

North Vancouver School District

Highlands Elementary School Plan 2007/2011

FEATURES of Highlands Elementary School

Address: 3150 Colwood Drive
Phone: 604-903-3540
Principal: Janey Cameron

Total number of students: 393 Male: 221 Female: 172

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	35	63	48	43	56	51	43	35
Fr. Imm.								

Percentage of Aboriginal Students: <1%
Percentage of Special Education Students: 5%
Percentage of ESL Students: 6.2%

Number of Teachers and Administrators: 19.92 (total FTE)

SCHOOL GOALS

Highlands Elementary School's main focus is helping students develop academically, socially and emotionally, in a positive, productive, respectful school environment.

Based upon the priorities of the North Vancouver School District as identified in the District Performance Plan and the review of student achievement using Provincial, District and School classroom performance data, the goals (4 goals maximum) set out in this school's plan for 2007/2011 are:

- To achieve high success rates in reading.
- To achieve high success rates in mathematics.
- To provide a safe and caring school learning environment.



School District Goal 1: To improve reading proficiency in students

School Plan Goal 1: To achieve high success rates in reading.

Analysis/Rationale:

The Highlands School Community values academic success for all students. High achievement in reading is fundamental to that success. We believe it is crucial to identify and support those students who are not meeting grade level expectations in reading and provide enrichment to those who are exceeding grade level expectations in reading.

Data sources used in conducting the analysis:

Foundations Skills Assessment; TOPA Results; written and verbal feedback from the school community including teachers, administrators, parents and students.

Objective 1-1:

To continue to focus on quality practices, programs (such as Reading 44) and activities which develop high reading achievement and interest in reading.

Strategies:

Raise the level of awareness and application of the Reading 44 program through grade level/team meeting and planning (daily dozen, guided reading, literature circles) (ongoing). Utilize the Reading 44 and Firm Foundations (kindergarten) teaching strategies (ongoing). Make posters available of the daily dozen reading strategies for classroom use. Continue to support the Highlands primary Overnight Reading Program; direct funding to improve all classroom libraries. Develop and implement a process to educate parents in assisting their children with reading (ongoing). Maintain a focus in teams on planning reading activities and programs which may include the following:

- A Read Aloud Program.
- Maximizing use of parent volunteers to support primary readers
- Overnight books program K - 3
- Primary-wide Guided Reading
- Guided Reading Resource Library Expansion
- Scholastic "Classrooms Care" Read 100 Books program
- Daily silent reading in classroom
- Author visits.
- Reading response journals.
- Reading days once per term (eg. Camp Read); Reading fortnights.
- Work cooperatively with the Teacher-Librarian to increase book circulation and reading opportunities. (eg. book talks, best picks, cooperative unit planning in library)
- Obtain year-end results for Grades 1 to 7, based on classroom assessment criteria of: Not Yet Meets, Minimally Meets, Fully Meets, Exceeds Expectations.

Evaluate all strategies at year end to determine value (Jan/Feb 2008).

Specifically select from a variety of strategies to address different learning rates, styles, & abilities. Expand teacher capacity to address the reading needs of all learners by encouraging awareness and use of the district-based Focus on Instruction initiative through staff meetings, teacher mentorship and sharing, use of Highlands staff conference, and provision of support materials for each classroom.



Key Performance Measures:

Baseline:

May 2003/ 2004/ 2005/2006 FSA Reading:

Percent of students meeting or exceeding expectations:

Grade 4: 83% / 93% / 97%/ 87%
Grade 7: 100% / 98% / 94%/ 90%

2003/2004/ 2005/2006 Year-End Performance Standards:

Percent of students fully meeting or exceeding expectations in Language Arts:

Gr 1: 70% / 84% / 82%/ 88%
Gr 2: na / na / 91%/ 85%
Gr 3: 61% / 97% / 86%/ 91%
Gr 4: 72% / 90% / 84%/ 84%
Gr 5: 74% / 73% / 85%/ 85%
Gr 6: na / na / 86%/ 84%
Gr 7: 64% / 87% / 85%/ 86%

Strategy implementation 2006: 100% of core strategies continue in use by review date.

Target:

May 2007 FSA Reading:
Percentage of students who are meeting or exceeding expectations:

Grade 4: 90%
Grade 7: 95%

Percent of students fully meeting or exceeding expectations in Language Arts:

		Average	
Grade 1:	79%	79%	81%
Grade 2:	84%	79%*	81%
Grade 3:	92%	81%	87%
Grade 4:	88%	82%	84%
Grade 5:	86%	77%	82%
Grade 6:	87%	77%*	79%
Grade 7:	88%	79%	81%

* based on cohort average

2007 Year-End Performance Standards:

Strategy Implementation 2007/08: 100% of strategies continue in use by review date

Actual:

May 2003 / 04 /05/ 06/07 FSA Reading:

Percent of students meeting or exceeding expectations:
Grade 4: 83% / 93% / 97% / 87%
Grade 7: 100% / 98% / 94% / 90% / _

June 2003 / 04 / 05 / 06:
2% / 6% / 2% / 0%/

2003/ 2004/ 2005/ 2006 Year-End Performance Standards:

Percent of students fully meeting or exceeding expectations in Language Arts:

TOPA Results:

Percent of Kindergarten students below 25th percentile:

Jan 2003 / 04 /05 / 06
16% / 3% / 11% / 16%/

		Avg	Cohort
Gr 1:	70% / 84% / 82% / 88%	___%	80%
Gr 2:	na / na / 91% / 85%	___%	82%
Gr 3:	61% / 97% / 86% / 91%	___%	91%
Gr 4:	72% / 90% / 84% / 84%	___%	88%
Gr 5:	74% / 73% / 85% / 85%	___%	84%
Gr 6:	na / na / 86% / 84%	___%	85%



Strategy Implementation:

Principal’s Classroom observations indicate 100% of “core strategies” in use in classrooms. (ongoing observations) .**See technical note Addendum B for description of Core Strategies for Success.

