarten (2 classes), which had an impact at recess and lunchtime. The staff focused on positive school climate and behaviour expectations. These two topics have been discussed at monthly staff meeting. As this School Plan describes, the focus has been on social responsibility and positive, clear behaviour expectations.

The Seymour Heights catchment is changing. The families represent a broad range of socio-economic and cultural backgrounds. Recently, the Aboriginal enrolment increased from 0% – 3%. The school has worked with the District Aboriginal Support Worker and the entire school has benefitted from the experiences. The number of young families has also increased. There will be 2 Kindergarten classes in 2011-2012. The school StrongStart centre is fully subscribed.

Reading continued to be a focus in the 2010-2011 school year, however, the School Based Team minutes show that the referrals for math support were 3 out of 53 student referrals. So the 2011-2012 School Plan will focus on reading and social responsibility.

**Demographics (2010-2011 school year):**

Total number of students: 282 Male: 154 Female: 128

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	32	35	34	37	37	34	36	37
# FTE Teachers & Administrators	% Aboriginal Students		% Special Needs Students		% International Students		% ESL	
<b>16.24</b>	<b>2.8%</b>		<b>13.5%</b>		<b>1.4%</b>		<b>5%</b>	

## Progress Analysis:

### Review of School Goals – Previous Year

The 2010-2011 school plan continued to target interventions for reading and math. The plan specifically focused on student cohorts who were identified as needing extra support in reading or math. The focus on social responsibility was especially timely, with so many new students from Plymouth Elementary and a sudden increase in enrolment.

#### Areas of significant progress:

- Improved school focus and coordination of support programs for students in reading and math across the grades
- Earlier identification of students with difficulties in reading and individualized instructional programs
- Improved targeted Learning Assistance support for students who have identified or emergent reading or other literacy areas
- Improved results for math (intermediate grades) on report cards and on district assessment devices

### Goal 1: To improve the reading proficiency of students identified as being at-risk, K – 7

#### Review and Analysis

Assessment data and teacher observations support the continuation of early intervention programs for students identified as being “at-risk” for reading readiness, as well as for those children who are having some difficulties acquiring basic reading skills. Kindergarten and grade 1 data indicate that there are a significant number of students who have benefited from reading readiness programs provided by classroom teachers, the Learning Assistance Teacher, Special Education Aides and the Learning Support Worker.

Goal 1 will remain the same for the 2011-2012 School Plan.

**Objective 1.1:** To increase the percentage of students who meet the expectations for reading readiness and early literacy by the end of Kindergarten and grade 1.

- This objective will remain the same for the 2011-2012 school plan
- Target for Kindergarten assessments met for key performance measures (TOPA retest, report cards)
- Target for grade 1 assessments not met for key performance measures (DIBELS, report cards)
- Provide extra support (Learning Assistance, Special Education Aides, Learning Support Workers) for Kindergarten and grade 1 students to support the development of reading skills

**Objective 1.2:** To improve the reading skills of students identified as being at-risk, grades 2 – 7

- This objective will remain the same for the 2011-2012 School Plan
- Target for grade 2 and 3 not met for key performance measure (report cards)

- The RAD Key performance measure was not completed in the fall of 2010, but will be completed in the Spring of 2011
- A new key performance measure was added (grade 2 DIBELS) to track the progress made of grade one students after a year of extra reading support
- Target for grades 4 to 7 not met for key performance measure (report cards)

### **Opportunities for Further Development:**

During the 2010-2011 school year, staff at Seymour Heights continued to make use of assessment devices for reading to be used as assessments or, for and as learning. The assessments will be completed in the Spring of each school year, with the data being used to develop classroom reading programs. Learning Assistance will continue to be provided for those students who have been identified as requiring significant extra support. For students in the primary years extra support for reading and basic literacy skills continues to be a priority.

During the 2010-2011 School year, the staff targeted school funds to purchase Intermediate classroom novels, Primary Home Reading and library books for school circulation. The general consensus of staff was that they wanted to increase the overall engagement with reading and the home-school reading connection.

### **Goal 2: To improve the math proficiency of students identified as being at-risk, K – 7**

#### **Review and Analysis**

A review of 2010-2011 School Based team minutes show a total 53 individual student referrals and only 3 were for more math support. School Report Card data, FSA results and District Math assessments also indicate that there is not a significant cohort of students needing Math support. Of course, the individual students that have been identified as needing support have been supported through Learning Assistance, further Math assessment by District Math consultant Shannon Sharp and exploration of Math software to support individual weaknesses. As stated in the 2010-2011 School Plan, The School Based Resource Team will continue to monitor referrals for math related difficulties and provide support as needed.

