North Vancouver School District
SCHOOL PLAN for 2012-2013

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. The 2011-2012 school year was a year of staff changes, with a new administration team, new teaching staff and support staff. There was Phase 1 BCTF job action from Sept 2011 until March 2012. As part of the Strike, teachers did not attend to regular duties such as: report cards, gathering assessment and sharing data with administration or meetings with administration that were not specific to Health and Safety. This made data gathering and school-wide implementation of goals difficult and challenging.

The Seymour Heights catchment is a transitional population. It draws from the former catchments of Plymouth and Maplewood elementary; both schools closed over the past decade. The families represent a broad range of socio-economic and cultural backgrounds. Many families work out of the home and need before and after-school care. One of the on-going issues this year has been around 30 students dropped off 30-40 minutes before our first bell at 8:50. Also, after school each day we have a handful of students who need to be picked up or need after school arrangements. Anecdotally, many students report that they spend the school breaks or after school alone, at home waiting for working parents to come home. 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 and Boys and Girls club pick-up 3 afternoons a week and our RCMP liaison officer has implemented the DARE program with the Grade 5's.

As this 2012-2013 School Plan describes, the focus has remained on reading and on social responsibility (specifically: student leadership, peaceful problem solving and School Code of Conduct).

Demographics (*2011-2012 school year*):

Total number of students: 282   Male: 164   Female: 118

Number of students per grade							
Grade	K	1	2	3	4	5	6	7
English	39	23	34	36	35	39	33	36

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
16	**2%**	**14%**	**2%**	**3%**

Progress Analysis:

Previous School Plan Goal 1: To improve reading proficiency of students identified as "at risk", K-7

Objective 1.1: (Reading - Kindergarten)**:** To improve the performance of "at risk" students identified on the Test of Phonological Awareness

Trend Data Table:

Key Performance Measure: TOPA – Test of Phonological Awareness			
	Baseline *% students above the 25th percentile*	**Target** *% students above the 25th percentile*	**Actual** *% students above the 25th percentile*
2009	**2009 January 85%**	**2009 95%**	**2009 June 85%**
2010	**2010 January** 89%	**2010 95%**	**2010 June 100%**
2011	**2011 January 86%**	**2011 95%**	**2011 June 90%**

Trend Data Analysis:

Since each grade cohort is a different group of students the data from year to year cannot be compared for trend analysis. What can be examined is the percentage increase for each year:

- 2009 – 0% increase from January to June, in number of students above the 25th percentile
- 11% increase in 2010
- 5% increase in 2011

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 received 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.

nvsd

We suggest that we modify the target from 100% to a minimum of 5% increase in the number of students scoring above the 25th percentile between January and June.

Objective 1.2: (Reading – Grade 1)**:** To improve reading proficiency of students identified as being at risk, Gr. 1

Trend Data Table:

Key Performance Measure: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)			
	Baseline	**Target**	**Actual**
2009-2010 Percentage of grade 1 students who met reading readiness as defined by DIBELS	**2009 Fall 55%**	**90%**	**2010 June 73%**
2010-2011 Percentage of grade 1 students who met reading readiness as defined by DIBELS	**2010 Fall 37%**	**90%**	**2011 March 63%**
2011-2012 Percentage of grade 1 students who met reading readiness as defined by DIBELS	**2011 Fall 33%**	**90%**	**2012 June**

Trend Data Analysis:

DIBELS is a three part assessment comprising of: LNF (Letter naming fluency), PSF (Phoneme Segmentation Fluency), NWF (Nonsense Word Fluency). Baseline data indicates students who may were at risk or well below benchmark in one or more of the above areas. All students who scored well below benchmark in the fall received support (small group instruction for 30 to 40 minutes per week with the Learning Assistance Teacher) for the year and are re-tested either in March or June.