Core Strategies have been agreed to and posters provided to all staff (Sept 2006)
The Core Strategy for Success Charts in use in classrooms resulted from teacher collaboration and dialogue.

Objective 1-2:

To improve reading proficiency in identified sub-groups (e.g. children identified as needing additional support or enrichment).

Strategies:

- Identify students who are not meeting expectations in reading for further screening by LAT (November 2007).
- Allocate LAC time with a priority for reading (November 2007).
- Identify kindergarten students who have weak phonological awareness skills and use an intervention program to raise their skills (eg: North Vancouver’s Firm Foundations or Launch into Reading Success) (January – June 2008).
- Teachers provide a variety of classroom instructional methods and project formats for reading that target subgroups, e.g. children identified as needing additional support or enrichment (ongoing).
- Scholastic “Classrooms Care” read 100 Books program; Book fairs twice yearly
 - Primary-wide Guided Reading
 - Guided Reading Resource Library Expansion
- Instructional Intelligence – Two new project initiatives at the school
- LAT screening for students below expectations in reading; materials and teacher support to modify programs for specific students
- Parent volunteers support struggling learners with 1:1 reading assistance

Key Performance Measures:

Baseline:

<p><u>TOPA Results:</u> Percent of Kindergarten students below 25th percentile:</p>	<p>June 2003 / 2004 / 2005/ 2006 2% / 6% / 2% / 0%</p> <p><u>May 2004/ 2005/ 2006 FSA Reading:</u></p>	<p>Grade 4: 83% / 93% / 97%/ 87% Grade 7: 100% / 98% / 94%/ 90%</p>
<p>Jan 2003 / 2004 / 2005 /2006: 16% / 3% / 11% / 16%</p>	<p>Percent of students meeting or exceeding expectations:</p>	<p><u>2004/2005 Year-End Perf Standards:</u></p>



Percent of students fully meeting or exceeding expectations in Language Arts: Strategy implementation 2007:100% of strategies implemented by review date.

Gr 1: 82%	Gr 5: 85%
Gr 2: 91%	Gr 6: 86%
Gr 3: 86%	Gr 7: 85%
Gr 4: 84%	

Target:

TOPA Results:
Use intervention to decrease the percentage of Kindergarten students below the 25th percentile to 0%, as measured by June TOPA Retest.

May 2007FSA Reading:
Percentage of students who are meeting or exceeding expectations:
Grade 4: 97%
Grade 7: 95%

2007Year-End Performance Standards:
Percent of students fully meeting or exceeding expectations in Language Arts:

	<i>Average</i>		
Grade 1:	79%	79%	80%
Grade 2:	84%	79%*	82%
Grade 3:	92%	81%	91%
Grade 4:	88%	82%	88%
Grade 5:	86%	77%	84%
Grade 6:	87%	77%*	85%
Grade 7:	88%	79%	86%

* based on cohort average

Strategy Implementation: 100% of core strategies continue to be implemented by review date.

Actual:

TOPA Results:
Percent of Kindergarten students below 25th percentile:

Jan 2003 /04/ 05/06/07:
16%/ 3% / 11% /16%/_____

June 2003 /04/ 05 / 06:
2%/ 6% / 2% / 0%/_____

2003/ 2004/ 2005/ 2006 Year-End Performance Standards:

Percent of students fully meeting or exceeding expectations in Language Arts:

	Avg	Cohort
Gr 1: 70% / 84% / 82% / 88%	___%	80%
Gr 2: na / na / 91% / 85%	___%	82%
Gr 3: 61% / 97% / 86% / 91%	___%	91%
Gr 4: 72% / 90% / 84% / 84%	___%	88%
Gr 5: 74% / 73% / 85% / 85%	___%	84%
Gr 6: na / na / 86% / 84%	___%	85%
Gr 7: 64% / 87% / 85% / 89%	___%	86%

May 2003 / 04 /05/ 06/07

FSA Reading:

Percent of students meeting or exceeding expectations:

Grade 4: 83% / 93% / 97% /87%/____
Grade 7:100% / 98% / 94% / 90%/____



Strategy Implementation: 100% continued implementation by review date.

School District Goal 2: To improve success rates in Mathematics

School Plan Goal 2: To achieve high success rates in mathematics.

Analysis/Rationale:

The Highlands School Community values high achievement in Mathematics for all students. We believe it is important to identify and support students who are not meeting grade level expectations in Mathematics and to provide enrichment to those who are exceeding expectations.

Data sources used in conducting the analysis:

Foundation Skills Assessment; Written and Verbal feedback from school community including teachers, administrators, parents and students; Survey of teachers; school year end performance standards results

Objective 2-1:

To improve Math proficiency in identified sub-groups (e.g. children identified as needing additional support or enrichment)

Strategies:

Identify students who are significantly not meeting expectations in mathematics for further screening by LAT (November 2007).

LAT may provide materials when needed to adapt/modify programs for specific students
Utilize a variety of manipulatives (assisting the move from the concrete to the abstract) (ongoing).

Specifically select from a variety of teaching strategies to address different learning rates, styles, and abilities

Utilize strategies to develop conceptual understanding of basic operations and then drill and practice basic facts (ongoing).

Look for and implement alternative ways to support Math activities, possibly: using parents and volunteers (ongoing).

Obtain year-end results for Grades 1 to 7, based on classroom assessment criteria of Not Yet Meets, Minimally Meets, Fully Meets, Exceeds Expectations.

