

North Vancouver School District SCHOOL PLAN for 2011-2012

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 to provide a safe, supportive and enriching environment for students. It is a warm and vibrant community that encourages students to develop self-reliance, respect for self and others, and responsibility. We take pride in the strong academic, sports, and fine arts programs and activities provided to students by staff, as well as in the high degree of parent involvement in and support of our learning community. The school Code of Conduct reinforces that all members of our school community must be **safe, responsible** and **respectful** at all times.

Canyon Heights is a safe and caring school. Within the school community, students are empowered and encouraged to take on leadership roles, such as being library monitors, lunch monitors, crossing guards, school assembly leaders, sports locker monitors, organizers of outreach activities, and recycling program coordinators. In addition, many of the fundraising campaigns are created and led by student clubs, i.e: Free the Children, Nicaragua. All Intermediate students (grade 4-7) are given leadership opportunities by being "Class Big Buddies" to younger students. Our Crossing Guard Program, supervised by parent volunteers, run by intermediate students, and sponsored by staff is an example of the cooperative effort that is characteristic of our school.

Staff, students and the parent community value the considerable support from our Parent Advisory Council. The PAC is instrumental in enriching the educational environment of our school by providing items such as new computers for the computer lab, a laptop cart, digital cameras, a new sound system for the school gymnasium, musical instruments, performance workshops, and two years ago, the PAC assisted in the funding of a new playground. The PAC enhances the school community socially by hosting our Back to School Barbeque and by offering various family and parent events throughout the year. A weekly hot lunch program is also offered by the PAC that includes only meal options that meet the Guidelines for Food and Beverage Sales in BC as developed by the Ministries of Education and Health.

Demographics (February 2011)

Total number of students: 361 Male: 189 Female: 172

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	42	34	43	45	45	54	53	45

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
19.9	.8	8.6	5.5	4.4

Progress Analysis:

Review of School Goals – Previous Year 2010/11

1. To increase the success rates in reading for K – 3 students.
2. To increase the number of students demonstrating a sense of social responsibility.

Goal 1 - Review and Analysis: To increase the success rates in reading for K – 3 students

In order to review the progress of Goal 1 and its related Objectives and Strategies, the School Planning Council continued to review the report card results, comparing 1st term and 3rd term results, in the subject of Reading at the Primary grade levels. The School Planning Council believes that the objectives of this goal must be maintained with continued use of the strategies that were implemented. The School Planning Council strongly agrees that early reading success is the first component of developing literacy skills and academic achievement and would like to continue with this goal for the 2011-2012 School Plan to focus on improving the success rates at the Primary grade levels.

Goal 2 - Review and Analysis: To increase the number of students demonstrating a sense of social responsibility

In order to review the progress of Goal 2 and its related Objectives and Strategies, the School Planning Council reviewed the survey data from the:

1. North Vancouver School District Safe & Caring Schools Social Responsibility Survey 2010/2011;
2. North Vancouver School District 2006 and 2008 Safe School and Social Responsibility Surveys;
3. Safe & Caring Schools Audit that was conducted in April 2009;
4. Annual Ministry of Education's Satisfaction Survey in March.

The SPC noted an increase in the number of children who reported that they feel safe at school when comparing the results of the 2010/11 North Vancouver School District Safe & Caring Schools Social Responsibility Survey against those of the District's 2008 Safe School and Social Responsibility Survey. The 2008 Safe School and Social Responsibility Survey students reported the lowest score in the area of 'Social Responsibility Climate and Behaviour' and the SPC further

notes that there remains an area of opportunity to improve bystander behaviour at Canyon Heights. Anecdotal information given by the School's administration indicates that the students at Canyon Heights do not experience "true" bullying behaviour, however, the School Planning Council sees an opportunity to improve upon the students' bystander behaviour and, therefore, recommends that Goal 2 continue to address the overarching goal of improving the students' sense of engaging in socially responsible behavior, with a specific focus on improving bystander behaviour.

Opportunities for Further Development:

The School Planning Council strongly agrees that early reading success is the key for building a strong foundation for developing literacy skills and academic achievement in all areas. Therefore, it is recommended that Goal 1 be continued for the 2011-2012 School Plan.

The School Planning Council further recommends that Goal 2 reflect the need to improve activities around socially responsible behaviour. Establishing a 'culture of care' can take many years to accomplish. Having a common vision coupled with consistent language will assist with this shift. The recommendation is to continue to pursue embedding the Virtues, a program started in 2009, into as many educational opportunities as possible throughout the school and neighbourhood. While the 2010/11 Safe & Caring Schools Social Responsibility Survey indicates that Canyon Heights is a safe school for students, it also indicated an opportunity for development in the area of bystander behavior.

