

North Vancouver School District

SCHOOL PLAN for 2013-2014

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 an inclusive and vibrant community that encourages students to develop self-reliance, take on leadership roles and demonstrate respect for self and others. We take pride in the strong academic, sports, and fine arts programs (including Band and Strings) and activities provided to students by staff, as well as in the high degree of parent involvement in and support of our learning community. Student leadership opportunities are numerous and include Destination Conservation, Free the Children Committee, and the Nicaragua project which has over one hundred students participating in educating the community and providing support for Nicaragua families. Our students also participate in supporting BC Children's Hospital and the North Shore Crisis Services Society.

Staff, students and the parent community value the support of our Parent Advisory Council. The PAC enriches the educational environment by providing items such as new technologies, including multiple iPad and laptop carts, sound amplification systems in most classrooms, projectors, parent workshops, drama and drumming workshops, dance and gymnastics.

Demographics (2012-2013 school year):

Total number of students: 384 Male: 199 Female: 185

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	41	47	47	41	48	53	49	58

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ELL
19.82	1.5	6.2	5.9	9.6

Progress Analysis:

Review of School Goals – Previous Year(s)

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 -

Trend Data Analysis: (indicators for progress over time – 1 to 3 years)

- The School Planning Council believes that the objectives of this goal must be maintained with continued use of the strategies that were implemented
- Data over many years indicate that intervention has a positive impact on pre-reading skills

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 (2013) – 24% Spring (2013) – %

Trend Data Analysis: (indicators for progress over time – 1 to 3 years)

- The School Planning Council believes that the objectives of this goal must be maintained with continued use of the strategies that were implemented
- Data over 1 year indicate that providing early intervention and intensive instruction has a positive impact improving reading skills for a targeted group

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:	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'	

*note: after analysis, the SPC changed the question slightly to better reflect the intent of addressing bystander behaviour as it relates to bullying

Trend Data Analysis: (indicators for progress over time – 1 to 3 years)

- survey data show consistently low numbers of students who see bullying and are ignoring it
- over next few years, the SPC is interested in tracking the number of students reporting cyberbullying (given it is currently zero)

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		39		20		41		24		53		67		39	

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

Trend Data Analysis:

- The SPC believes that the objectives of this goal must be maintained with continued use of the strategies that were implemented
- Data suggests improvement in writing skills throughout the school year
- Will require another year of data to analyse cohort trends

Opportunities for Further Development:

The School Planning Council (SPC) strongly agrees that early reading success is the first component of developing literacy skills and academic achievement and values the data from Objective 1.1. However, we believe that further structures should be in place to address any 'at-risk' learners and recommends that we continue to utilize 'intensive' supports this year. We will also continue to identify at-risk learners in grade 1 based on an assessment called the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Goal 2 reflects the need to improve activities around socially responsible behaviour. The 2012/13 District Safe & Caring Schools Social Responsibility Survey and the school's Safe and Caring School Survey shows that Canyon Heights is a safe school for students, but also indicated an opportunity for development in the area of bystander behaviour and examining the definition of bullying (vs. conflict). The SPC believes that focussing on bystander behaviour is important and thus will continue a school-based survey to narrow the issues students may have in this area.

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Canyon Heights School Plan for 2013- 2014 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 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 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
- ELL teacher provides additional Firm Foundations lessons to ELL students during year; extra review to be provided to ELL students in need

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percentage of kindergarten students scoring above the 25 th percentile	January (2013) 100%	100%	June (2013)

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.

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.

Strategies/Structures:

- Administer the DIBELS in mid September, end of February and early June to ALL grade 1 students and to those students in Grades 2 and 3 who failed to meet the year-end DIBELS benchmarks of their prior school year.
- Provide LAC, LSW and ELL support, throughout the school year, in groups of no more than 4 students who are identified as requiring 'intensive' support based on the DIBELS. Students in Gr. 1 and 2 will receive intensive support for 40 minutes, 4x per week. Students in Grades 2 and 3 will receive support for 30 minutes, 3x per week.
- Ongoing progress monitoring will determine success or failure of interventions and ongoing support by LAC and LSW.
- The following interventions and/or research-based programs will be employed: Phonographix, Read Naturally, Read Well, REWARDS, Academy of Reading, Reading 44 and Go Phonics. These programs will be supplemented by additional resources from other programs.
- The parents of students receiving intensive support will be encouraged to read daily for a minimum of 15 minutes with their child.
- Students remaining 'at risk' (ie Intensive Support) in spite of intensive intervention, will be referred to the ESBRT for ongoing monitoring, consideration for a psych-ed or language assessment and/or referral to the Literacy Centre.

Evidence: (Quantitative)

Key Performance Measure:	Baseline (Fall 2012)	Target	Actual
Percentage of grade 1 students requiring 'Intensive Support', as measured by the DIBELS	57%	0%	Fall (2012) – 57% Winter (2013) – 24% Spring (2013) – %

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 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 to gauge and assess student behaviour.

While the 2012/13 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 behaviour. As a result the SPC created a school-based, grade 4-7 survey, which was conducted in the spring of 2012 and 2013.

Although we do not have comparative data, there are indications that we have made significant gains in addressing bystander behaviour. With an established baseline, a similar survey administered next year will provide clearer data and trends. It is the SPC's intention that by continuing to focus on social responsibility in the 2013-2014 school year, 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 increase positive bystander behaviour

Strategies/Structures:

- Use of Performance Standards for Social Responsibility in the classroom and throughout the school with a focus on the area of Solving Problems in Peaceful Ways and Valuing Diversity and Defending Human Rights
- 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
- Include 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, Target Assembly, 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"
- K-7 use of the resource 'Kids in the Know' program
- Explore outside organizations that promote pro-social behaviours (e.g. Fins Friends, RespectED, the Power of One, Safe Teen, Young Actors Project in-school drama and Justice Theatre)
- Incorporate feedback from student sharing at 'Student of the Week', held weekly with Grade 1-7 students with Principal
- Teach and reinforce concepts from the new provincial initiative ERASE Bullying, particularly the difference between: conflict and bullying, teasing and taunting, tattling and telling

Evidence:

Key Performance Measure:	Baseline	Target	Actual
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'

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

% of students Meeting and Exceeding Expectations

	K		GR. 1		GR. 2		GR. 3		GR. 4		GR. 5		GR. 6		GR. 7	
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YEAR 3 (2012/13)	95		39		20		41		24		53		67		39	

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

Key Performance Measure (Quantitative 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:

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 administrations from the FOS meet on a regular basis 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 (Highlands, Cleveland, Montroyal and Handsworth).

Consultation Process of Canyon Height 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, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2013

	Name	Signature
Chairperson (Principal)	Dean Irvine	<i>Original Document signed by SPC Members</i>
Vice- Principal	Susannah Howick	
Teacher	Not participating	
Parent	Shirin Shenassa	
Parent	Sue Chow	
Parent	Shannon Rickman	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent