

North Vancouver School District
SCHOOL PLAN
2009-2010

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 is a small elementary school with a student population of 193. The school is located in the District of North Vancouver, east of the Seymour River. Students leaving Seymour Heights at the end of grade seven attend Windsor Secondary School.

The parent community of Seymour Heights School represents a broad range of socio-economic levels and they are very active in supporting the school through Parent Advisory Committee and in volunteering in classrooms and for school functions. The Seymour Heights PAC initiatives this year have included: fund raising, planning and building a new intermediate playground, and planning and scheduling, in partnership with the North Vancouver recreation commission, a variety of activities (sports, games, drama, cooking, art) for students during the lunch hours and after school.

During the 2007-2008 school year, teachers identified a need to have a better reading assessment tool, and after consultation with North Vancouver District support staff, decided to implement the Reading Assessment Device (RAD) for Grades 2 to 7. The new RAD was fully implemented during the 2008-2009 school year. Data from this assessment would be used to help determine future lessons. Teachers and support staff continued to teach lessons in social responsibility and work with students to develop an improved school culture.

Demographics:

Total number of students: 193 Male: 107 Female: 86

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	0	21	24	24	21	20	22	35	26

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
10.39	0%	8.8%	2.1%	10.9%

Progress Analysis:

Review of School Goals – Previous Year

The 2008-2009 school plan focused interventions for reading and math on those children who were identified as being “at-risk” for reading or math development. We are encouraged by progress made by students who received extra supports in reading readiness, reading strategies and mathematics. The plan also focused on developing improved behaviour related to the social responsibility and compassion curriculum.

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 school culture related to a safe and caring school environment
- Improved sense of safety reported by students

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 2009-2010 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 2009-2010 school plan
- Target for Kindergarten assessments met for key performance measures
- Target for grade 1 assessment not met for key performance measures
- Readjust targets for key performance measures for the 2009-2010 plan to set more achievable goals than 100%

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 2009-2010 school plan
- Target for grade 2 and 3 not met for key performance measures
- A new key performance measure has been added (RAD – Reading Assessment Device) and will be used to track reading progress in Grades 2 to 7

- Intermediate report card data will be set at students achieving C+ or better to better reflect the number of students who require regular adaptations to support the development of language skills
- Discontinue use of DIBELS as a key performance measure for grades 2 and 3 (replaced with RAD)
- Readjust targets for key performance measures for the 2009-2010 plan to set more achievable goals than 100%

Opportunities for Further Development:

During the spring of the 2007-2008 school year, staff at Seymour Heights started to make use of a new assessment tool to assist in developing a more complete understanding of the reading profiles of the students. The RAD (Reading Assessment Device) informed teachers of students' skills in terms of reading strategies, reading comprehension and analysis of reading. The assessments will be completed in the Fall and 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 Grades 2 to 7, assessment data indicates a need to focus reading instruction on interpreting text, making inferences and analyzing text.

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

Review and Analysis

Students were identified as requiring extra classroom teacher support to develop more thorough understanding of mathematical concepts. Teachers have continued to make use of a variety of teaching strategies and concepts to support the further developing of math skills. The School Based Resource Team had an increase in the number of referrals for math (basic math facts and new concept development). Letter grades are indicative of extra support given to the students by classroom teachers, learning assistance teacher, and may reflect the regular adaptations used to support math learning (math charts, formula sheets, etc).

Goal 2 will remain the same for the 2009-2010 School Plan.

Objective 2.1: To identify students who may be at-risk in math and to develop programs to meet their needs, K – 7

- Target met for Kindergarten Numeracy Assessment
- Target not met for the Grade 6 North Vancouver Math Assessment
- Intermediate report card data will be set at students achieving C+ or better to better reflect the number of students who require regular adaptations to support the development of math skills
- This objective will be broken into two new objectives in the 2009-2010 school plan

Opportunities for Further Development

Referrals to the School Based Resource Team indicate several students require additional supports to develop understanding of new concepts taught in math. Teacher observations indicate a number of students having difficulty with automaticity with numbers and require extra support

(i.e. tutoring, extra home practice) and adaptations in order to develop basic understanding of concepts taught. Two new objectives will be included in the 2009-2010 school plan to reflect the different needs of Kindergarten and grade 1 students with the needs of students in grades 2 – 7.

Goal 3: To increase students' sense of social responsibility and compassion, K – 7

Review and Analysis

Teaching and supervision staff report an improved culture where students have regularly demonstrated socially responsible behaviours during the 2008-2009 school year. The review of the Safe School Social Responsibility Surveys (2006 and 2008) provided evidence that students are feeling safe at school, and that they report feeling an improved sense of belonging. There continue to be some areas identified as needing improvement; students helping one another, demonstrating behaviours that reflect the Code of Conduct during unsupervised times, and students taking an active role in improving the school.