Student progress is as follows:
- An increase of 18% in the 2009-2010 school year; results indicate that there were still 27% of students who were identified as being below benchmark in the 2009-2010 school year
- increase of 26% in the 2010-2011 school year
- 37% of students who were identified as being below benchmark in the 2010-2011 school year.

nvsd

- **Objective 1.3: (**Reading – Grade 2)**:** To improve reading proficiency of students identified as being at risk, Gr. 2

Trend Data Table:

Key Performance Measure: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)			
	Baseline	**Target**	**Actual**
2010 Percentage of grade 2 students who met reading readiness as defined by DIBELS	**2010 Fall 73%**	**2010 80%**	**2011 June**
2011 Percentage of grade 2 students who met reading readiness as defined by DIBELS	**2011 Fall**	**2011**	**2012 June**

Trend Data Analysis:

Students identified as "at risk" are closely monitored by the LAC teacher, in order to ensure they are receiving learning support in reading. The data for this goal is partial and the DIBELS assessment has only been used for the past 2 years. It should be noted, that due to job action in the 2011-2012 school year, there is no data available.

The SPC recommends that we use DIBELS in gr. 2 to reassess only those children who were flagged in gr. 1. There will be a focus on communication with Learning Assistance team and teaching staff in the 2012-2013 school year.

Objective 1.4: (Reading – Grades2 & 3)**:** To improve reading proficiency of students identified as being at risk, Gr. 2&3

Trend Data Table:

Key Performance Measure: June Report Card			
	Baseline	**Target**	**Actual**
June 2009 Percentage of grade 2 &3 students meeting or exceeding expectations for reading as identified on report card	**71%**	**90%**	
June 2010 Percentage of grade 2 &3 students meeting or exceeding expectations for reading as identified on report card	**82%**	**90%**	
June 2011 Percentage of grade 2 &3 students meeting or exceeding expectations for reading as identified on report card	**83%**	**90%**	

nvsd

Trend Data Analysis:
Over the past three years the baseline data indicates a slight increase in reading improvement for these grade levels.

It is recommended that:
- we focus on the District mean at the end of the year in order to best gage student performance in reading
- track Grade 3 students who are specifically approaching or not meeting expectations in reading
- find a reading assessment tool (DIBELS, Alberta Diagnostic Reading Test or the RAD) to be used with these students in Grade 4
- testing take place in November and results would be used as a formative assessment
- teachers would retest students at the end of the year; the purpose of this is to ensure that students are being supported in reading
- Reading assessment would also take place in Grade 6 so that support is adequately provided before students' transition to the high school.

Objective 1.5: (Reading – Grades 4-7)**:** To improve reading proficiency of students identified as being at risk, Gr. 4-7

Trend Data Table:

Key Performance Measure: June Report Card			
	Baseline	**Target**	**Actual**
June 2009 Percentage of Intermediate students meeting or exceeding expectations for reading as identified on report card (mark of C+ or higher)	**89%**	**90%**	
June 2010 Percentage of Intermediate students meeting or exceeding expectations for reading as identified on report card (mark of C+ or higher)	**82%**	**90%**	
June 2011 Percentage of Intermediate students meeting or exceeding expectations for reading as identified on report card (mark of C+ or higher)	**71%**	**90%**	

Trend Analysis Data:
A yearly decrease in number of students who are meeting or exceeding expectations in Language Arts is noted. There is a decrease of 7% from 2009 to 2010 and a 9% decrease from 2010 to 2011.

The School Planning Council noted that the report card language arts mark should not be used as a means to assess student progress in reading since the Language Arts mark encompasses: reading, writing, speaking and listening. It should also be noted that the target should be the students that are minimally meeting or not meeting expectations (not meeting or exceeding, unless one wishes to infer the missing data as "at risk").

The recommendation is to use of an effective diagnostic tool to assess students in grades 4 and 6 in reading. The diagnostic tool should specifically identify or pinpoint further support in the area of comprehension in reading.

It is recommended that the grade 4 students be tested in November so that they receive some reading instruction prior to formative assessment testing. Teachers should retest students again in grade 6 so that intervention can be put into place for Gr. 7.