Finally, the School Planning Council recommends the addition of a third school goal to increase success rates in writing for K-7 be added to the 2011-2012 School Plan as a result of feedback from the 2011 Parent/Guardian Satisfaction Survey. Parents indicated high satisfaction with student reading and mathematics skills while their opinion of writing skills was lower. Methods to monitor and measure this are described in greater detail below.

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Canyon Heights School Plan for 2011 - 2012 are:

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

School Goal 1:

To increase the success rates in reading for K – 3 students

Goal Rationale:

The Primary team and the SPC strongly agree that early reading success is the key for building a strong foundation for developing literacy skills and academic achievement in all 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:

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

Strategies/Structures:

- Administer the TOPA in January to identify students below the 25th percentile (at risk). Learning Assistance Centre (LAC), English as a Second Language (ESL), Kindergarten teachers, and the Speech and Language Pathologist (SLP) collaborate to support at risk students.
- Use interventions from available programs: *Firm Foundations*, *Launch Into Reading Success*, *Our Turn to Talk*, *Jolly Phonics*, *Sounds Abound*
- Direct and support parents/caregivers to use materials for home reading, using resources that focus on phonological awareness and 'ready to read' books
- Provide additional phonological awareness instruction to the identified at-risk group of students in the LAC
- ESL teacher provides additional Firm Foundations lessons to ESL students during year; extra review to be provided to ESL students in need

Evidence: (Quantitative)

Quantitative Actual: Percentage of students who achieve above the 25th percentile (TOPA)

January 2006 – 79%	June 2006 – 99%
January 2007 – 82%	June 2007 – 99%
January 2008 – 91%	June 2008 – 100%
January 2009 – 79%	June 2009 – 93%
January 2010 – 91%	June 2010 – 97%
January 2011 – 83%	June 2011 – ___%

Key Performance Measure:	Baseline Jan 2011	Target June 2011	Actual June 2011
Percentage of kindergarten students scoring above the 25 th percentile	83%	100%	___%

- Note: Students who have not met the 25th percentile standard in June, despite interventions, will be tracked into Grade 1 and be included in September's School Based Resource Team (SBRT) screening meetings.

Evidence: (*Qualitative*)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> • January 2011 TOPA results show that 17% percent (7 students) of the Kindergarten students are below the 25th percentile, therefore are deemed at risk and need to receive early intervention.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> • With interventions in place, we expect that 100% of students will be above the 25th percentile on the TOPA re-test which is administered in June 2011
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> • TOPA scores will be reported in June 2011

Objective 1.2:

To increase the percentage of grade K-3 students meeting or exceeding expectations in Reading, as measured by student report cards.

Strategies/Structures:

- Assess students using tools such as DIBELS, District 44 *“Reading for Information Assessment Package”*, *Canadian Test of Basic Skills (CTBS)*, *Jerry Johns Basic Reading Inventory*, *Phonographix*
- Use Reading 44 strategies, classroom adaptations/modifications, and LAC to assist students
- ESL teacher provides small group, direct instruction to some ESL students, indirect service to other ESL students by collaborating with the classroom teacher, supplementing home reading with taped books, monitoring progress and providing support as needed
- In primary classes, continue the use of programs such as Reading A-Z in classrooms and for home reading
- Direct and support parents in regular home reading
- Provide small group LAC support or support from the Learning Support Worker
- Provide a wide variety of reading materials at a variety of levels by the Library
- Encourage use of school library website (<http://canyonheightslibrary.weebly.com/>) by parents and students
- Provide all students with information on the summer program ‘Follow the Reader’, from the Capilano Public Library
- Establish a Library night for parents and students
- Facilitate opportunities for grade 3 students, who require intensive reading intervention, to attend the District 44 Literacy Centre at Montroyal Elementary

Evidence: (Quantitative)

Percentage of students, in grade group cohorts, meeting and exceeding expectations in Reading	K		GRADE 1		GRADE 2		GRADE 3	
	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3
YEAR 1 (2006-2007)	68	83	80	83	73	84		
YEAR 2 (2007-2008)	72	84	73	73	71	73	79	82
YEAR 3 (2008-2009)	85	80	63	74	76	87	80	83
YEAR 4 (2009-2010)	55	72	75	88	86	85	86	88
YEAR 5 (2010-2011)	74	(tba)	62	(tba)	81	(tba)	74	(tba)

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> Information gathered from teacher observations, classroom assessments, anecdotal report card comments and the identified needs of the students in the classroom, combined with report card data, indicate that some students are not meeting expectations in reading. With intervention through our support services, we expect to see those students improve over time. Thus, grade cohorts have been established and will be examined yearly to determine improvement.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> We expect to increase the percentage of students meeting or exceeding expectations in Reading as evidenced by report card data over a 5 year period.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> Report Card marks will be reported in June every year.

