

**North Vancouver School District**  
**SCHOOL PLAN**  
**2009-2010**

**School:** Highlands Elementary School  
**Address:** 3150 Colwood Drive  
 North Vancouver, BC V7R 2R6  
**Phone:** 604 903 3540

**Principal:** Janey Cameron

**School/Community Context:**

Highlands Elementary School is a high achieving, academically oriented, welcoming school with strong parental support, an experienced and proactive staff who are fully engaged in continuously broadening their expertise with respect to new initiatives for improving student learning, and an active, leadership-oriented student body. Currently, we are completing a Capital Project for a new school on our site, and expect to transition to our new building by September of 2009.

Student leadership examples at Highlands include the Grade 7 Leadership Program, the Peer Counselling Program, the involvement of our Student Council in yearly sponsoring a World Vision child, a Christmas Charity Market, a Crossing Guard Program involving over 50 students and many sponsor parents, and a Recycling Program with a Go Green focus. Positive student behaviour at the school is recognized and maintained through consistent application, practice, and discussion of our Code of Conduct by all members of the school. The Highlands *Social Responsibility Brochure*, delivered to all families and highlighted throughout the year, further communicates the details of our Effective Behaviour Support-based program. Finally, regular and ongoing community events (such as our annual Pumpkin Patch, Gingerbread Night, and Talent show) highlight the value placed on school and community interaction.

**Demographics:**

Total number of students: 405 Male: 220 Female: 185

<b>Number of students per grade</b>									
Grade	ADK	K	1	2	3	4	5	6	7
English	0	43	47	40	64	52	51	56	52
Fr. Imm.									

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>19.67</b>	<b>&lt;1%</b>	<b>10.1%</b>	<b>4.4%</b>	<b>3.7%</b>

## **Progress Analysis:**

### **Review of School Goals – Previous Year (2007-2008)**

School Goal One: To improve reading proficiency in students who are less than fully meeting expectations at each grade level

Objective 1.1: to ensure that all children who are less than fully meeting expectations in reading at each grade level are identified by September 30<sup>th</sup> of each year for additional support

Objective 1.2: To ensure that all children who are identified as less than fully meeting expectations in reading receive additional reading support during the school year

#### Progress analysis for Goal One:

The Highlands School Community values academic success for all students. High achievement in reading is fundamental to that success. Last year, we chose specifically to identify and support those students who were not meeting grade level expectations in reading, and to track the performance level of those children with respect to their reading skills.

Data analysis indicates that at the Kindergarten level, 100% of student who were below the 25<sup>th</sup> percentile as measured by the TOPA in January of 2008 received intervention and achieved scores within expectations by June of 2008. This result reflected the trend we have consistently found over time since baseline TOPA measurements in 2003; ie, that our intervention programs for Kindergarten appear to be highly successful in significantly reducing the number of children at risk for learning to read by the end of the kindergarten year.

New last year in our plan was the objective of identifying and providing additional reading support to students at every grade level who were identified as less than fully meeting expectations. Data analysis indicates that last year 100% of children not meeting expectations in reading were identified through screening meetings, and every one of the identified children was provided with additional supports. Student performance from September 2007 to June of 2008 indicates that 45% of children so identified and supported were within reading expectations by the end of the school year. It was noted that greater success occurred for learners in the primary grades, which suggests a careful review of the strategies we have in place for supporting intermediate learners in reading.

School Goal Two: to provide a safe, caring, communicative, and responsive school environment

Objective 2.1: 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

Objective 2.2: To involve staff, students, and parents in maintaining/increasing student safety and socially responsible student behaviour through communication and use of the Highlands *Code of Conduct* as a teaching tool

#### Progress Analysis for Goal Two:

Data analysis indicates that student sense of safety ( as measured by both the Ministry Satisfaction Survey and the Social Responsibility Survey) has increased from previous years.

In addition, the number of students reporting on the surveys that they have been bullied, teased, or picked on has dropped from previous years, with results ranging from a high of 8% of students reporting bullying (grade 4) to a low of 0% of students reporting bullying (grade 7). In addition, the school's results with respect to the Social Responsibility Survey exceeded district averages on every measure.

It was noted that cyber bullying did not appear to be well understood by children. The SPC determined that the 2008-2009 Parent SPC Survey would be revised to include questions with respect to internet usage and cyber bullying. (See SPC Survey and survey results attached as Appendix A.) Potentially this area of social responsibility could be a focus for the coming year.

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

The development and publication of the family-friendly brochure "*Supporting Social Responsibility – Highlands Elementary School*" was well received by the parent community last year. It encapsulates and communicates the *Code of Conduct*, behavioural expectations and examples, and ways in which parents and school can support the demonstration and development of social responsibility in children. The SPC recommends tracking the number of times aspects of the Code are highlighted in a given school year, to provide a baseline for increasing emphasis on the *Code of Conduct*. Where and how the Code is highlighted should also be monitored (eg on the website, in newsletters, in classrooms, as a school-wide focus, at assemblies, and elsewhere.) Once some data is available, plans can be made to further highlight awareness of and demonstration of the *Code of Conduct* and Social Responsibility.