Use Kindergarten Numeracy assessment to identify students needing support; implement K/1 intervention strategies as in NVSD Intervention Strategies Handbook if applicable

Evaluate all strategies at year end to determine level of implementation (Jan / Feb 2008).
Examine FSA specifics on areas of weakness from previous year

- Instructional Intelligence – Two new project initiatives at the school

Grade 6/7 teachers to review (and have as a resource) district support material (Grade 6/7 Math Intervention Strategies Handbook) for students in need

Expand teacher capacity to address the mathematics needs of all learners by encouraging awareness and use of the district-based Focus on Instruction initiative through staff meetings, teacher mentorship and sharing, use of Highlands staff conference, and provision of support materials for each classroom



Key Performance Measures:

Baseline:

2003/ 04 / 05 / 06 FSA Math:

Percent of students meeting or exceeding expectations:

Grade 4: 100% / 100% / 94% / 92%
Grade 7: 100% / 100% / 100%
100%

NVSD Grade 6 Math Test:

May 2003 / 04 / 05 / 06 overall:
65% / 66% / 74% / 78%

2003/04/ 05 / 06 Year-End Performance Standards:

Percent of students **fully** meeting or exceeding expectations in Math:

Grade 1: 77% / 92% / 86% / 91%
Grade 2: n/a / n/a / 89% / 97%
Grade 3: 71% / 91% / 94% / 98%
Grade 4: 84% / 100% / 97% / 97%
Grade 5: 81% / 92 % / 91% / 93%
Grade 6: n/a / n/a / 92% / 84%
Grade 7: 71% / 70% / 96% / 96%

Kindergarten Numeracy Test Students identified at risk:

Jan 2003 / 2004 / 2005 / 2006:
N/A / 21% / 36% / 30%

June 2003 / 2004 / 2005 / 2006:
17% / 10% / 7% / 6%

Strategy implementation 2006: 100% of strategies continue to be implemented by review date.

Target:

May 2006 FSA Math:

Percentage of students meeting or exceeding expectations:
Grade 4: 100%
Grade 7: 100%

Grade 5: 98% 88%
Grade 6: 94% 92%
Grade 7: 86% 79%

2007 Year-End Performance

Standards:

Percent of students fully meeting or exceeding expectations:

	<i>Average</i>
Grade 1: 90%	87%
Grade 2: 98%	93%
Grade 3: 98%	85%
Grade 4: 98%	94%

June Kindergarten Numeracy Test:

Use intervention to decrease the percentage of Kindergarten students below the 25th



percentile, as measured by June Numeracy Retest.

* based on grade average

Strategy Implementation: 100% of strategies continue to be implemented by review date.

Actual:

May 2004 /2005/ 2006

FSA Math:

Percent of students meeting or exceeding expectations:

Grade 4: 100% / 94% / 92%

Grade 7: 100% / 100% /100%

2003 / 2004 / 2005 / 2006

Year-End Performance Standards:

Percent of students fully meeting or exceeding expectations in Math:

	Avg.	Cohort
Grade 1: 77% / 92% / 86% / 91%	87%	na
Grade 2: n/a / n/a / 89% / 97%	93%	86%
Grade 3: 71% / 91% / 94% / 98%	88%	89%
Grade 4: 84% / 100% / 97% / 97%	95%	94%
Grade 5: 81% / 92% / 91% / 93%	89%	97%
Grade 6: n/a / n/a / 92% / 84%	88%	91%
Grade 7: 71% / 70% / 96% / 96%	83%	92%

May 2003/ 2004/2005/ 2006 NVSD

Grade 6 Math Test:

65% / 66% / 74% / 78 %

Kindergarten Numeracy Results:

Percent of Kindergarten students at risk:

Jan 2003 / 2004 /2005/ 2006:
N/A / 21% / 36% / 30%

June 2003 / 2004 / 2005/ 2006:
17% / 10% / 7% / 6%

Strategy Implementation: Estimated 100 % of strategies continue to be implemented by review date

Objective 2-2:

To continue to engage students and staff in Math 44 strategies.

Strategies:

Continue exploring manipulatives, engaging/real life math problems (students) and use District In-service (teachers).

Focus on using the manipulatives / print resources available in Math cupboard (ongoing).



Continue to highlight the implementation of Math 44 strategies through staff meetings, teacher sharing, and professional development activities
 Explore and expand math problem solving and journaling (ongoing).
 Investigate some school wide math initiatives through primary and intermediate teams to foster opportunities to have students interact with parents eg. math games, home reading (math concepts), word problems

Key Performance Measures:

Baseline:

Percent of students meeting or exceeding expectations:

Grade 4: 100% / 100% / 94% / 92%
 Grade 7: 100% / 100% / 100%
 100%

2003/04/ 05 / 06 Year-End Performance Standards:

Percent of students **fully** meeting or exceeding expectations in Math:

Grade 1: 77% / 92% / 86% / 91%
 Grade 2: n/a / n/a / 89% / 97%
 Grade 3: 71% / 91% / 94% / 98%
 Grade 4: 84% / 100% / 97% / 97%
 Grade 5: 81% / 92 % / 91% / 93%
 Grade 6: n/a / n/a / 92% / 84%
 Grade 7: 71% / 70% / 96% / 96%

May 2003/ 2004/2005/ 2006 NVSD Grade 6 Math Test:

65% / 66% / 74% / 78 %

Kindergarten Numeracy Test Students identified at risk:

Jan 2003 / 2004 /2005/ 2006:
 N/A / 21% / 36% / 30%

June 2003 / 2004 / 2005/ 2006:
 17% / 10% / 7% / 6%

Strategy implementation 2006: 100% of strategies continue to be implemented by review date.

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Target:

below the 25th percentile, as measured by June Numeracy Retest.

May 2007 FSA Math:

Percentage of students meeting or exceeding expectations:

Grade 4: 100%
 Grade 7: 100%

2007 Year-End Performance Standards:

Percent of students fully meeting or exceeding expectations:

	<i>Average</i>
Grade 1: 90%	87%
Grade 2: 98%	93%
Grade 3: 98%	98%
Grade 4: 98%	98%
Grade 5: 98%	97%
Grade 6: 94%	94%

June Kindergarten Numeracy Test:

Use intervention to decrease the percentage of Kindergarten students



Grade 7: 86% 95%

Strategy Implementation: 100% of strategies continue to be implemented by review date.