Goal 2 will no longer be in the 2011-2012 School Plan.

### **Goal 3: To increase students' sense of safety, responsibility and belonging, K – 7**

#### **Review and Analysis**

This was an area that needed particular attention in the 2011-2012 School year as the school increased in student population and many changes in staff. There continues to be a positive school culture where students regularly demonstrated socially responsible behaviours during the school year, however the District Social Responsibility Survey data indicated that:

- Students need help identifying personal safety plans and assistance with problem solving
- Students have benefitted from increased student leadership opportunities (Virtue of the Month, Student Advisory Council, Student Clubs), however, they need to focus on how to be leaders and improve the school and classroom
- Students did not know the school code of conduct

Goal 3 will remain the same for the 2010-2011 School Plan (renamed Goal 2 for 2011-2012), but the goal will be expanded to include two objectives, instead of just one. A greater focus will be on student leadership and peaceful problem solving, student safety planning and the school Code of Conduct.

In previous school plans, the survey data that was reviewed was based on students answering *Sometimes*, *Most of the Time* or *Always* to survey questions. Upon reviewing the data from previous surveys and the 2010 student survey (grades 4 to 7), it was decided to not make use of the *Sometimes* responses when examining this year's survey. As a result, some of the scores will appear to have had a significant decline from the previous school plan. It is believed that this year's numbers reflect more accurately the need to focus lessons and interventions on the strategies outlined in the new objectives.

**Objective 3.1:** To increase students' ability to demonstrate socially responsible behaviours through the use of proactive and preventative programs

- Key performance measures (North Vancouver Safe School Social Responsibility Survey)
- Objective will be expanded to two new objectives for the 2011-2012 school plan and include strategies to develop student safety planning, and a new school Code of Conduct.

#### **Opportunities for Further Development:**

Based on the data from the North Vancouver Social Responsibility Survey (November 2010), staff members recognize a greater need to work with students to understand the school's Code of Conduct and to possibly revise the Code with the assistance of student leaders. Classroom lessons will continue making use of the Virtues of the Month that was implemented in the 2010-2011 school year, where each class took a Virtue focus based on the book *The Virtue Project: Educator's Guide*. The Student Advisory Board was a successful new initiative that will continue to create opportunities for student-led events (i.e. talent show, student art show, Intra-mural sports)

#### **School Goals for 2011-2012:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Seymour Heights Elementary School Plan for 2011-2012 are:

- 1. To improve the reading proficiency of students identified as being at-risk, K – 7**
- 2. To increase students' sense of safety, responsibility and belonging, K – 7**

## **School Goal 1**

### **To improve the reading proficiency of students identified as being at-risk, K – 7**

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#### **Goal Rationale:**

Reading proficiency and early intervention support continue to be an important area of focus for Seymour Heights. A number of students have been identified through a variety of assessment measures as continuing to have difficulty acquiring basic reading skills. Students who struggle to acquire basic reading skills and strategies can become unmotivated to learn in other subjects and can become at-risk for behavioural difficulties as they progress through school. Staff continues to focus on those students whom we have identified as being “at-risk” for acquiring basic reading skills. Interventions have included classroom based support, Learning Assistance, home reading programs, Special Education Aides, and Learning Support Workers.

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**Objective 1.1:** To increase the percentage of students who meet the expectations for reading readiness and early literacy by the end of Kindergarten and grade 1.

#### **Strategies/Structures:**

- Administer the Test Of Phonological Awareness (TOPA) to all Kindergarten students during January of each school year
- Identify and track students who are not meeting expectations (scoring < 25<sup>th</sup>%ile) on the TOPA test for Kindergarten.
- Provide individualized instruction and phonological awareness training programs for students identified through TOPA as being “at-risk”. Interventions and support given through Classroom teacher, the Learning Assistance Teacher, Special Education Aides (SEA) and Learning Support Worker (LSW) (e.g. Phonographix, Orton Gillingham, Phonemic Awareness programs, Readwell, Launch Into Reading Success, and Sounds Abound)
- Administer DIBELS (Early Literacy Skills) assessments to grade 1 students, November and June of each year
- Implement support programs (Classroom programs, LAC, SEA, LSW) for students identified through the DIBELS assessment as being “at-risk”
- Continue to implement all components of Reading 44 and Firm Foundations in Kindergarten and grade 1
- Develop Individual Education Plans (IEP’s) to support the students’ academic needs and to monitor student progress on individualized reading objectives
- Continue to use Cooperative Learning strategies (Buddy Reading, Peer Reading)
- Re-administer the TOPA in June for Kindergarten students who scored <25<sup>th</sup>%ile on the January TOPA assessment and for other students who received reading intervention support
- Track Kindergarten students who were identified as being “at-risk” through grade 1 and provide interventions as needed