<b>HIGHLANDS ELEMENTARY: School Goals for the 2009-2010 School Year</b>
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Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Highlands Annual School Plan for the 2009- 2010 school year are:

- 1. To improve reading proficiency in kindergarten/grade one students**
- 2. To improve mathematics proficiency in kindergarten/grade one students**
- 3. To improve the socially responsible behaviour of intermediate students in the context of electronic communication and on the World Wide Web**

**School Goal 1:  
To improve reading proficiency in kindergarten/grade one students**

**Goal Rationale:**

The reading readiness scores among our kindergarten population, as demonstrated by the TOPA (Test of Phonological Awareness) scores, has traditionally been fewer than one-quarter of our students. This year, more than one-third of our kindergarten students scored below the 25<sup>th</sup> percentile in January of 2009. Additionally, the kindergarten teachers report that the two classes as a whole do not appear as capable with reading readiness skills as would be expected for this time of year in kindergarten.

Accordingly, we see the wisdom of providing additional supports to the kindergarten program, and closely monitoring the reading progress curve of kindergarten students through the end of this school year and into their grade one year.

**Objective 1.1:**

To ensure that all kindergarten children who are identified as less than fully meeting expectations in reading receive additional reading support

**Strategies/Structures:**

- Kindergarten: Two additional SEA's will be rescheduled and trained so that all kindergarten children scoring below the 25<sup>th</sup> percentile on the TOPA will receive daily intervention to the end of the school year
- Kindergarten: LAT time will be rescheduled to accommodate small group intervention using Firm Foundations and Launch into Reading Success
- Kindergarten: The Families of Schools will provide a Parent Evening for all interested kindergarten parents, focusing on support beginning reading skills
- Principal will allocate the learning resource budget with a priority given to resources that support early struggling readers

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Kindergarten TOPA:  Baseline: Percent of children below the 25 <sup>th</sup> percentile in January of 2009 (TOPA scores)  Target:  Percent of children below the 25 <sup>th</sup> percentile in June of 2009 (TOPA Retest)	35%	0%	

## Objective 1.2:

To ensure the continued reading progress of 08/09 kindergarten students throughout the 09/10 grade one year

### Strategies/Structures:

- Grade One: (September 2009) all kindergarten students will be tested for their reading level and referred for intervention at screening meetings if they are less than fully meeting expectations
- SEA time will be preferentially allotted to accommodate additional reading intervention (guided reading or small group lessons) for students in grade one
- LST time will be prioritized to be allotted first to students in grade one who are having the most difficulty acquiring reading skills
- Principal will allocate the learning resource budget with a priority given to resources that support grade one struggling readers
- Grade one student improvement will be tracked each term and a cumulative report will be generated at the June 2010 screening meeting

### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percent of grade one readers assessed through screening in September of 2009 as less than fully meeting expectations	TBA Sept 09		
Percent of grade one readers assessed through screening in June of 2010 as less than fully meeting expectations		0%	

## School Goal 2:

**To improve mathematics proficiency in kindergarten/grade one students**

### Goal Rationale:

The mathematical readiness scores of kindergarten students, as demonstrated by our annual February Kindergarten Numeracy Screening, has resulted in the identification of 28% of our kindergarten in the “at-risk” category for mathematical development.

Our math intervention programs for kindergarten over the last 5 years have been successful in significantly reducing the number of children at risk for mathematical development by the end of kindergarten. However, qualitative reporting by the kindergarten teachers this year indicates that the degree of delay is more significant than we have seen in the recent past with respect to this cohort’s mathematical development. Therefore, it was decided to provide additional math support for the cohort until the end of June and through the grade one year for these students.



## Objective 2.1:

To ensure that all kindergarten children who are identified as less than fully meeting expectations in mathematical development receive additional mathematics support

### Strategies/Structures:

- Enlist the district mathematics facilitator in providing kindergarten math resources and additional training for the two kindergarten teachers
- Prepare and provide parents with math games and activities that can be used at home
- Place an additional emphasis on numeracy skills within the classroom environment for the rest of the school year
- Provide individualized/small group support through LAT for those students most seriously at risk
- Principal will allocate the learning resource budget with a priority given to resources that support grade one students at risk for mathematical development

### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Kindergarten Numeracy Screening: Baseline:  Percent of children identified as "at-risk" in February of 2009 (KNUM scores)	28%		
Target:  Percent of identified as "at-risk" in June of 2009 (KNUM Retest)		0%	

## Objective 2.2:

To ensure the continued mathematical progress of 08/09 kindergarten students throughout their 09/10 grade one year