Actual:

May 2004 /2005/ 2006

FSA Math:

Percent of students meeting or exceeding expectations:

Grade 4: 100% / 94% / 92%

Grade 7: 100% / 100% /100%

2003 / 2004 / 2005 / 2006

Year-End Performance Standards:

Percent of students fully meeting or exceeding expectations in Math:

	Avg.	Cohort
Grade 1: 77% / 92% / 86% / 91%	87%	na
Grade 2: n/a / n/a / 89% / 97%	93%	86%
Grade 3: 71% / 91% / 94% / 98%	88%	89%
Grade 4: 84% / 100%/ 97% / 97%	95%	94%
Grade 5: 81% / 92 %/ 91% / 93%	89%	97%
Grade 6: n/a / n/a / 92% / 84%	88%	91%
Grade 7: 71% / 70% / 96% / 96%	83%	92%

May 2003/ 2004/2005/ 2006 NVSD

Grade 6 Math Test:

65% / 66% / 74% / 78 %

Kindergarten Numeracy Results:

Percent of Kindergarten students at risk:

Jan 2003 / 2004 /2005/ 2006:

N/A / 21% / 36% / 30%

June 2003 / 2004 / 2005/ 2006:

17% / 10% / 7% / 6%

Strategy Implementation:

Estimated 100 % of strategies continue to be implemented by review date



School District Goal 3: To improve the achievement of Aboriginal Students

Highlands Elementary School enrolls fewer than 5 aboriginal students; hence we do not have specific goals, objectives, and strategies to address the success of aboriginal students as a broad learner group. However, we as a school recognize and have in place strategies to foster awareness and understanding of aboriginal culture and heritage among students as a whole. To this end, the staff use resources such as the First Nations Book Bin, the Big House curriculum, First Nations performances, and First Nations presenters in order to continue to build understanding of the history and culture of First Nations people in Canada.

School District Goal 4: To provide safe & caring school learning environments

North Vancouver School District Performance Standards Safe and Caring School Plan

Crisis Management Team at Highlands Elementary School

Principal: Janey Cameron

Teacher: Debbie Dimmock

Counsellor: Shirley Jensen

CUPE member: Donna Hogg

PAC members: Jodie Warren, Sybille Tinsel, Anthea Milne, Lori Nobes

Additional: Rick Chan, Vice Principal

Date Submitted: May 1, 2007

Team Chair: Janey Cameron

Annual review process:

What went well?

- Parent attendance excellent; signup during curriculum evening encourages turnout.
- Safe and Caring Parent Reps were involved in actual presentation; very beneficial.
- Safe and Caring Parent Reps selected from those who stood as nominees to SPC for this year; allows for continuity and direct link between SPC and Safe and Caring Schools audit.
- Parents reported being very impressed with useful amount of information and background given during presentation
- Student council involvement a benefit



Surprising outcomes?

- Our two target goals for the 2004/05 School year (Crisis Management and Site Security) resulted in an improvement jump from 46% and 71% respectively, to 72% and 92% respectively over one year.
- Student feedback indicated a high level of exceeding expectations in violence prevention aspect, indicating that this message is being effectively conveyed to children

School District Goal: To provide safe & caring school learning environments

School Plan Goal 3: To provide a safe and caring school learning environment

Objective 3-1: Violence Prevention and Diversity

To encourage a school culture that values diversity (and engages in proactive violence prevention) by promoting an understanding of individuality, gender, ability, culture, and learning styles

Strategies:

- use a variety of resources in classrooms (eg. Social Responsibility performance standards, Second Step, All Kinds of Minds, Friend to Friend, Being Aware/Taking Care,) to model and teach understanding of individual differences and diversity (ongoing)
- encourage and/or promote regular culture recognition/celebration events throughout the school year (ongoing)
- directly teach and reinforce proactive habits to increase the likelihood of children making appropriate personal safety choices (e.g. Internet Safety Resources, DARE, Focus on Bullying)
- HPAC endorses and has supported this objective this year through speakers at parent meetings (including Ministry of Children and Families, RCMP, IT Services on Internet Bullying, and Saleema Noon – Personal Safety)

Key Performance Measures:**Baseline:**May 2003/2004 School Satisfaction Survey:

Percent of students that feel they (or parents that feel their children) learn respect of other cultures at school (many or all of the time responses):

Grade 4: 70% /97%

Grade 7: 78% / 93%

Parents: 75% /85%

May 2003/2004 School Satisfaction Survey:

Percent of students that feel that they respect people different from themselves (many or all of the time responses):



Grade 4: 70% / 96%
Grade 7: 78% / 90%

Parents: 75% / 86%

September 2004/05 Safe and Caring Schools Audit Data:

Percentage of respondents assessing Highlands as fully meeting or exceeding expectations with respect to the Violence Prevention Aspect of the Safe and Caring Schools Audit:

2004: 68% 2005: 92%

Strategy Implementation 2004: 83% of strategies implemented by review date specified.

2006 Safety and Social Responsibility Survey

Racial Discrimination Item 54 - Victimization: School Mean 1.17
District Mean: 1.19

Racial Discrimination Item 54 – Perpetration : School Mean 1.06
District Mean: 1.08

Social Responsibility – Teaching and Learning: School Mean 3.64
District Mean: 3.50

Social Responsibility – Personal Behaviour: School Mean 3.44
District Mean: 3.49

**Note that for Items 1, and 2, better performance is indicated by a number statistically closer to 1.0. For Item 4, better performance is indicated by a number statistically closer to 4.0

Target:

May 2005/2006 School Satisfaction Survey:

Percent of students/parents that feel they learn to respect other cultures at school (many or all of the time responses):

Grade 4: 87% 90%
Grade 7 85% 90%

Parents: 80% 90%

May 2005 School Satisfaction Survey:

Percent of students/parents that feel they respect people different from themselves (many or all of the time responses).