School Goal 2:

To increase the number 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, and the SPC strongly believes that students should be encouraged to behave in a socially-responsible manner. We will continue the use of the BC Performance Standards for Social Responsibility as a tool, and continue to imbed the Virtues concepts into the daily fabric of the school community to ensure a safe, caring and healthy school.

Canyon Heights follows the guidelines established in the District's Safe and Caring Schools protocols and uses the results from the Social Responsibility Survey to determine areas where improvement is needed in the area of social responsibility within the school community. While the 2010/11 Safe & Caring Schools Social Responsibility Survey indicates that students at Canyon Heights feel safe at school, it also indicated an opportunity for development in the area of bystander behavior.

It is the SPC's intention that by continuing to focus on social responsibility in the 2011-2012 school year, that students and their families will further develop skills around contributing positively to their school community by learning appropriate methods of solving problems peacefully, and valuing diversity and defending human rights.

Objective 2.1: To improve students' ability to:

1) Solve Problems in Peaceful Ways (BC Performance Standards - Social Responsibility)

2) Value Diversity and Defend Human Rights (BC Performance Standards - Social Responsibility)

Strategies/Structures:

- Use of Performance Standards for Social Responsibility in the classroom and throughout the school
- Use of Performance Standards as a guide for assessing behaviour, in conjunction with the "reflective behaviour sheet", when a student's behaviour does not meet the code of conduct expectations
- Teach lessons from 'Social Responsibility: A Framework' document
- Include Performance Standards and Code of Conduct in student agendas and hold parents accountable for reviewing and signing these sections of the agenda. In the 2010/11 school year, 100% of parents signed off in their children's agendas acknowledging their understanding of the Code of Conduct.
- Send Code of Conduct and Performance Standards home with K parents as Ks do not use a student agenda
- Regularly review and reinforce Code of Conduct – in classes, assemblies, newsletters, problem solving, at recess/lunch, with PAC groups
- Continue to teach and reinforce to the school community the problem solving strategy of "Stop, Stop, Report"
- Provide monthly scenarios, in newsletter, for parents to engage in conversation with their children at home
- Have Grade 4 and 5 teachers review and reinforce with students the "Making Character Count" section of the student agenda
- K-7 use of the resource 'Kids in the Know' program
- Continue the DARE program that is offered to Grades 5 students to provide additional education and strategies to make healthy choices in relationships, substance misuse prevention and safety & injury prevention.
- Explore outside organizations that promote pro-social behaviours (eg. Fins Friends, RespectED, the Power of One, Safe Teen, Young Actors Project in-school drama and Justice Theatre)
- Request the School Librarian to continue adding new books that promote positive social interactions to our 'travelling book bins' for teacher use in addressing social issues with classes/groups of students; arrange for an SEA to work with two students to exchange all teacher bins every two weeks (to ensure teachers have variety of topic bins to use regularly)
- Continue tradition of setting up yearly 'buddy classes' in September
- Utilize the monthly Target Assembly to reinforce and highlight the aspects of socially responsible behaviour
- Continue to offer opportunities within the school such as Destination Conservation, "Think Globally, Act Locally", Free the Children, Jump Rope for Heart, etc. that teach students about the global environment and their role in the world at large.

- Explore ways to incorporate aspects of the Virtues Project into the primary classroom’s “student of the week” display
- Develop a focus around the following Virtues:
 - Courage
 - Respect
 - Responsibility
 - Confidence
 - Acceptance
- Incorporate “Virtue” words in the annual school spell-a-thon
- Safe & Caring Schools committee to work collaboratively with the SPC to create a school-specific bystander survey
- Incorporate feedback from Student of the Week
- Create a student leadership program

Evidence: (Quantitative)

Percentage of students (in grade group cohorts) who responded “Many times” or “All the Time” to the question “When I see bullying, I walk away, ignore, or avoid the bully.” from the North Vancouver School District’s Safe & Caring Schools Social Responsibility Survey,						
	GRADE 4	GRADE 5	GRADE 6	GRADE 7	CANYON HEIGHTS	DISTRICT OVERALL
YEAR 1 (2010/11)	29.27	18.86	11.36	16	18.88	21.16
YEAR 2 (2011/12)						
YEAR 3 (2012/13)						
YEAR 4 (2012/14)						

