

North Vancouver School District SCHOOL PLAN for 2014-2015

School: Canyon Heights Elementary
Address: 4501 Highland Blvd
 North Vancouver, BC V7R 3A2
Phone: 604 903-3290

School/Community Context:

At Canyon Heights, staff and parents work collaboratively in a welcoming, inclusive environment to assist students in developing self-reliance, demonstrating respect for self and others, and achieving their very best. We take pride in the strong academic, sports, and fine arts programs and activities that staff provide for the students, as well as in the high degree of parent involvement in support of our learning community.

Staff, students, and parents value the contributions of our Parent Advisory Council. The PAC enriches the educational environment by providing technology such as iPads, laptop carts, sound amplification systems, projectors, and more. PAC also hosts information sessions for parents and drama, drumming, dance and gymnastics workshops for students. This year, the PAC supported the creation of our “Learning Commons”, a room designed to foster student collaboration and technology integration.

The school’s numerous charitable campaigns encourage our students to develop leadership skills and become conscientious citizens. At the local level, the students participate in supporting the North Shore Crisis Services Society, the BC Children’s Hospital, and the Terry Fox Foundation. Bringing a globally-minded focus to the children’s charitable efforts, The Free the Children Committee and the Nicaragua project involve over one hundred students in educating the community and providing support for Nicaraguan families.

Demographics (2013-2014 school year):

Total number of students: 398 Male: 223 Female: 175

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	39	43	55	50	50	50	53	58

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
21.01	1.5	6.28	5.02	13.31

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To increase the success rates in reading for K – 3 students

Objective 1.1: To improve the pre-reading skills (phonological awareness) of Kindergarten students at risk, as measured by the Test of Phonological Awareness (TOPA) given in January and re-tested in June.

Trend Data Table:

Key Performance Measure: Percentage of kindergarten students scoring above the 25 th percentile			
Year	Baseline	Target	Actual
2009/10	January – 91%	100%	June – 97%
2010/11	January – 83%	100%	June – 95%
2011/12	January – 81%	100%	June – 95%
2012/13	January – 100%	100%	June – 100%
2013/14	January – 98%	100%	June -

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Given four years of data, the School Planning Council acknowledges that our Kindergarten students consistently make progress in their phonological awareness from January to June. For this reason, we will include administering the TOPA (Test of Phonological Awareness) and monitoring results as a strategy under our goal to improve literacy in our early learners, specifically K - 3.

Objective 1.2: To improve the reading skills of Grade 1 students requiring “Intensive Support” as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in Fall, Winter and Spring.

Trend Data Table:

Key Performance Measure: Percentage of grade 1 students requiring ‘Intensive Support’, as measured by the DIBELS			
Year	Baseline	Target	Actual
2011/12	73%	0%	Fall (2011) – 73% Winter (2012) – 33% Spring (2012) – 34%
2012/13	57%	0%	Fall (2012) – 57% Winter (2012) – 24% Spring (2013) – 37%

2013/14	27%	0%	Fall (2013) – 27% Winter (2013) – 16% Spring (2014) -
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Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Data continues to show that providing early intervention and intensive instruction has a positive impact on reading skills for our target group of grade 1 students. Over three years of data, it appears that 0% is an unrealistic target, but we do note that the percentage of students requiring intensive support has decreased.

Previous School Plan Goal 2: To increase the number of students demonstrating a sense of social responsibility

Objective 2.1: To increase positive bystander behaviour.

Trend Data Table:

Key Performance Measure: Canyon Heights Social Responsibility Survey	Year	Baseline	Target	Actual
Percentage of students who saw others being ‘picked on or bugged’ at school, but chose to ‘ignore it’	2011/12	15%	A decrease in the number of students who ‘ignored it’	14%
Percentage of students who saw bullying at school, but chose to ‘ignore it’	2012/13	14%	A decrease in the number of students who ‘ignored it’	14%
Percentage of students who saw bullying at school, but chose to ‘ignore it’	2013/14	14%	A decrease in the number of students who ‘ignored it’	*

*data to come from survey in May

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

The data for students who chose to ignore bullying has remained at 14%. The School Planning Council recognizes that another year of data will be helpful to determine a trend and will allow us to continue to teach and model appropriate bystander behaviour.

This year we implemented an additional way to review the Code of Conduct with all students. We began the year with multi-age groups (“Colour Groups”). During our Welcome Assemblies and during three sessions during the first week of school, students reviewed, interpreted and shared their understanding of respect, responsibility and safety. At each Target Assembly, the principal reviewed and highlighted an aspect of the Code of Conduct with specific student examples.

The School Planning Council realizes that cyber bullying is a concern in society. For this reason, we have chosen to take a baseline for intermediate students at Canyon Heights to see if it is a growing problem in our community.

