

North Vancouver School District SCHOOL PLAN 2008-2009

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 189. The school has seen a decline in enrolment for the past few years, with the current population being 30% less than it was in the 2001/2002 school year. 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 have undertaken a variety of initiatives this year, including: fund raising, planning and building a new primary playground, which is scheduled to be installed prior to the end of the 2007/2008 school year, and working with the North Vancouver recreation commission to offer sports activities for students during the lunch hours and after school homework activities and classes for students.

Throughout the year, the Seymour Heights staff has been working on developing lessons on compassion and social responsibility to use with their classes. Through Language Arts, Drama activities and class meetings, students have been provided opportunities to learn and demonstrate appropriate socially responsible behaviours that can be applied to a variety of settings.

Demographics:

Total number of students: 200 Male: 115 Female: 85

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	0	20	20	20	17	24	39	29	31

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
10.6	1.0%	10.0%	4.0%	9.0%



Progress Analysis:

Review of School Goals – Previous Year

Goal 1: To improve or maintain reading proficiency in students

Objective 1.1:

Maintain percentage of students who are meeting or exceeding expectations in Grade 4.

Increase the percentage of students who are meeting or exceeding expectations in reading at Grade 7.

Review and Analysis:

In reviewing data (FSA – reading: 2001 - 2007) grade 4 students have consistently scored well on reading, but results have shown a decline in scores by the time they reach grade 7. Based on the results of the data found, and based on evidence gathered through LAC referrals and report card data, we have decided to focus our strategies on students who have had difficulty acquiring reading skills. Classroom teachers will continue to provide a variety of reading lessons to all students, but will provide more direct instruction to those students who have been identified as being at-risk for reading development.

Opportunities for Further Development:

Further analysis of data not used in previous plans (i.e. *DIBELS*) indicates a need to focus intervention strategies on students who are having difficulty acquiring reading skills. The June 2007 report card data shows a need to develop targeted programs for identified students that will meet their needs in respect to developing their reading skills. The school staff is also investigating the use of other whole-class reading assessment tools (*RAD, Reading for Information Assessment*) to identify students who may be at-risk for reading, as well assessments for individuals who have been identified. Identified students will be provided with individual instruction using reading strategies from Reading 44 to support their reading development. Learning Assistance teachers, Learning Support Workers and Special Education Aides will also work with identified students in one-to-one sessions or in small groups.

Goal 2: To improve students' success rate in Mathematics

Objective 2.1:

Maintain percentage of students who are meeting or exceeding expectations in grade 4 Math.

Maintain percentage of students who are meeting or exceeding expectations in grade 7 Math.

Review and Analysis:

Results from previous years' FSA and report card data indicate that the majority of students in grades 4 and 7 continue to do well with math. This is not reflected in the data found through the North Vancouver grade 6 Math Assessment or in the anecdotal evidence from classroom teachers. Teachers report that many students who are receiving C letter grades in intermediate classes are achieving their level of success with extra support from their classroom teacher.

Opportunities for Further Development:

Further investigation and analysis of students' understanding of math concepts needs to be put in place to better identify those students who are independently able to meet the expectations for math at their grade level. Full implementation of the new Math Curriculum (2007) and the improved use of the Numeracy Performance Standards will assist teachers in identifying and supporting identified students.

Goal 3: To enhance students' ability to access, evaluate and use information through technology

Objective 3.1:

The number of students confident in using computers will increase by 10% from medium to high.

Review and Analysis:

The ability to enhance students' access and use of information technology is limited by the age and condition of the computer technology at Seymour Heights. Staff and student frustration with our current level of technology in our computer lab (slow machines, Internet access), as well as limited experience teaching with computers, has led us to drop this goal from our 2008 – 2012 school plan.

Opportunities for Further Development:

During the current school year, Seymour Heights did not invest in new technology for the school's computer lab. Students in grades 4 – 7 were able to make use of an iBook cart (on loan from the North Vancouver School District) to demonstrate understanding of science and social studies concepts through digital expression activities. In the future, the school staff will need to examine the feasibility of purchasing an updated computer lab or a portable book cart to support the development of students' computer skills.

Goal 4: To continue to provide a safe and caring environment

Objective 4.1:

Increase the percentage of students who know and use the Code of Conduct.

Increase the percentage of students and adults who know procedures for Crisis Management

Review and Analysis:

Anecdotal evidence has led staff to believe that students know the basic words of the Seymour Heights Code of Conduct, but do not necessarily make use of the code in their day-to-day interactions. The staff has identified social responsibility lessons and lessons on compassion as the means to support students in understanding expected behaviours to support social responsibility at Seymour Heights. The Seymour Heights Code of Conduct has been updated during the 2007/2008 school year, and more action will be needed to teach students what are considered to be acceptable behaviours at school.



Opportunities for Further Development:

To further awareness of the understanding of the expected acceptable behaviours at Seymour Heights, staff have agreed to a common language when discussing where a behaviour rates in terms of being acceptable or unacceptable (red light, yellow light, green light and blue ribbon). Staff has also cooperated in generating lessons on compassion, as well as having students in grades 4 and 5 teaching younger students what positive behaviour looks like.