Grade 4: 83% 85%
Grade 7 84% 85%

Parents: 81% 85%



April 2007: Safe and Caring Schools Audit

Percentage of respondents assessing Highlands as fully meeting or exceeding expectations with respect to the Violence Prevention Aspect of the Safe and Caring Schools Audit:

2004: 68% 2005: 91% 2006: 93% 2007: 95%

Percentage of respondents rating the school as exceeding expectations with respect to the Violence Prevention aspect of the Safe and Caring Schools Audit:

2004: 2% 2005: 6% 2006: 20% 2007: 25%

2008 Safety and Social Responsibility Survey

Racial Discrimination Item 54 - Victimization: School Mean 1.15

Racial Discrimination Item 54 – Perpetration : School Mean 1.04

Social Responsibility – Teaching and Learning: School Mean 3.66

Social Responsibility – Personal Behaviour: School Mean 3.50

Strategy Implementation:

100% of strategies implemented by date specified in Year Plan.

Actual:

May 2003/ 2004 /2005/ 2006 School Satisfaction Survey:

Percent of students/parents that feel students learn respect for other cultures at school (many or all of the time responses):

Grade 4: 70% / 97% / 91% / ____ Parents: 85% / 75% / 78% / ____

Grade 7: 78% / 93% / 92% / ____

May 2004/2005/2006 School Satisfaction Survey:

Percent of students/ parents that feel that students respect people different from themselves (many or all of the time responses):

Grade 4: 97% / 91% / 88% / ____ Parents: 85% / 79% / 77% / ____

Grade 7: 90% / 92% / 86% / ____



April 2007: Safe and Caring Schools Audit

Percentage of respondents assessing Highlands as fully meeting or exceeding expectations with respect to the Violence Prevention Aspect of the Safe and Caring Schools Audit:

2004: 68% 2005: 91% 2006: 93% 2007: _____

Percentage of respondents rating the school as exceeding expectations with respect to the Violence Prevention aspect of the Safe and Caring Schools Audit:

2004: 2% 2005: 6% 2007: 20%

Strategy Implementation:

Estimated percentage of strategies implemented by review date: 100%

Objective 3-2: Code of Conduct

To expand and highlight awareness of the centrality of the Code of Conduct in maintaining a safe and caring school

Strategies:

- To specifically review the Code of Conduct each September with each class
- To display the Code of Conduct in all classes and promote its visibility in the school
- To directly teach and reinforce the Code of Conduct as part of class discussions, newsletters, projects, and school assemblies
- To directly teach and consistently reinforce the Code of Conduct and Student Behaviour with respect to noise and movement in common areas

Key Performance Measures:

Baseline:

May 2003/ May 2004 / May 2005 School Satisfaction Survey:

- a) Percent of students that feel safe (or parents that feel their child is safe) at school (many or all of the time responses):

Grade 4: 78% / 97% / 88%

Grade 7: 80% / 84% / 82%

Parents: 93% / 100% / 95%

- b) Percent of students that feel their teachers care about them (or parents that feel their child's teacher cares about their child) ; (many or all of the time responses):

Grade 4: 74% / 100% / 87%

Grade 7: 80% / 88% / 84%

Parents: 93% / 91% / 92%



September 2004/05 Safe and Caring Schools Audit Data:

Percentage of respondents assessing Highlands as fully meeting or exceeding expectations with respect to the Code of Conduct Aspect of the Safe and Caring Schools Audit:

2004: 93% 2005: 92%

May 2004: 100% of strategies implemented by date specified in year plan of data implementation and collection

Target:

School Satisfaction Survey 2006/ 2007:

a) Percent of students that feel safe (or parents that feel their child is safe) at school (many or all of the time responses):

Grade 4: 88% / 90%

Grade 7: 82% / 90%

Parents: 95% / 96%

b) Percent of students that feel their teachers care about them (or parents that feel their child's teacher cares about their child) ; (many or all of the time responses):

Grade 4: 87% / 90%

Grade 7: 84% / 90%

Parents: 92% / 94%

Percentage of respondents assessing Highlands as fully meeting or exceeding expectations with respect to the Code of Conduct Aspect of the Safe and Caring Schools Audit:

2004: 93% 2005: 92% 2006: 93% 2008: 95%

Actual:

May 2003 / 2004 / 2005 School Satisfaction Survey:

a) Percent of students that feel safe (or parents that feel their child is safe) at school (many or all of the time responses):

Grade 4: 78% / 97% / 82% / 88% / _____

Grade 7: 80% / 84 % / 92% / 82% / _____

Parents: 93% / 100 % / 92% / 92% / _____

b) Percent of students that feel their teachers care about them (or parents that feel their child's teacher cares about their child); (many or all of the time responses):

Grade 4: 74% / 100% / 82% 92% / _____

Grade 7: 80% / 88% / 94% 84% / _____



Parents: 93% / 91% / 92% 86% / _____

September 2004/05/07 Safe and Caring Schools Audit Data:

Percentage of respondents assessing Highlands as fully meeting or exceeding expectations with respect to the Code of Conduct Aspect of the Safe and Caring Schools Audit:

2004: 93% 2005: 92% 2007: 93% 2009: _____

Strategy Implementation:

Estimated percentage of strategies implemented by review date: 100%

Objective 3-3: Behavioural Intervention Strategies

To further develop and consolidate a shared understanding in the school community with respect to appropriate and consistent responses to positive and negative student behaviours at the school

Strategies:

- Actively recognize positive student behaviours in the school through strategies such as the use of the Highlands Star, notes of appreciation, newsletter highlights, positive feedback to parents
- Action Schools BC Initiative implemented in Spring 2007; we expect this proactive intervention strategy to have a positive impact on student behaviours over time
- Consistently respond to negative student behaviours using the Code of Conduct Consequences guidelines as a reference, based on the principles of re-teaching behaviour and restorative justice (eg. As an aspect of Think Papers0
- Clearly communicate to staff, parents, and students the relationship between discipline responses, acknowledgement responses, and the Code of Conduct (e.g. Think papers, Highlands Star, Code of Conduct Consequences chart, Parent Communications, use of PAC meetings to highlight the process) **Note that Highlands Star is a voluntary initiative.
- Institute regular meetings with supervision staff to proactively address issues related to student conduct
- Use assemblies at the beginning of each term to reinforce and re-teach aspects of the Code of Conduct
- Continue to train, and to develop the skills of Peer Counsellors in mediation and conflict resolution
- Action Schools BC school plan includes the involvement of Peer Counsellors in a leadership role