Previous School Plan Goal 3: To increase the success rates in writing for K-7 students.

Objective 3.1: To increase the number of students who are meeting or exceeding expectations in the aspects of writing as identified in the Writing Performance Standards.

Trend Data Table:

% of students Meeting and Exceeding Expectations

	K		GR. 1		GR. 2		GR. 3		GR. 4		GR. 5		GR. 6		GR. 7	
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
YEAR 1 (2010/11)	10	59	41	72	33	57	56	68	51	65	60	57	55	60	57	64
*YEAR 2 (2011/12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
YEAR 3 (2012/13)	95	97	39	77	20	67	41	69	42	71	53	69	67	81	39	46
YEAR 4 (2013/14)	87		17		38		43		72		71		54		61	

*Note: Due to the 2011-12 teacher strike, the school wide write was not conducted and no data collected

May 2014 data yet to be collected

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Data continues to suggest improvement in writing skills from October to May within a school year. Cohort trends do not reveal improvement over several years, but are difficult to analyse without 11/12 and 13/14 data. Cohort trends over several years do show consistency in achievement.

Opportunities for Further Development:

- Continue to focus on reading in the primary grades, with increased use of learner-centred, classroom-based reading assessments
- Gather additional data regarding cyber bullying
- Explore writing for intermediate grades within the Ministry of Education’s draft curriculum, particularly the Core Competency of “Communication”.

School Goals for 2014-2015:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Canyon Heights School Plan for 2014-2015 are:

1. **To improve success rates in reading for K-3 students**
2. **To increase the percentage of students demonstrating a sense of social responsibility**
3. **To improve success rates in writing for grades 4-7 students**

School Goal 1: To improve success rates in reading for K-3 students

Goal Rationale:

The Primary team and the SPC believe that reading success is critical for building a strong foundation for academic achievement in all subject areas. Reviewing reading data reinforced the importance of identifying and supporting students who are not meeting expectations, especially with a focus on early intervention.

Objective 1.1:

That students meet reading expectations in the primary grades as supported and measured by the following assessments and recorded on report cards: Test of Phonological Awareness (TOPA), Reading Assessment Device (RAD), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and PM Benchmark.

Strategies/Structures/Resources:

- Administer the TOPA in January to identify students below the 25th percentile (at risk). Learning Assistance Teacher (LAT), English Language Learners teacher (ELL), Kindergarten teachers, Speech and Language Pathologist (SLP), and members of the School Based Resource Team (SBRT) collaborate to support at risk students.
- Use interventions from such programs as: *Firm Foundations*, *Launch Into Reading Success*, *Our Turn to Talk*, *Jolly Phonics*, *Sounds Abound*
- Administer the DIBELS in mid September and early June to 'at risk' Grade 1 students as identified scoring below the 25th percentile in Kindergarten of the prior school year

- Administer DIBELS to students in Grades 2 and 3 who did not yet meet grade level reading expectations in the June report card of the prior school year.
- Provide LAC, LSW and ELL support, throughout the school year for those students identified as requiring support based on classroom teacher assessment, LAT assessment, report card analysis, and E/SBRT discussion
- Use the following interventions and/or research-based programs: Phonographix, Read Naturally, Read Well, REWARDS, Lexia, RAD, Reading 44, Key Links Guided Readers, and Go Phonics. These programs will be supplemented by additional resources as necessary.

Key Performance Measure: term report cards for Reading	Meeting or exceeding Baseline Term 2 2014	Not yet meeting or approaching Baseline Term 2 2014	Target	Actual
Grade 1	84%	16%	Reduction in % not yet meeting or approaching	Term 1 (2014) Term 2 (2015) Term 3 (2015)
Grade 2	72%	28%	Reduction in % not yet meeting or approaching	Term 1 (2014) Term 2 (2015) Term 3 (2015)
Grade 3	69%	31%	Reduction in % not yet meeting or approaching	Term 1 (2014) Term 2 (2015) Term 3 (2015)
Key Performance Measure: TOPA				
Percentage of kindergarten students scoring below the 25 th percentile	January (2014) 2%		Same % or below	June (2014)

School Goal 2:

To increase the percentage of students demonstrating a sense of social responsibility

Goal Rationale:

In order to provide a safe, positive and caring learning environment for all students and staff, the School Planning Council strongly believes that students should be encouraged and expected to behave in a socially responsible manner and to follow Canyon Heights' Code of Conduct.

Results of the 2013/14 Safe & Caring Schools Survey (NVSD) continued to indicate that students at Canyon Heights feel safe at school. For the past two years, Canyon Heights administered its own Social Responsibility Survey to gather data around bystander behaviour. Research indicates "when bystanders intervene, they are effective in stopping bullying, often within 10 seconds of the intervention" (*Preventing Bullying & Ensuring Safe and Caring School Communities*, p. 33.) The SPC believes it is important to continue to encourage helpful, rather than hurtful, bystander behaviour.