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> • Using the above noted data from the Safe & Caring Schools Social Responsibility Survey as Year 1 baseline.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> • A year over year reduction in the percentage of students answering “Many times” or “All the Time” to the question “When I see bullying, I walk away, ignore, or avoid the bully.”
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> • To be reported in May 2012

Bullying, as defined by Barbara Colorosso in her 2002 book The Bully, the Bullied, and the Bystander, is “a conscious, willful, and deliberate hostile activity intended to harm, induce fear through the threat of further aggression, and create terror.” (p.13) We don’t experience “true” bullying behaviour at Canyon Heights; however, data from the 2010/11 Safe & Caring Schools Social Responsibility Survey indicates opportunities for improving students’ bystander behaviour. The SPC feels that the questions posed to students in the 2010/11 Safe & Caring Schools Social Responsibility Survey relate to behaviour that isn’t experienced at Canyon Heights, so in order to better address negative behaviour that is experienced at Canyon Heights, we will create and

administer a survey in the Fall of 2011 to increase awareness of bystander behaviour and to address pro-social behaviour.

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> To be established in the Fall of 2011 using a school created survey that reflects students' observations, beliefs and perceptions of student bystander behaviour
<p>Qualitative Target:</p> <ul style="list-style-type: none"> Positive difference from Fall to June
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> To be reported in June 2012

School Goal 3:

To increase the success rates in writing for K – 7 students

Goal Rationale:

To improve students' ability to provide written details, examples and explanations to support their connections, inferences, and opinions. 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.

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

Strategies/Structures:

- Using the School Wide Write as a formative assessment tool, adjust instructional strategies to address the overall strengths and weaknesses of a classroom/grade level cohort
- Identify all 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, for example journal writing rubric
- Use Writing 44 strategies
- Use of Rubric Central to provide trends and inform instructional strategies

Quantitative Actual:

Evidence: *(Quantitative)*

Key Performance Measure: The percentage of students Meeting and Exceeding Expectations on the School Wide Writes in the Fall and Spring of each school year as measured by Writing Performance Standards.

% of students Meeting and Exceeding Expectation

	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	tba	41	tba	33	tba	56	tba	51	tba	60	tba	55	tba	57	tba

Target: To demonstrate improvement in the percentage of students who Meet and Exceed Expectations in the Writing Performance Standards as reflected by the twice-yearly School Wide Write. The target measure would be a positive difference between the October and May percentages each year as tracked by grade group cohorts.

Connections:

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

Canyon Heights School Plan Goals for 2011-2012 are connected to the goals of the North Vancouver School District Achievement Contract 2010-2011.

Canyon Heights Goal #1: To increase the success rates in reading for K – 3 students
and

Canyon Heights Goal #3: To increase the success rates in writing for K – 7 students

District Achievement Plan: To improve the success rates of students who are not yet meeting expectations for reading, writing, listening and/or speaking as measured by performance standards.

Connections include use of Reading 44 for reading instruction and use of the T.O.P.A. assessment for Kindergarten students.

Canyon Heights Goal #2: To increase the number of students demonstrating a sense of social responsibility

District Achievement Plan: To improve completion rates for students in the School District by emphasizing the safe, caring, and relational aspects of instruction in our schools.

Connections include the emphasis on creating a safe and caring learning environment. Canyon Heights and the School District focus on the development of positive school cultures and safe learning environments.

Canyon Heights, along with Cleveland Elementary, Montroyal Elementary, Highlands Elementary and Handsworth Secondary School, is a member of the Handsworth Family of Schools (FOS). The administrations from the FOS meet on a regular basis to discuss school directions, instructional initiatives and issues that affect our schools and community. The School Plans are shared and frequently discussed. The sharing assists with, and strengthens, the development of the goals, objectives, data sources and strategies.

Consultation Process of Cleveland School Planning Council:

- x School administrators, staff, parents and students have been actively involved in the development of the School Plan.

- x A summary of the approved Canyon Heights School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: April 29, 2011

	Name	Signature
Chairperson (Principal)	Dean Irvine	<i>Original Document signed by SPC Members</i>
Vice-Principal	Karin Fraser	
Teacher	Not participating	
Parent	Christina Mior	
Parent	Shirin Shenassa	
Parent	Sue Chow	

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 13, 2011