Opportunities for Further Reading Development:
- consider continuation of literacy partnership with Windsor Secondary School students
- consider hosting a "Camp Read" event for each term of the school year as opposed to just one term
- continue to provide opportunities in which students appreciate the benefits of reading (i.e. buddy classes, book clubs, DEAR, home reading program)
- begin building a common reading resource amongst all grades (Nelson Literacy)
- establish use of common reading instructional materials for teachers (i.e. Nelson Literacy series, Reading Power, Adrienne Gear)

****

Previous School Plan Goal 2: To increase a student's sense of safety, responsibility and belonging k-7

Objective 2.1 To increase opportunities for student leadership and promote peaceful and positive problem solving.
  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 specific focus questions:

Please note due to the use of the abbreviated survey (due to the BCTF strike) some questions are Not Applicable (NA) and will be deleted from the 2012-2013 plan.

	Baseline Nov. 2010	Target	Actual April 2012
I feel safe at school	81%	90%	77%
I help others no matter who they are	71%	85%	NA
At school I do kind things for other students	74%	85%	NA
At school, I see students do kind things for others	60%	75%	NA
I take an active role to help make my classroom and school a better place	66%	75%	89%
Students take an active role in improving the classroom and school	69%	75%	NA

I solve problems in peaceful ways	73%	85%	NA
If I am bullied or see bullying take place, I would tell an adult	78%	85%	98%
Adults at my school do a good job responding to bullying or harassment	77%	85%	NA

Trend Data Analysis:

In April 2012, we used the "short version" of the Safe and Caring Survey and some of the questions were not asked in this version, thus the data is not complete.

It should be noted that there is a great increase in Student Leadership from 73% to 89%. It also should be noted that 98% of students state that they report bullying to an adult. This is an increase, as well.

Due to the BCTF Strike Action, it was difficult to implement any positive behaviour plans school-wide without staff collaboration and discussion. In September, under the topic of Health and Safety, we discussed and planned specific expectations for hallway behaviour (a location where staff feel we had many unsafe behaviours). However, without regular staff meetings it was difficult to sustain any consistent effort.

We purchased the Kids in the Know program to help students develop personal safety plans and teach healthy relationships. However, implementation was difficult when the Professional Development arranged involved administration and the BCTF Phase 1 job action directed that teachers abstain from Professional Development that involves administration. Because of these factors, it is recommended that we continue to focus on this as a goal in the 2012-2013 school year, in order to collaborate on school-wide efforts and find trends over time using the Safe and Caring Schools Survey.

Opportunities for Further Development:
Some programs we would like to continue:
- we have a lunchtime Club program, students initiate ideas for clubs, advertise with announcements and posters and then run it themselves; staff supervise and help with set-up. Some examples of clubs are: sewing, dancing, cartooning, Yu-Gi-Oh and chess. There are clubs running every day of the week.

- we have Student Ambassadors who welcome visitors, organize assemblies and help on the playground.

- Parkgate Youth Leaders and Northshore Neighbourhood house have set up programs and regular visits for our Gr. 6/7 students. This has created a strong community presence and opportunities for community leadership (ex: one of our students won a District of North Vancouver Leadership award).

- we have a Student Advisory Board who consult about different school programs and initiatives such as: charity drives, talent shows etc.

- Gr. 7's have a Farewell committee to organize the decorations, music and programming for year-end event.

- consider rescheduling the Kids in the Know professional development in the fall of 2012

- Student of the month assemblies highlight positive behaviours through student presentations, literature, speakers and recognition certificates; highlighting positive behaviour and student leadership (student leaders stand up and are recognized in assembly).

- Monthly Leadership parties where students meet to share what they have done in student leadership and get a treat

- continue to have Administration and Staff teach anti-bullying specific programs. In the 2011-2012 School Year, we did the following programs: Focus on Bullying taught at the primary grades, Gr. 6 Girls met with the counsellor for a series of discussions about social bullying, some teachers and administration became certified in the WITS program

Objective 2.2: 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 the a few of our focus questions:			
	Baseline Nov. 2010	**Target**	**Actual April 2012**
I know how I am expected to behave	86%	90%	96%
I know the School Code of Conduct	58%	95%	67%
I follow the School Code of Conduct	80%	95%	NA
I solve problems in peaceful ways	73%	80%	NA
There is an adult at the school that I go to for support or advice or to talk about problems or worries	65%	80%	NA