Objective 1.1:

To increase positive bystander behaviour

Strategies/Structures/Resources:

- Include Social Responsibility Performance Standards and Code of Conduct in student agendas and hold parents accountable for reviewing, acknowledging and signing these sections of the agenda.
- Regularly review and reinforce the Code of Conduct – in classes, assemblies, newsletters, problem-solving situations at recess/lunch, with PAC groups
- Continue to teach and reinforce to the school community the problem-solving strategy of "Stop, Stop, Report" and begin to apply that to bystander behaviours
- Use the K-7 resource 'Kids in the Know'
- Explore outside organizations that promote pro-social behaviours (e.g. Fins Friends, The Power of One, Safe Teen, Young Actors Project, Justice Theatre, iGirl and iGuy programs)
- Explore the Core Competency of "Positive Personal & Cultural Identity": *"supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.*
- Teach and reinforce concepts from the provincial initiative ERASE Bullying, particularly the difference between: conflict and bullying, teasing and taunting, tattling and telling, helpful vs. hurtful bystanders

Evidence: (Quantitative)

Key Performance Measure: Canyon Heights Social Responsibility Survey		Baseline	Target	Actual
Percentage of students who saw bullying at school, but chose to 'ignore it'	2013/14	14%	A decrease in the number of students who 'ignored it'	
Percentage of students who identified cyber bullying as the most common kind that they see	2013/14			

**School Goal 3:
To improve success rates in writing for grades 4– 7 students**

Goal Rationale:

Given the significance of writing across all curricular areas, it is essential to provide interventions and support for those students who do not yet fully meet expectations in writing as measured by the BC Performance Standards for writing. The goal is to improve students' ability to provide written details, examples and explanations to support their connections, inferences, and opinions.

Objective 1.1:

To increase the number of students who are fully meeting or exceeding expectations in the aspects of writing as identified in the Writing Performance Standards

Strategies/Structures/Resources:

- Use the School Wide Write as a formative assessment tool, then adjust instructional strategies to address the overall strengths and weaknesses of a classroom/grade level cohort
- Identify students with written output challenges and provide appropriate adaptations, interventions and support through the classroom and the LAC
- Promote the development and use of classroom based criteria and rubrics for assessment of writing
- Use Writing 44 strategies and instructional activities
- Explore the Core Competency of Communication which *"encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media"*

Evidence: *(Quantitative)*

Key Performance Measure: School Wide Write	Fully meets or exceeds Baseline October 2013	Meets (minimal) or not yet within Baseline October 2013	Target	Actual
Grade 4	72%	28%	Reduction in % not yet within or minimally meeting	October (2014) May (2015)
Grade 5	71%	29%	Reduction in % not yet meeting or approaching	October (2014) May (2015)
Grade 6	54%	46%	Reduction in % not yet meeting or approaching	October (2014) May (2015)
Grade 7	61%	39%	Reduction in % not yet within or minimally meeting	October (2014) May (2015)

Connections:

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

The five schools in the Handsworth Family of Schools (Canyon Heights Elementary, Cleveland Elementary, Highlands Elementary, Handsworth Secondary and Montroyal Elementary) work collaboratively to develop commonalities among the five school plans. The administration teams from the FOS meet regularly to discuss school directions, instructional initiatives and issues that affect the schools and school communities. School Plans are shared and frequently discussed. This collaborative approach assists with and strengthens the development of the goals, objectives, data sources and strategies to ensure success for all students.

Over the past six years, the School Planning Councils in the Handsworth Family of Schools have met annually for in-service regarding the process of developing a school plan and to provide an opportunity to share and discuss current goals and objectives. The five schools within the Handsworth Family of Schools share a focus on one or more of the goal areas of reading/writing, mathematics and safe school/social responsibility.

The school plans from each of the schools within the Handsworth Family of Schools also connect to the District Achievement Contract 2011-14, specifically Goal 1: To improve students' achievement in literacy (Reading: Canyon Heights, Cleveland, Handsworth and Highlands; Writing: Canyon Heights, Handsworth and Montroyal) and Goal 2: To improve students' achievement in numeracy (Cleveland, Highlands, Montroyal and Handsworth).

Consultation Process of Canyon 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 Canyon Heights School Plan will be posted on the school web site by October 31, 2014.

School Planning Council Approval of Proposed School Plan:

Date: April 29, 2014

	Name	Signature
Chairperson (Principal)	Susannah Howick	<i>Original Document signed by SPC Members</i>
Teacher	Not participating	
Parent	Karen Nordquist	
Parent	Sara Sutcliffe	
Parent	Michelle Tice	
Student (Gr 10, 11, 12 schools only)	Click to type name	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent
June 2, 2014