Goal 3 will be changed for the 2009-2010 School Plan (see new goals below).

Objective 3.1: To increase students' sense of social responsibility and compassion, K – 7

- Targets not met for most key performance measures
- Target met for "Students learn to work together and help each other"
- Additional key performance measures have been added based on the 2008 Safe School Social Responsibility Survey
- This objective will be changed in the 2009-2010 school plan to reflect the new key performance measures

Opportunities for Further Development:

Based on the data from the Safe School and Social Responsibility Surveys (2006 and 2008), staff will continue to focus on teaching students how to demonstrate behaviours that reflect the Code of Conduct, and that assist students in developing an improved sense of well-being. Lessons in bullying and expected behaviours will continue to be a part of classroom programs. This goal and objective have been modified to focus on improving students' demonstrated social responsibility at all times and to improve students' sense of belonging.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Seymour Heights School Plan for 2009-2010 are:

- 1. To improve the reading proficiency of students identified as being at-risk, K – 7**
- 2. To improve the math proficiency of students identified as being at-risk, K – 7**
- 3. 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

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.

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 < 25thile) on the TOPA test for Kindergarten. Also consider (in consultation with teacher and School Based Resource Team) students achieving above the 25thile for possible interventions based on classroom teacher observations and assessments
- 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 <25thile 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
- Provide home reading program (Soundtrack for Reading) for Kindergarten and grade 1 students and parents



Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percentage of Kindergarten students who meet reading requirements as defined by the Test of Phonological Awareness (January 2009)	85%	95%	
Percentage of Kindergarten students who meet reading requirements as defined by the Test of Phonological Awareness (re-test June 2008)	95%	95%	
Percentage of grade 1 students who met reading readiness as defined by DIBELS (Fall 2008)	67%	90%	
Percentage of Kindergarten and grade 1 students meeting or exceeding expectations for reading as identified on report cards (June 2008)	77%	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 RAD (Reading Assessment District) to students in grades 2 to 7, Fall and Spring of each year
- Implement support programs (classroom programs, LAC, LSW, Special Education Aides) for students identified through the RAD assessment as not yet meeting expectations for reading (strategies, comprehension and/or analysis)
- Implement support programs (classroom programs, LAC) for students identified through the RAD assessment as being at-risk
- 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)
- Implement the use of the Reading Performance Standards in to assess (*Assessment For, Of and As*) students' reading ability
- Develop Individual Education Plans (IEP's) to support the student's academic needs and to monitor student progress on individualized reading objectives
- Continue to focus on the use of non-fiction reading materials for reading instruction, grades 2 – 7
- Focus on implementing Reading 44 components related to Reading in the Content Area (grades 2 – 7)
- Use of Instructional Intelligence activities which support students' understanding of non-fiction text

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade 2 and grade 3 students meeting or exceeding expectations for reading as identified on report cards (June 2008)	77%	90%	
Percentage of grade 2 - 7 students who meet or exceed expectations for reading as defined by RAD (Fall 2008)	74%	95%	
Percentage of grade 2 - 7 students who meet or exceed expectations for reading (strategies) as defined by RAD (Fall 2008)	96%	95%	
Percentage of grade 2 - 7 students who meet or exceed expectations for reading (comprehension) as defined by RAD (Fall 2008)	84%	90%	
Percentage of grade 2 - 7 students who meet or exceed expectations for reading (analysis) as defined by RAD (Fall 2008)	79%	85%	
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 2008)	84%	90%	

School Goal 2:

To improve the math proficiency of students identified as being at-risk, K - 7

Goal Rationale:

Numeracy and math development continue to be an area of focus for teachers. Referrals to the School Based Resource Team, parent concerns and identified students' frustration with math all indicate a need to put in place structures to identify and support those students who continue to struggle in math. The implementation of a school-wide quick assessment tool will be used to help further identify those students who struggle with understanding number concepts and basic math skills.

Objective 2.1: To increase math proficiency of students in Kindergarten and Grade 1 through targeted use of learning support for students identified as being at-risk

Strategies/Structures:

- Administer the Kindergarten Numeracy Assessment to all Kindergarten students during February of each school year (retest June of each year)
- Identify and track students in Kindergarten who are not yet meeting expectations on the Kindergarten Numeracy Assessment and classroom based assessments
- Provide targeted math intervention programs for identified students through classroom programs, the Learning Assistance teacher and Special Education Aides
- Develop Individual Education Plans (IEP's) to support the student's academic needs and to monitor student progress on individualized math objectives
- Implement the use of the Numeracy Performance Standards to assess (*Assessment For, Of and As*) students' understanding of math
- Continue to implement all components of Math 44 activities and instructional strategies (10 Math Habits, use of manipulatives, problem solving, everyday math)