Trend Data Table:

Key Performance Measure: North Vancouver Social Responsibility Survey (November 2010 Survey): percentage of students indicating "Never" or "sometimes" in responses to the following questions

	Baseline Nov. 2010	Target	Actual April 2012
I never/sometimes experience verbal or social bullying (exclusion, gossip, humiliation)	63%	95%	71%
I never/sometimes experience physical bullying (hitting, kicking, punching, physical assault)	74%	80%	97%

Trend Data Analysis:

- Increase from 86% to 96% of students know how to behave
- Only 67% of students know the Code of Conduct
- In the second table, there is a decrease in "bullying"

Through assemblies, announcements, CARE tickets, regular class-meetings and 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 is difficult to remember and a few children have said that it is too long. As a short hand we have been using the motto "Take care of yourself, take care of others and take care of this place". As the data shows most children cannot remember the Code and therefore it seems reasonable that the Code should be revised so it is easy to remember and covers the aspects of our school goals.

Opportunities for Further Development:

- students in Intermediate Grades have been using iPads for student films, it would be a good idea to develop this further and have students develop short films to teach the school code to the school (see Plymouth elementary project www.plymouthrocks.wordpress.com).
- need to revise school code so it reflects the school population and is easy to remember
- encourage more staff to become trained in WITS; anti-bullying training
- staff training Mind-Up May 4th, to focus on mindfulness training and social-emotional learning
- Plan to invite Jesse Miller (Social Media presentations) and Safeteen every two years

School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Seymour Heights School Plan for 2012-2013 are:

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.

2. To increase a student's sense of safety, responsibility and belonging k-7

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 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:

*Administer the Test of Phonological Awareness (TOPA) to all Kindergarten students in January 2012 and identify the students scoring below the 25th percentile. Learning Assistance Centre and Kindergartens teachers then will collaborate to provide additional learning support for those students, from January to June. Students who had scored below the 25th percentile are then re-tested in June 2012.
*Use of interventions in Kindergarten as outlined in *Firm Foundations*:

Evidence: *(Quantitative)*

Key Performance Measure: TOPA – Test of Phonological Awareness	Baseline	Target	Actual
2012-2013	2013 January	5% increase from baseline	2013 June

nvsd

Objective 1.2: (Reading-Grades 1 and 2) To improve the reading performance of grades 1 and 2 students.

Strategies/Structures:
Use the DIBELS test to assess students in 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

Students who score below or well below benchmark on the DIBELS receive additional support in reading through the LAC for the remainder of the Grade 1 year. Students will be retested using the DIBELS at the beginning of Grade 2.

Other students who are new to the school, or not previously identified, may be referred for DIBELS testing by the classroom teacher. Students in Grade 2 who are identified as below, or well below the benchmark of DIBELS will receive additional reading support from the LAC and will be closely monitored in grade 3

We are also focusing school funds to provide a cohesive reading program at the primary level (Nelson Language Arts).

Evidence: *(Quantitative)*

Key Performance Measure: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)			
	Baseline	**Target**	**Actual**
2011-2012 Percentage of grade 1 students who met reading readiness as defined by DIBELS	**2011 Fall 33%**	**90%**	**2012 June**
2012-2013 Percentage of grade 1 students who met reading readiness as defined by DIBELS	**2012 Fall**	**90%**	**2013 June**

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

Strategies/Structures:

- Students in Grade 4 and 6 will be tested using the RAD in November. The RAD consists of three components, which identify student strength/weakness in: reading strategies, reading comprehension, reading analysis. The results of this test will be used to identify students who are "at risk". Those students identified in the fall will receive learning support in the classroom and will be re-tested in late spring (April).