### Strategies/Structures:

- Grade One: (September 2009) all kindergarten students will be assessed in mathematical development and referred for intervention at screening meetings if they are less than fully meeting expectations
- SEA time will be allotted to the grade one classes to facilitate additional mathematical intervention (guided math or small group lessons) for students in grade one
- Principal will allocate the learning resource budget with a priority given to resources that support grade one students struggling with mathematical development (less than fully meeting expectations)
- Grade one student improvement will be tracked each term and a cumulative report will be generated at the June 2010 screening meeting

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Percent of grade one students assessed through screening in September of 2009 as less than fully meeting expectations in mathematics	TBA Sept 2009		
Percent of grade one students assessed through screening in June of 2010 as less than fully meeting expectations in mathematics		0%	

### **School Goal 3:**

**To improve the socially responsible behaviour of intermediate students in the context of electronic communication and on the World Wide Web**

#### **Goal Rationale:**

Data analysis of our Social Responsibility Survey for intermediate students (2008) indicated that 98% of intermediate students reported that “rarely or never” had they seen or engaged in cyber bullying.

Concurrently, classrooms discussions with teacher leaders in the intermediate classes revealed qualitatively that at least half of the students responded “yes,” when they were asked the question, “Have you ever written or read something mean about a student you know while texting, emailing, or on the Internet?” This information highlighted a clear discrepancy with the Social Responsibility data, leading staff and SPC to engage in discussion on the topic.

Intermediate team and SPC discussions led to the conclusion that it was likely that intermediate students as a whole have a limited understanding of the concept of cyber bullying, and that education in this area would increase the reliability of survey results, and might also positively impact the incidence of social bullying in general.

#### **Objective 3.1 to ensure that intermediate students can define and give examples of cyber bullying:**

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

- Intermediate teachers in each classroom will provide lessons on cyber-bullying and assess their students’ understanding (using a simple tool to be developed) at the end of the lesson sequence
- Principal will research resources and provide materials for intermediate teachers to use
- Team meeting time will be provided for intermediate teachers to collegially conference with respect to lesson planning and delivery, and an assessment tool of the learning



<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Number of intermediate students who can define and give examples of cyber bullying (as measured by the assessment tool)	Inconsistent data from quantitative/ qualitative sources; shared assessment to be developed	100%	

**Objective 3. 2: To decrease the incidence of social bullying on-line in the intermediate grades**

**Strategies/Structures:**

- Intermediate teachers in each classroom will provide lessons on cyber-bullying and its relationship to social bullying
- Principal will research resources and provide materials for intermediate teachers to use
- Team meeting time will be provided for intermediate teachers to collegially conference with respect to lesson planning and delivery
- Parents will be provided with information and cyber-tips through school emails, newsletters, and other means, in order to increase their awareness of and knowledge about this issue

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Social Responsibility Survey 2008: Percent of students reporting that they have been affected by/involved in social bullying	12%		
Social Responsibility Survey 2010: Percent of students reporting that they have been affected by/involved in social bullying		4%	

## Connections:

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

- North Vancouver School District supports the uniqueness of its schools while maintaining the focus on improved student achievement by specifying the parameters under which unique school goals are set, including analysis/rationale, data sources, district standards, and current school standards. Highlands School Plan is aligned with elements of the District Safe and Caring Schools Goal, Math goal, and Reading Goal.
- North Vancouver School District has a clear goal to provide safe and caring school environments for all students, supported through the District-developed *Safe and Caring Schools Guide* and the bi-annual *Social Responsibility Survey*. These resources are used and are reflected in the Highlands School Plan.
- The District Plan highlights the importance of aboriginal awareness and aboriginal achievement. While only several students of aboriginal ancestry attend our school, Highlands School acknowledges and promotes awareness of Aboriginal issues to its school community through use of culturally diverse materials, the Aboriginal Book Bin, participation in First Nations programs (eg. Grade 4 BigHouse), and guest performers and speakers
- Highlands school plan focuses on the importance of early intervention, particularly with respect to reading and mathematics, annually assesses and reassesses the performance of Kindergarten students in careful and routinized ways
- Principals meet monthly in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation.
- Our Family of Schools has a tradition having a SPC family of schools in-service, directly supported this year by district staff. Over the past four years our SPC has met with other Handsworth family of Schools SPC members. At these meetings each school shared and discussed their individual goals and objectives.
- All five school sites in our Family of Schools share a focus on one or more aspects of each of the following three goal areas: reading, mathematics, and safe schools/social responsibility
- As per Ministry direction, our Family of Schools has reviewed, developed, and shared expanded school Codes of Conduct, including student expectations and consequences for behaviour



**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.
- √ A summary of the approved Highlands Elementary School Plan will be posted on the school web site by October 31, 2009.

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

Date: May 1, 2009

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Janey Cameron	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Jodie Warren	
Parent	Kim Kopchuk	
Parent	Claire Freyvogel	
Student <i>(Gr 10, 11, 12 schools only)</i>	N/A	

**Board Approval of School Plan:**

*Approved by:*

**Bryn Roberts, Assistant Superintendent  
June 15, 2009**