North Vancouver School District
SCHOOL PLAN for 2015-2016

School: Canyon Heights Elementary School
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.
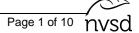
The school's numerous charitable campaigns encourage our students to develop leadership skills and become conscientious citizens. At the local level, the students participate in supporting the North Shore Crisis Services Society, the BC Children's Hospital, and the Terry Fox Foundation. Bringing a globally-minded 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 (*2014-2015 school year*):

Total number of students: 406   Male: 218   Female: 188

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	37	44	47	57	54	54	52	60

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
21.15	**1.47**	**6.4**	**5.17**	**16.25**

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Progress Analysis:

Review of School Goals – Previous Year(s)

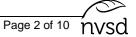**Previous School Plan Goal 1:** To increase the success rates in reading for K – 3 students

Objective 1.1: 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.

Trend Data Table:

Key Performance Measure: Term 2 report cards for Reading; % of students not yet meeting or approaching expectations			
	Baseline Term 2 13/14	**Target**	**Actual Term 2 14/15**
grade 1	16	reduction	32
grade 2	28	reduction	19
grade 3	31	reduction	20
Key Performance Measure: TOPA	**Baseline**	**Target**	**Actual**
Percentage of kindergarten students scoring below the 25th percentile	January (2014) 2% January (2015) 13%	Same % or below	June (2014) no data available June (2015)

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

- Data not available to compare Term 2 to Term 3 of 13/14 school year to see evidence of progress
- Data not available to compare TOPA scores from January to June 2014
- Data collected has changed from previous school plans (e.g. previously used DIBELS; now use report card marks) so comparisons are not possible

- Grade 1 Reading report card marks (same cohort as K students 13/14) show 28% not yet meeting or approaching
- With the exception of grade 1, we see a reduction in the number of students not yet meeting or approaching expectations in Reading from December 2014 to March 2015

Opportunities for Further Development:

- Investigate if report card data in MyEdBC will be comparable to this year's data
- Continue to provide early intervention for struggling readers as identified by TOPA and classroom assessments
- Use strategies, resources, and information from Changing Results for Young Readers to supplement existing classroom instruction

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

Objective 1.1: To increase positive bystander behaviour

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

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'	No data
Percentage of students who saw bullying at school, but chose to 'ignore it'	2014/15	No data	A decrease in the number of students who 'ignored it'	No data

Key Performance Measure: Canyon Heights Social Responsibility Survey		**Baseline**	**Target**	**Actual**
Percentage of students who identified cyber bullying as the most common kind that they see	2014/15	Data not available		Data not available

- The Canyon Heights Social Responsibility survey was not administered in 13/14 due to BCTF job action and has not been administered in 14/15.
- NVSD Safe and Caring Schools Social Responsibility Survey administered in December 2014 to grades 4-7 students gives the following, similar data:

Key Performance Measure: NVSD Safe and Caring Schools Social Responsibility Survey (Canyon Heights results)	% of students who responded "many times" or "all the time"
#19 If I see bullying, I walk away, ignore, or avoid the bully	25%
#20 If I see bullying, I try to help the person being bullied	66%
#15 I have experienced cyberbullying	3.3%

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Opportunities for Further Development:

- Depending on the questions and structure of next year's Safe and Caring Schools Survey, we may be able to compare results on questions #19 and #20, to see if positive bystander behaviour is increasing.

- Although only 3% of students say they have experienced cyberbullying, there is anecdotal evidence that social media use is increasing and creating conflicts among students. Parent education is a key strategy for this goal, as much of the social media use occurs out of school time and on personal devices.

- Align goal with Personal and Social Competency, including any assessment tools developed by the BC Ministry of Education

- Survey could ask what specific strategies students use to ignore bullying and to help students who may be being bullied

Previous School Plan Goal 3: To improve success rates in writing for grades 4-7 students.

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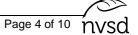
Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

	GR. 4		GR. 5		GR. 6		GR. 7	
	Oct.	May	Oct.	May	Oct.	May	Oct.	May
YEAR 1 (2010/11)	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
YEAR 3 (2012/13)	42	71	53	69	67	81	39	46
YEAR 4 (2013/14)	72	N/A	71	N/A	54	N/A	61	N/A
YEAR 5 (2014/15)	N/A		N/A		N/A		N/A	

- Data not available to compare Oct to May of 13/14 school year to see evidence of progress
- Conduct school-wide write in May 2015

Opportunities for Further Development:

- Investigate if report card data in MyEdBC will be comparable to this year's data
- Continue to increase teacher knowledge and use of Communication Competency
- Investigate use of Ministry of Education assessment tools for Communication Competency

School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Canyon Heights School Plan for 2015 /16 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.
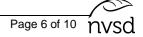
Objective 1.1:

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, and Changing Results for Young Readers workshops*
- Administer the DIBELS at the start of the school year 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 final 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, resources, and/or research-based programs: Phonographix, Read Naturally, Read Well, REWARDS, Lexia, RAD, Reading 44, Key Links Guided Readers, Kurzweil, Clicker 6, 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 2015	Not yet meeting or approaching Baseline Term 2 2105	Target	Actual
Grade 1	68%	32%	Reduction in % not yet meeting or approaching	Term 1 (2015) Term 2 (2016) Term 3 (2016)
Grade 2	81%	19%	Reduction in % not yet meeting or approaching	Term 1 (2015) Term 2 (2016) Term 3 (2016)
Grade 3	80%	20%	Reduction in % not yet meeting or approaching	Term 1 (2015) Term 2 (2016) Term 3 (2016)
Key Performance Measure: TOPA				
Percentage of kindergarten students scoring below the 25th percentile	January 2015 13%		Same % or below	June (2015)

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School Goal 2:
To increase the percentage of students demonstrating a sense of social responsibility

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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.
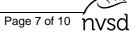
Results of the 2014/15 Safe & Caring Schools Survey (NVSD) continued to indicate that students at Canyon Heights feel safe at school. In previous years, Canyon Heights administered its own Social Responsibility Survey to gather data around bystander behaviour. Research indicates "when bystanders intervene, 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 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', Fun Friends
- 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 under the Personal and Social Core Competency "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: NVSD Safe and Caring Schools Survey (Canyon Heights Results)	Baseline	Target	Actual
Question #19 "If I see bullying, I walk away, ignore, or avoid the bully."	2014/15	25%	A reduction in the number of students who walk away, ignore, or avoid the bully.	
Question #15 "I have experienced cyber bullying"	2014/15	3.3%	A reduction in the number of students who experience cyber bullying	

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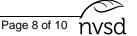
Goal Rationale:

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 reduce the number of students who are not yet within expectations in writing as currently identified in the Writing Performance Standards

Strategies/Structures/Resources:

- Use the School Wide Write or B.C. Ministry of Education assessment tools for Communication Competency 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"
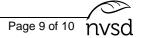
Evidence: *(Quantitative)*

Key Performance Measure: School Wide Write	Meets, Fully Meets or Exceeds	Not Yet Within	Target	Actual
	Baseline October 2015	**Baseline October 2015**	Reduction in % not yet within expectations	October (2015) May (2016)

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 eight 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.

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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, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 11, 2015

	Name	Signature
Chairperson (Principal)	Susannah Howick	
Teacher	Not participating	*Original Document Signed by SPC Members*
Parent	John Lee	
Parent	Sara Sutcliffe	
Parent	Alice Tao	
Student *(Gr 10, 11, 12 schools only)*		

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015

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