2008 – 2012 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 2008-2009 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 social responsibility and compassion, K – 7**

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

Goal Rationale:

The staff at Seymour Heights has identified, through a variety of assessments (classroom based and Learning Assistance Centre based), a number of students who continue 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. It is essential that teachers and staff support the at-risk students in learning to read, and in helping to motivate them to become more active in learning basic reading strategies and 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 below the 25th percentile) on the TOPA test for Kindergarten. Also consider (in consultation with teacher and School Based Resource Team) students achieving between the 25th to 75th percentile for possible interventions
- Provide individualized instruction and intervention programs for identified students through the Learning Assistance Teachers, Special Education Aides and Learning Support Worker (e.g. Phonographix, Orton Gillingham, Phonemic Awareness programs, Readwell, *Launch Into Reading Success*)
- Administer DIBELS (Oral Reading Fluency) assessments to grade 1 students, November and June of each year
- Implement support programs (LAC, LSW, classroom programs) 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
- Continue to provide phonological awareness training for at-risk students, as identified through TOPA
- Develop Individual Education Plans (IEPs) to support the student's academic needs and to monitor student progress on individualized reading objectives
- Continue to use Cooperative Learning strategies (Buddy Reading, Peer Reading)
- Continue to make use of parent volunteers in classrooms to help with Firm Foundations and Reading Readiness
- Track K students who score <50%ile in June retesting through grade 1 and provide interventions as needed
- Provide home reading program for kindergarten and grade 1 students

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Percentage of Kindergarten students who meet reading requirements as defined by the Test of Phonological Awareness (January 2007)	78%	78%	100%
Percentage of Kindergarten students who meet reading requirements as defined by the Test of Phonological Awareness (June 2007)	78%	94%	100%
Percentage of grade 1 students who met reading readiness as defined by DIBELS (November 2007)	45%	45%	100%
Percentage of Kindergarten and grade 1 students meeting or exceeding expectations for reading as identified on report cards (June 2007)	90%	90%	100%

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 (Oral Reading Fluency) assessments to grade 2 and 3 students, Fall and Spring of each year
- Implement support programs (LAC, LSW, classroom programs) for students identified through the DIBELS assessment as being at-risk
- Provide individualized or small group instruction and intervention programs for identified students through the Learning Assistance Teachers, Special Education Aides and/or Learning Support Worker (LSW) (e.g. Phonographix, Orton Gillingham, Phonemic Awareness programs, Readwell, Edmark)
- Develop Individual Education Plans (IEPs) 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 Guided Reading 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	Actual	Target
Percentage of grade 2 and grade 3 students meeting or exceeding expectations for Language Arts as identified on report cards	83%	83%	90
Percentage of grade 2 students who meet reading readiness as defined by DIBELS (November 2007	61%	61%	100%
Percentage of grade 3 students who meet reading readiness as defined by DIBELS (November 2007	94%	94%	100%
Percentage of Intermediate students (grades 4 to 7) meeting or exceeding expectations for Language Arts as identified on report cards (marks of C or better)	99%	99%	99%

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

Goal Rationale:

The results of data collected in previous School Plans (FSA data 2001 – 2006, Report Cards) indicated that the majority of students are doing quite well in meeting or exceeding expectations in numeracy and in mathematics. Concerns have arisen over meeting the needs of students who continue to have difficulty acquiring basic numeracy skills. Referrals to the School Based Resource Team, parent concerns and identified students' frustration with math all indicates a need to put in place structures to support those students who continue to struggle in math.

Objective 2.1: To identify students who may be at-risk in math and to develop programs to meet their needs, K - 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 the Kindergarten Numeracy Assessment to all Kindergarten students during January of each school year
- Identify and track students in Kindergarten who are not yet meeting expectations on the Kindergarten Numeracy Assessment
- Provide targeted math intervention programs for identified students through the Learning Assistance Teachers and Special Education Aides
- Develop Individual Education Plans (IEPs) to support the student's academic needs and to monitor student progress on individualized math objectives
- Implement the new Math IRP (2007) and make use of the Numeracy Performance Standards in to assess (*Assessment For, Of and As*) student's 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)
- Continue accessing District staff for support with Math 44, including work shops for staff and discussions at staff meetings (Primary team, Intermediate team, and full staff meetings)

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Actual	Target
Percentage of Kindergarten students who meet math readiness requirements as defined by the Kindergarten Numeracy Assessment (January 2007)	84%	84%	90%
Percentage of Kindergarten students who meet math readiness requirements as defined by the Kindergarten Numeracy Assessment (June 2007)	84%	95%	90%
Percentage of primary students (grades 1 to 3) meeting or exceeding expectations for Math as identified on report cards (June 2007)	94%	94%	100%
Percentage of Intermediate students meeting or exceeding expectations for Math as identified on report cards (marks of C or better – June 2007)	97%	97%	100%
Percentage of correct responses of students who completed the North Vancouver Grade 6 math Assessment (baseline and actual - June 2007)	59%	59%	70%