- 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 (IEP's) to support the student's academic needs and monitor student progress on individualized reading objective

Key Performance Measure:	Baseline	Target	Actual
RAD Grade 4 % of students below benchmark and considered at risk	Nov. 2012	5% decrease of baseline	April 2013
RAD Grade 6 %of students below benchmark and considered at risk	Nov. 2012	5% decrease of baseline	April 2013

Key Performance Measure: Report Card mark in Reading	Baseline	Target	Actual
Grade 4 Percentage of students receiving a mark of C/-C in reading for specified reporting period.	Nov. 2012	5% increase of baseline	June 2013
Grade 6 Percentage of students receiving a mark of C/-C in reading for specified reporting period.	Nov. 2012	5% increase of baseline	June 2013

School Goal 2:
To increase student's sense of safety, responsibility and belonging, K-7

Goal Rationale:
Safe and Caring School Survey and anecdotal comments from staff, students and parents direct us that we need to continue on the social-emotional learning, anti-bullying and mental health. With combined efforts we could make Seymour Heights an even safer school with very clear positive expectations. Due to the combination of different sub-objectives in the 2011-2012 objectives, we have broken the objectives into 3 instead of 2 for the 2012-2013 School Plan.

Objective 2.1: To increase student's opportunities for leadership

   Strategies/Structures:
   We will continue:
   - Student lunchtime Club program and document using the school blog; the clubs promote belonging and student leadership
   - Student Ambassadors 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 Advisory Board who advise different school programs and initiatives such as: charity drives, talent shows etc.
   - Gr. 7's Farewell student committee
   - "Student of the month" assemblies will formally recognize student leaders
   - Monthly Leadership parties

   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:			
	Baseline April 2012	**Target**	**Actual April 2013**
I take an active role to help make my classroom and school a better place	**89%**	**95%**	

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

Strategies/Structures:
We will continue:
- we have Student Ambassadors who welcome visitors, organize assemblies and help on the playground
- continue to have Administration and Staff teach anti-bullying specific programs
- collaborate with school counsellor to support anti-bullying at key grades identified by Safe and Caring Schools survey
- implement Mind-up program K-7

Evidence: *(Quantitative)*

Key Performance Measure: North Vancouver Social Responsibility Survey	Baseline April 2012	Target	Actual April 2013
I have never or rarely experienced verbal or social bullying (exclusion, gossip, humiliation)	71%	80%	
I have never or rarely experienced physical bullying (hitting, kicking, punching, physical assault)	97%	98%	

I feel safe at school	77%	90%	
If I am bullied or see bullying take place, I would tell an adult	98%	98%	

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**	

Objective 2.3: To increase understanding and follow-through of School Code of Conduct and establish specific and positive expectations.

Strategies/Structures:
- We will highlight the behaviour matrix and follow-through with classes with posters
- students in Intermediate Grades have been using iPads for student films, it would be a good idea to develop this further and have students develop short films to teach the school code to the school (see Plymouth elementary project www.plymouthrocks.wordpress.com)
- need to revise school code so it reflects the school population and is easy to remember
- staff to becoming trained in WITS; RCMP officer Constable Jenson has volunteered to do the training with us and support on the playground
- staff training Mind-Up May 4th, to focus on mindfulness training and social-emotional learning; then make plans in September for teaching schedule
- CARE tickets with specific behaviour focus

Evidence:

Key Performance Measure:			
North Vancouver Social Responsibility Survey:	**Baseline April 2012**	**Target**	**Actual April 2013**

I know how I am expected to behave	**86%**	**95%**	
I know the School Code of Conduct	**58%**	**95%**	
I follow the School Code of Conduct	**80%**	**95%**	

nvsd

Connections:

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

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 2008-2012: To improve the success rates of students who are not yet meeting expectations for 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 2008-2012: 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 Elementary School Plan will be posted on the school web site by October 31, 2012.

School Planning Council Approval of Proposed School Plan:

Date: April 24, 2012

	Name	Signature
Chairperson (Principal)	Gowa Kong	
Vice-principal	Sandra Singh	
Parent	Leslie Furstenwald	*Original Document signed by SPC Members*
Parent	Marnie Kushnerenko	
Parent	Pamela Yoon Drakos	
Student Advisory Board member	Ellahi Musani	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent
June 18, 2012