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percentage of Kindergarten students who meet math readiness requirements as defined by the Kindergarten Numeracy Assessment (January 2009)	80%	95%	
Percentage of Kindergarten students who meet math readiness requirements as defined by the Kindergarten Numeracy Assessment (June 2008)	90%	95%	
Percentage of Kindergarten and Grade 1 students meeting or exceeding expectations for Math as identified on report cards (June 2008)	92%	95%	

Objective 2.2: To improve math proficiency of students in Grades 2 to 7 through targeted use of learning support for students identified as being at-risk

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
- Implement school-wide math assessment (grades 2 – 7) using “*First Steps in Math*” quick assessments to identify students “at-risk” for math proficiency
- Provide targeted math intervention programs for identified students through classroom programs, the Learning Assistance Teacher and Special Education Aides
- Develop Individual Education Plans (IEP’s) to support the student’s academic needs and to monitor student progress on individualized math objectives
- Implement the use of the Numeracy Performance Standards to assess (*Assessment For, Of and As*) students’ understanding of math
- Continue to implement all components of Math 44 activities and instructional strategies (10 Math Habits, use of manipulatives, problem solving, everyday math)

Evidence: (*Quantitative*)

Key Performance Measure:	Baseline	Target	Actual
Percentage of primary students (grades 2 to 3) meeting or exceeding expectations for Math as identified on report cards (June 2008)	89%	95%	
Percentage of Intermediate students (grades 4 to 7) achieving a mark of C+ meeting or exceeding expectations for Math as identified on report cards (June 2008)	86%	90%	
Percentage of correct responses of students who completed the North Vancouver Grade 6 math Assessment (June 2008)	63%	70%	

School Goal 3:

To increase students' sense of safety, responsibility and belonging, K - 7

Goal Rationale:

Upon review of the 2008 Safe School Social Responsibility Survey, Seymour Heights has identified developing an improved sense of safety, responsibility and belonging as a priority for the school plan. Students continue to have some challenges demonstrating socially responsible behaviours during unstructured and unsupervised times, and teachers will continue to provide lessons on social responsibility and the Code of Conduct to help students develop healthy relations with their peers at all times. Improved social responsibility and compassion will lead to an increase in students' sense of safety and belonging at Seymour Heights.

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

Strategies/Structures:

- Review annually the Seymour Heights Code of Conduct with all students and staff
- Develop a school-wide Behaviour Management and Intervention program (Safe and Caring School Plan for 2009)
- 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
- Teach lessons related to the Code of Conduct for classroom instruction using school-based developed resources
- Implement a standard Teacher-on-Call classroom binder and have buddy teachers assigned to visiting staff.
- Continue to train and make use of Grade 6 Peer Counsellors at recess and lunch on the playground
- Promote and teach social responsibility through program and activities such as: class meetings, Care Kit, Feeling Yes – Feeling No, 2nd STEP, Focus on Bullying
- Provide collaboration between counsellor and classroom teacher to conduct class meetings
- Develop and make use of common language with staff and students related to expected behaviours and the Code of Conduct
- Provide non-fiction and fiction resources in kits developed by school librarian



Key Performance Measure:	Baseline	Target	Actual
North Vancouver Safe School Social Responsibility Survey (Baseline 2008 Survey) Percentage of students indicating "Some of the Time", "Most of the Time" or "Always" in response to the following questions:			
"I feel safe at school"	95%	95%	
"I feel like I belong at my school"	89%	95%	
"I do kind things for other students at school"	94%	95%	
"I see students do kind things for others at school"	89%	95%	
"Students learn to work together and help each other"	86%	90%	
"Students learn to solve problems with others in peaceful ways"	81%	90%	
"Students take an active role in improving the classroom and school"	80%	90%	

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 plan reflects the input of staff and parents and is focused on early interventions, identification of students "at-risk" and supporting a safe and school culture where all children feel a sense of safety and belonging.

The Windsor Family of Schools is made up of several 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 2008-2009 NVSD District Literacy Plan: "To increase the number of students in K-12 who read successfully".
- Aligns with Goal 1 of the North Vancouver School District Achievement Contract 2008-2009: 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 improve the math proficiency of students identified as being at-risk, K – 7

- Aligns with the goals and objectives of the other schools in the Windsor Family of schools related to improving math proficiency of students.
- 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 understanding of math concepts or skills without extra instructional interventions.

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

- Aligns with Goal 2 of the North Vancouver School District Achievement Contract 2008-2009: 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, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 8, 2009

	Name	Signature
Chairperson (Principal)	Doug Beveridge	<i>Original Document signed by SPC Members</i>
Teacher	Not participating in SPC	
Parent	Leslie Furstenwald	
Parent	Sandra Sovdat	
Parent	Yasuko Williamson	
Student (Gr 10, 11, 12 schools only)	No student participation	

Board Approval of School Plan:

Approved by:

Dave Pearce, Assistant Superintendent
June 15, 2009