Key Performance Measures:

Baseline:

May 2003/ May 2004 / May 2005 School Satisfaction Survey:

- a) Percent of students that feel safe (or parents that feel their child is safe) at school (many or all of the time responses):



Grade 4: 78% / 97% /88%
Grade 7: 80% / 84% / 82%
Parents: 93% / 100% /95%

- b) Percent of students that feel their teachers care about them (or parents that feel their child's teacher cares about their child) - (many or all of the time responses):
Grade 4: 74% / 100% / 87%
Grade 7: 80% / 88% / 84%
Parents: 93% / 91% / 92%

September 2004/05 Safe and Caring Schools Audit Data:

Percentage of respondents assessing Highlands as fully meeting or exceeding expectations with respect to the Behavioural Intervention Aspect of the Safe and Caring Schools Audit:

2004: 93% 2005: 94% 2006: 95%

Target:

School Satisfaction Survey 2006/ 2007:

- a) Percent of students that feel safe (or parents that feel their child is safe) at school (many or all of the time responses):
Grade 4: 88% / 90%
Grade 7: 82% / 90%
Parents: 95% / 96%
- b) Percent of students that feel their teachers care about them (or parents that feel their child's teacher cares about their child) ; (many or all of the time responses):
Grade 4: 87% / 90%
Grade 7: 84% / 90%
Parents: 92% / 94%

September 2004/05 Safe and Caring Schools Audit Data:

Percentage of respondents assessing Highlands as fully meeting or exceeding expectations with respect to the Behavioural Intervention Aspect of the Safe and Caring Schools Audit:

2004: 93% 2005: 94% 2006: 95% 2008: 96%

100% of strategies continue to be implemented by review date.

Actual:



May 2003 / 2004 / 2005/ 2006 School Satisfaction Survey:

a) Percent of students that feel safe (or parents that feel their child is safe) at school (many or all of the time responses):

Grade 4: 78% / 97% / 82% / 88% / _____

Grade 7: 80% / 84 % / 92% / 82% / _____

Parents: 93% / 100 % / 92% / 92% / _____

b) Percent of students that feel their teachers care about them (or parents that feel their child's teacher cares about their child); (many or all of the time responses):

Grade 4: 74% / 100% / 82% 92% / _____

Grade 7: 80% / 88% / 94% 84% / _____

Parents: 93% / 91% / 92% 86% / _____

September 2003/2004/05 Safe and Caring Schools Audit Data:

Percentage of respondents assessing Highlands as fully meeting or exceeding expectations with respect to the Behavioural Intervention Aspect of the Safe and Caring Schools Audit:

2003: 93% 2004: 94% 2005: 95%

Strategy Implementation:

Estimated percentage of strategies implemented by review date: 100%



Structure

The following comprise a selection of activities at Highlands School that align school resources, time, personnel and organization planning to support the goals, objectives and implementation of strategies:

- Chairs of primary and Intermediate team have learning goals as a regular agenda item and teachers oversee the implementation of the strategies through teams
- Administration uses staff meetings and regular classroom walk-throughs to observe /assess / document implementation of objectives and strategies
- Annual participation in the NVSD Safe and Caring Schools Audit – revision of timeline so that the next audit took place in April of 2007
- Some decision making regarding purchase of school resources is prioritized in the context of the Annual School Plan, and in the context of primary and intermediate teams
- In-house parent and teacher surveys are conducted to provide information for School Planning Council decisions – what to continue, what to change
- **Staff engage in annual evaluation and feedback and submit recommendations for revisions to the plan each February
- Administrator meets regularly with SEA's and supervision aides and review their role in supporting the Annual School Plan; these staff are also invited to be a part of monthly general staff meetings
- HPAC supports budget requests to implement the Annual School Plan. Examples include:
 - \$800 for overnight books
 - \$4000 for library books
 - \$2500 for funded cultural events/performing arts
 - Author visits \$600
 - Early Chapter Books \$500
 - Chocolate Lily books \$350
 - Crossing guards \$250
 - Saleema Noon student/parent workshops \$700
 - Grade 6 first aid training \$350
 - Bike Week \$650
- A parent SPC member sits on HPAC Exec to communicate with respect to the Annual School Plan
- SPC bulletins, updates, and discussions are a regular part of staff meetings, school newsletters, and the HPAC Principal's report
- **Highlands conducts (and embeds in its plan) an annual assessment by staff of strategy implementation
- Fourteen staff members have participated in the Barrie Bennett Instructional Institute and each classroom has been resourced with a copy of Beyond Monet to facilitate use of a variety of instructional strategies, tactics, and skills
- Two school-based pilot projects supporting the Instructional Institute strategies have been initiated at Highlands this year
- The role of learning assistance in supporting students of highest need is highlighted, and time, resources, and funds are directed to facilitating this program
- Some school block budget funds, HPAC funds, and educational leadership time are directed toward differentiating resources and services for students whose need is highest
- Some school assemblies and special performances are directed toward the objectives and strategies in the annual school plan



- Highlands has developed and works to communicate student behaviour support strategies, as they relate to the Highlands Code of Conduct
- Parents/school to look at further promotion of SPC plan in terms of more “less technical” home/school communications; ideas include an “All about LAC – what it means to your child” and a changing bulletin board highlighting certain strategies in the plan; for example, the way in which Fun Shack allows children to use math principles in real life (a numeracy objective), and the specific activities based on the code of conduct over the school year



Highlands School Plan Analysis of Progress

2002/03 School Year

The Highlands School Plan reflects the values of the Highlands School Community in terms of improving student achievement. In 2002/03 the plan was developed through a very consultative process that involved information gathered from the staff (including teachers, administration and support staff), the parent community, and the students. Reporting data such as that provided through the 2002 Student Achievement Report was carefully considered.