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Percentage of Kindergarten students who meet reading requirements as defined by the Test of Phonological Awareness (January 2011)	86%	95%	
Percentage of Kindergarten students who meet reading requirements as defined by the Test of Phonological Awareness (re-test June 2010)	100%	100%	
Percentage of grade 1 students who met reading readiness as defined by DIBELS (Fall 2010)	36%	90%	
Percentage of Kindergarten and grade 1 students meeting or exceeding expectations for reading as identified on report cards (June 2010)	84%	85%	

**Objective 1.2:** To improve the reading skills of students identified as being at-risk, grades 2 - 7

**Strategies/Structures:**

- Identify and track students who are not meeting expectations, as identified through report card data, classroom based assessments, and Learning Assistance Teacher assessments
- Administer DIBELS (Early Literacy Skills) assessments to grade 2 students, November and June of each year
- Administer RAD (Reading Assessment District) to students in grades 2 to 7, Spring of each year
- Provide individualized or small group instruction and intervention programs for identified students through the Learning Assistance Teacher, SEA and/or LSW (e.g. Readwell, reading comprehension series, short stories)
- Develop Individual Education Plans (IEP's) to support the student's academic needs and to monitor student progress on individualized reading objectives
- Focus on the use of fiction reading materials for reading instruction, grades 2 – 7
- Use of Instructional Intelligence activities which support students' understanding of non-fiction text

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Percentage of grade 2 and grade 3 students meeting or exceeding expectations for reading as identified on report cards (June 2010)	82%	90%	
Percentage of grade 2 students who met reading readiness as defined by DIBELS (Fall 2010)	73%	80%	
Percentage of Intermediate students (grades 4 to 7) achieving a mark of C+ meeting or exceeding expectations for Language Arts as identified on report cards (June 2010)	82%	90%	

**School Goal 2****To increase students' sense of safety, responsibility and belonging, K - 7****Goal Rationale:**

This school year has been a transitional year as the population of Seymour Heights grew and they welcomed students from Plymouth Elementary. This had an impact on students and the school culture. The North Vancouver Safe School Social Responsibility Survey 2010 showed that students do not know the Code of Conduct and the continued reports from staff about student behaviour reveal that we need to focus on our Code of Conduct and possibly revise it. An increase in the population of our Aboriginal students also created a need to provide opportunities for Aboriginal Students for cultural awareness and support from a District Aboriginal Support Worker.

**Objective 2.1:** To increase opportunities for student leadership and to promote peaceful and positive problem solving skills.

**Strategies/Structures:**

- Purchase Kids in the Know program and develop student personal safety plans
- Promote and teach social responsibility through program and activities such as: class meetings, Care Kit, Feeling Yes – Feeling No, 2<sup>nd</sup> STEP, Focus on Bullying
- Provide collaboration between counsellor and classroom teacher to conduct class meetings and small group problem solving sessions
- Continue to have Student Advisory Board for students in grades 5 to 7
- Continue to make use of the Virtue of the Month resource as the monthly focus for our Student of the Month Assemblies
- Student Advisory Board met once a week and focused on student initiated events such as: Talent Show, Wolf Art Show, Choosing a School Mascot, Intra-mural Soccer

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
North Vancouver Social Responsibility Survey (November 2010) Percentage of students indicating "Many times" or "All the time" in response to the following questions:			
I feel safe at school	81%	90%	
I help others no matter who they are	71%	85%	
At school, I do kind things for other students	74%	85%	
At school, I see students do kind things for others	60%	75%	
I take an active role to help make my classroom and school a better place	66%	75%	
Students take an active role in improving the classroom and school	69%	75%	

I solve problems in peaceful ways	73%	85%	
If I am bullied or see bullying taking place, I would tell an adult	78%	85%	
Adults at my school do a good job responding to bullying, harassment and physical violence	77%	85%	