Evidence: *(Qualitative)*

- Referrals to School Based Resource Team indicate several students require additional supports to develop understanding of 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
- Parent concerns raised with teachers related to students having difficulty with math

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

Goal Rationale:

Teacher and supervision support staff have reported regularly observing behaviours that do not meet our acceptable behaviours standards as outlined in the Seymour Heights Code of Conduct. Students indicate that they do know the Code of Conduct, yet often have difficulty demonstrating their knowledge while they are with their peers in less supervised activities (i.e. recess, lunch, before school, after school). The staff at Seymour Heights believes that implementing lessons on Social Responsibility and Compassion for others will 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' sense of social responsibility and compassion, K - 7

Strategies/Structures:

- Regular review of the Seymour Heights Code of Conduct with all students at the start of the school year
- Copy of Code published in school newsletters, on school website, and in school handbook
- Copy of Code posted in each classroom
- Code review in class throughout the year
- Updating the Expected Behaviour Matrix to reflect changes/updates in the Code of Conduct
- Continue to emphasize C.A.R.E. behaviours and rewards/recognition of same as related to Code of Conduct
- Continue to use Peer Counsellors at recess and lunch on the playground as prevention
- 2nd STEP lessons Grade 3 – 7 as related to Code of Conduct
- Class Meetings - Safe & Caring Schools
- Care Kit Training - Safe & Caring Schools
- Feeling Yes – Feeling No - Safe & Caring Schools
- Counsellor working as a team with teacher in class meetings
- Classroom/School/Instruction related to Code of Conduct
- Use of common language with staff and students
- Lunch and Learn study session by teaching staff to develop lessons for Social Responsibility and Compassion
- Teach lessons on Social Responsibility and Compassion in Language Arts, Drama, Physical Education and other curricular areas
- Non-Fiction and Fiction resource kit developed by school librarian



Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Actual	Target
North Vancouver Safe School Social Responsibility Survey (Baseline 2006 Survey) Percentage of students indicating “some of the time” Most of the time” or “Always” in response to the following questions:			
I do kind things for other students at school	93%	93%	95%
I see students do kind things for others at school	86%	86%	95%
Students learn to work together and help each other	67%	67%	85%
Students learn to solve problems with others in peaceful ways	70%	70%	85%
Students take responsibility for one another	69%	69%	85%
Students take an active role in improving the classroom and the school	67%	67%	85%
Students are trying to make the world a better place	64%	64%	85%

Evidence: *(Qualitative)*

- Staff to review and compare results from the North Vancouver Safe School Social Responsibility Survey (2006 and 2008) to determine students' perceptions of social responsibility, bullying, and sense of belonging in the school.
- Supervision Aides regularly need support of Principal and/or Vice-Principal with students not meeting behavioural expectations
- A number of students (grades 2 – 7) demonstrate poor social responsibility towards visiting staff (Teachers-on-Call and On-Call Special Education Aides) requiring intervention from Principal and/or Vice-Principal

Connections:

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. Based on the recommendations from a recent district review, the new district achievement plan will reflect school goals and objectives. North Vancouver School District, with the support and input of its stakeholder groups, has designed a clear and well thought out set of guidelines, with models and procedures, that allow for school uniqueness while being mindful of district directions for improving student achievement.

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

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

- Aligns with the North Vancouver School District 2007/2008 Accountability Contract: Transition Plan Goal 1: To Improve Reading Proficiency in Students (Objectives 1.1, 1.2, 1.3 and 1.4)
- This goal has been developed 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. This matches two of the four areas of focus (Students at Risk and Literacy) as identified by the Ministry External District Review team and found in the North Vancouver School District 2007/2008 Accountability Contract
- Aligns with goals and objectives of other schools within the Windsor Family of Schools

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

- Aligns with the North Vancouver School District 2007/2008 Accountability Contract: Transition Plan Goal 2: To Improve Student Success in Mathematics (Objectives 2.1, 2.2 and 2.3)
- This goal has been developed 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. This matches one of the four areas of focus (Students at Risk) as identified by the Ministry External District Review team and found in the North Vancouver School District 2007/2008 Accountability Contract
- Aligns with goals and objectives of other schools within the Windsor Family of Schools

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

- Aligns with the North Vancouver school district 2007/2008 Accountability Contract: Transition Plan Goal 4: To Provide Safe And Caring School Learning Environment (Objectives 4.3 and 4.4)
- This goal focus on Social Responsibility and Compassion has been developed 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
- The updated Code of Conduct in aligned with the Codes of Conduct of the schools within the Windsor Family of Schools



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, 2008.

School Planning Council Approval of Proposed School Plan:

Date: May 15, 2008

Name		Signature
Chairperson (Principal)	Doug Beveridge	<i>Original Document signed by SPC Members</i>
Teacher	No teacher participation	
Parent	Leslie Furstenwald	
Parent	Sandra Sovdat	
Parent	Yasuko Williamson	
Student <i>(Gr 10, 11, 12 schools only)</i>	No student participation	

Board Approval of School Plan:

Approved by:

**Dave Pearce, Assistant Superintendent
June 17, 2008**