The SPC developed a Year-Plan of Data Collection and Implementation. The Year-Plan is a simple, visual tool that provides structure through a time-line used to support strategy implementation and data collection.

2003/04 School Year

In 2003/04 the plan was put into action at Highlands School. Parents, staff, and the students were focused on carrying out a number of the strategies identified in the plan. Every teacher was involved in a committee relating to one of the goals and the SPC monitored and reviewed the activities of the committees. Committee activities were reported on at staff meetings.

Data were collected to establish baseline measures; this was the first year for implementation of the school plan.

The SPC reviewed and revised the School Plan based on analysis of the data and feedback from the teachers, administrators, parents and students. The Goals did not change; one objective was revised:

Achieved Objective 4.2: To establish a system of reinforcement of the Code and Consequences for student infractions as it relates to the Code of Conduct

Revised Objective 4.2: To consistently implement consequences for student infractions of the Highlands Code of Conduct.

In May 2004 a revised SPC plan was approved and submitted to the NVSD.

2004/05 School Year

The SPC conducted a thorough review of the plan during this school year.

A variety of reporting data were reviewed and analyzed by the SPC. The sources of information included:

- 2003/04 Foundation Skills Assessment
- 2004 Satisfaction Survey
- 2004 TOPA results for January and May
- 2003/04 Report Card Year-End Performance Standards
- parent and staff surveys



The 2004 Student Achievement Report provided very useful information about trends and the SPC was able to compare results from the same cohort groups in grade 4 and three years later in grade 7. (It is recognized that although individuals will come and go, generally this will be a comparable group of students).

In addition to reviewing these reports, the SPC worked to identify trends from information gathered from the parents through a written survey and a parent forum held at an HPAC meeting. Throughout the process, teachers engaged in detailed review of the goals, objectives, strategies and structures and provided recommendations for change.

The SPC reviewed the data and all other sources of information and found that in most areas the Plan was on track and targets were being met. The SPC did however, identify five common threads as areas to focus on for revision of the plan: self-esteem, respect, the individual as learner, inclusiveness, and parent involvement.

The 2005/09 School Plan aligns goals, objectives and strategies with the analysis of the data.

2005/06 School Year

The SPC reviewed the school plan and identified that the school is in maintenance stage of Goal 1: To achieve high success rate in reading and Goal 2: To achieve high success rate in math. Minor changes have been made to these strategies. Goal 3: To provide a safe and caring school learning environment, was reviewed and worked on in the fall in conjunction with the District Safe and Caring Schools Audit.

The main change in structure this year has been a shift from goal group committees to primary and intermediate team review of the school plan in terms of Goal 1 and Goal 2. A school goal committee will remain intact for review and implementation of Goal 3. The implementation of strategies will be initiated by the two teams, with regular consultation at the monthly Administrative Staff Meeting.

A change in Target data is seen in the exclusion of cohort targets for year-end performance standards. This was deemed desirable given the data did not provide meaningful analysis.

2006/07 School Year

This school year represents a significant change in the SPC committee functioning, insofar as we do not have teacher representation on the committee itself. Nonetheless, the committee agreed that there is clear evidence that the teachers at Highlands continue to implement the core and peripheral strategies reflected in the plan. The monitoring and evidence gathering completed by the school administration was commended by the SPC as a useful tool for verifying implementation levels.

Also noted is a change in the Safe and Caring Schools Audit, held in April 2007 of this school year. It is understood that the data from the Safe and Caring Schools Survey grades 4-7 (entered into this plan as baseline data) will be used in alternate years with the Audit data.



With respect to Reading, the SPC notes that the performance for the Grade 4 group in the May FSA results in 2006 is lower than the previous year (statistically significant change). Examination of the population profile indicates that the configuration of this cohort reflects a high number of special needs students who attempted the FSA.

The Kindergarten TOPA June results for 2006 indicate that 100% of students met expectations after intervention, compared to 84% prior to intervention. The SPC notes that both K TOPA and Numeracy interventions represent an excellent level of success for the learners involved.

The SPC would also like to note that the overall level of mathematics performance by all measures represents a high level of student achievement at the school.

With respect to objective 3.1 and the Social Responsibility Survey data, it is interesting that the Highlands students self-assessed at a lower average than student self-assessment in the District overall on this measure. One line of inquiry might be to investigate if the students at the school hold themselves to a higher standard of behaviour in this realm.

Communication

The SPC provides updates to the Highlands Community of parents, staff, and students through SPC newsletters and bulletins, regular presentations at HPAC meetings, meetings with employee groups (teachers, teams and SEA's as well as full staff meetings), and the Highlands School Website.

New in the 2006/07 year are activities which will be designed to communicate progress with respect to the plan in more informal, "user-friendly" ways. SPC sees as an important future direction the need to further expand upon ways in which collaboration between school and PAC can occur, to increase understanding of and focus on school goals in our SPC plan.



Technical Notes for the 2007/11 Highlands School Plan

Section A: Changes to Goals, Objectives, and Strategies

For the 2006/2007 school year, the Highlands SPC wishes to note that there has been no teacher representation on the School Planning Council. In consideration of this, it was not deemed appropriate to initiate substantive changes to the goals, objectives, and strategies areas of our current plan. Minor changes include the addition of strategies that have occurred as staff have taken on new initiatives in areas related to our goals.

Despite the decision not to revise goals and objectives, the Highlands SPC still wished to reflect in our plan the comments and suggestions arising from the parent survey this year, and to that end, please note that we have attached a summary of parent suggestions at the end of these Technical notes (Addendum A), in the hopes that these ideas may serve as a useful reference for future planning. The Highlands SPC also noted that it might be prudent to revise ways in which we gather parent information next year, as there were low numbers of surveys returned (N = 11).

Thirdly, to more clearly highlight the ways in which Highlands recognizes and is addressing concerns with respect to understanding of aboriginal culture and heritage, the SPC has added a paragraph under Goal 3 to indicate the increased focus Highlands has been placing upon aboriginal awareness activities.