**Objective 2.2:** To increase awareness and understanding of the School Code of Conduct and the expectations for positive and safe behaviours

**Strategies/Structures:**

- Purchase kids in the Know and develop student personal safety plans
- Review annually the Seymour Heights Code of Conduct with all students and staff
- Review student behaviours and expectations discussed at every staff meeting
- Teach expectations for outside behaviour expectations through boundary walk (given to each class to clarify expectations and boundaries of the school yard)
- Provide daily announcements to describe positive behaviour expectations (ex: bringing in equipment, being kind)
- Publish Code of Conduct in newsletters, on website, in handbook and in each classroom
- Continue to emphasize C.A.R.E. behaviours and rewards/recognition of positive social behaviours as related to Code of Conduct
- Develop C.A.R.E train in the school, documenting and celebrating students catching other students demonstrating social responsibility
- Teach lessons related to the Code of Conduct for classroom instruction using school-based developed resources
- Promote and teach social responsibility through program and activities such as: class meetings, Care Kit, Feeling Yes – Feeling No, 2<sup>nd</sup> STEP, Focus on Bullying
- Develop and make use of common language with staff and students related to expected behaviours and the Code of Conduct

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
North Vancouver Social Responsibility Survey (November 2010 Survey) Percentage of students indicating “Sometimes”, “Many times” or “All the time” in response to the following questions:			
“I know how I am expected to behave”	86%	90%	
“I know the school code of conduct”	58%	95%	
“I follow the school code of conduct”	80%	95%	
“I solve problems in peaceful ways”	73%	80%	
“There is an adult in my school that I can go to for support or advice or to talk to about problems or worries”	65%	80%	



<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
North Vancouver Social Responsibility Survey (November 2010 Survey) Percentage of students indicating “Never” or “Hardly ever” in response to the following questions:			
“I have experienced verbal or social bullying (exclusion, rumours, gossip, humiliation)”	63%	95%	
“I have experienced physical bullying (hitting, kicking, punching, physical assault)”	74%	80%	

## Connections:

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

While school plans should connect thoughtfully to District directions, it is equally important that school plans reflect the unique characteristics of each school site, so that they may be authentic, meaningful and purposeful at the school level. The Seymour Heights 2011-2012 School Plan reflects the significant change to the school culture that came about with the closure of Plymouth Elementary School and the increased enrolment. Early intervention for reading and literacy skills, increased attention on supporting positive student behaviour, identification of students "at-risk" and supporting a safe and school culture where all children feel a sense of safety and belonging will continue to be a focus for the staff and students of Seymour Heights.

The Windsor Family of Schools is made up of three elementary schools and one secondary school. While each school creates their own school plan, based on the input of their stakeholder groups, the plans do have some areas of alignment.

#### **Goal 1:** To improve the reading proficiency of students identified as being at-risk, K – 7

- Aligns with the NVSD District Literacy Plan – June 2009: Pillar #1 - Early literacy success for young children and Pillar #2 - Reading Success in Schools
- Aligns with Goal 1 of the North Vancouver School District Achievement Contract 2008-2011: To improve the success rates of students who are not yet meeting expectations from reading, writing, listening and/or speaking as measured by performance standards.
- Aligns with the reading goals and objectives of the other schools in the Windsor Family of schools.
- This goal is in place to ensure that we are able to identify, track and create programs for students who are not able to acquire basic reading skills without extra instructional interventions.

#### **Goal 2:** To increase students' sense of safety, responsibility and belonging, K - 7

- Aligns with Goal 2 of the North Vancouver School District Achievement Contract 2008-2011: To improve completion rates for students in the school district by emphasizing the safe, caring, and relational aspects of instruction in our schools.
- Aligns with the goals and objectives of the other schools in the Windsor Family of schools related to creating safe and caring school environments.
- This goal is in place to ensure we continue to support the teaching of social responsibility to improve student behaviour with the understanding that having a student body that consistently demonstrates appropriate behaviours will lead to a school where students feel safe and secure and have an improved sense of belonging.

**Consultation Process of Seymour Heights 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 Seymour Heights School Plan will be posted on the school web site by October 31, 2011.

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

Date: May 1, 2011

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Doug Beveridge	<i>Original Document signed by SPC Members</i>
Vice Principal	Gowa Kong	
Teacher	Not participating in SPC	
Parent	Marnie Kushnerenko	
Parent	Pamela Drakos	
Parent	Leslie Furstenwald	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent  
June 12, 2011**