Section B: Changes to Key Performance Measures reflected in 2007/11 Plan

- Target year -end performance results are based on the actual cohort results from the previous year.
- Target year end performance results have omitted the cohort targets for the upcoming year
- Grade one year end performance target is based on the grade one average from previous three years of data
- New baseline data, targets, and actuals have been added to reflect the new Safety and Social Responsibility Survey grades 4 to 7.
- The timeline for the next round of Safe and Caring Schools Audit data has been extended to reflect that the Audit will now be conducted in April of 2007.
- It is noted that cohort group data in Numeracy reflects a small number of students have moved down from exceeding to meeting expectations from grade 4 to 7, and a similar number have moved up from meeting to exceeding expectations. Because the numbers are so small, (and therefore masked), we do not know if the numbers moving up reflect improvement in our most needy learners. Therefore, we will have to investigate other performance data sources for these groups of outliers.
- The Cohort Results for writing indicate far fewer students exceed expectations at the provincial, district, and school levels when compared to the numeracy and reading results. We question whether this might be due to a lack of emphasis on writing overall, or a curriculum/testing mismatch, and would like to analyze this issue more extensively.
- We note that assessment of the degree of implementation of strategies for the 2006/07 school year is difficult without teacher feedback; we therefore attach



notes from a staff meeting in which teachers discussed their use of reading and math strategies, as well as a principal's record of classroom walk-through observations, where notes were made of the use of strategies in the goal areas (See Addendum B).

- With respect to the Kindergarten TOPA and Numeracy scores, we note a strong improvement curve on progress between the January tests and the June retests for at-risk learners. We are pleased to see this as direct evidence of the success of the intervention programs in place.

Addendum A

Highlands School Planning Council Parent Questionnaire: Results **Collation February 2007**

The task of the School Planning Council is to create an Annual School Plan that outlines several school goals, based on school data, that focus on improving student achievement. To that end, we would ask you to consider the following several questions:

1. If you could offer one or two ideas to improve student achievement at Highlands, what would you suggest we do?
 - Send info home re summer reading program, Red Cedar, etc
 - Need more fun math/science programs (Camp Math – help kids see value of math in daily life)
 - Promote primary reading camp in summer – financial subsidies
 - Friendly competitive club – math based games eg Uno
 - Use graph paper not lined paper in math class
 - Stop having split classes
 - Don't allow hand-held calculators; more emphasis on math facts; more drills
 - Have students do public speaking events
2. If you have a suggestion for a new goal area, please provide information and rationale.
 - Healthy schools, physical activity
 - Improve penmanship
 - Implement a weekly Core Value word: eg. Character, Attitude, Friendliness
3. What do you value in a school community? (Put differently, how should school communities think, act, and behave to improve student achievement?)
 - caring for environment, eg littering, walking to school
 - teach more parents to walk/cycle to school
 - before, lunch and after school learning center (like private schools)
 - more challenging questions for more able learners
 - everyone helping each other – I think Highlands is great!



Addendum B: School Planning Council Strategy Implementation Poster 2006-07

SCHOOLWIDE READING SUCCESS STRATEGIES



- Make use of Reading 44 student strategies and the Reading 44 program in all classes
- Plan collaborative reading activities
- Select from a variety of teaching strategies to address differences in learners
- Identify/support children needing additional attention

SCHOOLWIDE MATH SUCCESS STRATEGIES

- Use a variety of manipulatives at all grade levels
- Select from a variety of teaching strategies to address differences in learners
- Present and explore engaging real-life math problems
- Develop conceptual understanding prior to drill and practice



SCHOOLWIDE SAFE AND CARING SCHOOL STRATEGIES

- Use a variety of resources in classrooms to develop understanding of individual differences/diversity
- Directly teach and consistently reinforce the Code of Conduct with respect to common areas of the school
- Actively recognize positive student behaviours in the school
- Consistently respond to negative student behaviours using the Code of Conduct guidelines as a reference

Note: **Based on the above charts (which were created from the SPC strategies and are displayed in every classroom), the Principal was able to use routine walk-throughs over the course of several months to document that all targeted strategies were being used in all classrooms, to varying degrees.



Strategy Implementation Teacher Feedback Session: January 31/07 Staff Meeting

- Reading 44 document is being used routinely in all classes; primary teachers engage all students in shared, overnight, independent, guided, choral, and silent reading
 - We are working on the difficult strategies in our classes on a regular basis
 - Guided Reading is used for most Intermediate Students and all primary students
 - Primary students use a full-scale guided reading model
 - Specialist teachers/aides provide adapted guided reading for struggling learners
 - Intermediate guided reading also takes places in the content areas of social studies and science
 - Novel studies are being used for vocabulary building
 - Novel studies reflect both literature circles and independent novel study
 - Class novel reading with emphasis on fluency and comprehension is taking place
-
- Math 44 is being used routinely in all but one class
 - Primary students focus on games, concrete materials, and math-literature connections to strengthen mathematical understanding
 - Early identification and support for all struggling students
 - The spiral curriculum revisiting of Math 44 is being implemented
 - Teachers choose from a variety of resources for math
 - Teachers emphasize both skills and problem solving in math



Consultation Process of Highlands Elementary School Planning Council

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- Where there is a population of Aboriginal students of 5 or more, the school has included the school goal and objectives specific both to the needs of the students and to the involvement of the Aboriginal community. Where there are Aboriginal students enrolled in the school but fewer than 5, the school has considered a plan to meet the educational needs of these students.
- A summary of the approved Highlands Elementary School Plan will be posted on the school web site by October 31, 2007.

Proposed School Plan

School Planning Council Approval:

Date: April, 2007

	Name	Signature
Chairperson	Janey Cameron, Principal	<i>Original Document signed by all SPC Members listed</i>
Teacher	Not represented	
Parent	Lori Nobes	
Parent	Anthea Milne	
Parent	Jodie Warren	

Board Approval

Approved by:

***Bryn Roberts, Assistant Superintendent
June 5, 2007***

