

North Vancouver School District

Canyon Heights School Plan 2007/2011

Plan Submission Deadline: April 30, 2007

FEATURES of Canyon Heights School

Address: 4501 Highland Blvd., North Vancouver, B.C. V7R 3A2
Phone: 604-903-3290
Principal: Sandra R. Kinnon

Total number of students: 403 Male: 219 Female: 184

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	41	43	42	43	54	59	67	54
Fr. Imm.								

Percentage of Aboriginal Students: 0.5%
Percentage of Special Education Students: 8.9%
Percentage of ESL Students: 9.9%

Number of Teachers and Administrators: 20.64 (total FTE)

SCHOOL GOALS

The focus at Canyon Heights is to continue to improve student achievement.

Based upon the priorities of the North Vancouver School District as identified in the District Performance Plan and the review of student achievement using Provincial, District and school classroom performance data, the goals (4 goals maximum) set out in this school's plan for 2007/2011 are:

- To achieve high student success rates in reading
- To achieve high student success rates in mathematics
- To raise student awareness and appreciation of Aboriginal history and culture
- To provide a safe and caring school environment



School District Goal 1: To improve reading proficiency in students

School Plan Goal 1: To achieve high student success rates in reading

Analysis/Rationale:

Achievement in reading is the first component of developing literacy skills and academic success. It is crucial to identify and support students who are not meeting grade level expectations in reading, maintain grade level expectations for those who are, and provide enrichment to those who are exceeding expectations.

Data sources used in conducting the analysis:

Foundation Skills Assessment (FSA), Test of Phonological Awareness (TOPA), LAC (Learning Assistance Center) based tests, classroom reading assessments and written/verbal feedback from students, teachers, and parents. **School developed data has been added to Objective 1.3 to reflect enriched school based reading activities.**

Objective 1.1:

To improve the potential reading abilities of K students by identifying at-risk students (those below the 25th percentile) on the TOPA (Test of Phonological Awareness) and to provide subsequent intervention.

Strategies:

- Administer TOPA in January; identify students achieving below the 25th percentile (at risk group); remediate with Launch Into Reading Success Program
- Supplement formal assessment with K teacher observations related to reading readiness of all students
- K teachers to use Firm Foundations Program and Jolly Phonics
- Direct and support parents to use materials for home reading, including new home reading bags that focus on phonological awareness, concepts of letters/numbers, and 'ready to read'
- Provide additional phonological awareness instruction (Sounds Abound, Earobics) to the identified at-risk group of students in the Learning Assistance Centre
- ESL teacher to provide additional Firm Foundations lessons to ESL students during year; extra review to be provided to ESL students in need

Key Performance Measures:

Baseline:

2006 TOPA Results:

Percentage of Kindergarten students below 25th percentile:

- January 2006 – 20%
- June 2006 – 5%

NOTE: District Results (percentage of Kindergarten students below 25th percentile):

- January 2006 – 14%
- June 2006 – 3%



Target:

TOPA Results:

- Increase percentage of Kindergarten students above 25th percentile, as per June 2007 TOPA retest

Actual:

2007 TOPA Results:

Percentage of Kindergarten students below 25th percentile

- January 2007 – 20%
- June 2007 - ___%

Objective 1.2:

To identify students not yet meeting expectations and improve the performance of these students at each grade level.

Strategies:

- Assess students using tools such as Gates Test, FSA, CTBS, Woodcock Diagnostic Reading Battery, Canada QUIET, Alberta Diagnostic Reading Program, materials from Jamestown Publishers to determine reading difficulties
- Use Reading 44 strategies, classroom adaptations/modifications, and LAC to assist students
- ESL teacher to provide small group lessons to Direct ESL students and supplement home reading with taped books; with classroom teacher, monitor progress of and provide support as needed to Indirect ESL students
- Administer assessments such as District 44 “Reading for Information Assessment Package” each term **and the RAD (Reading Assessment Device)**; use results to direct class and individual instruction in areas of concern
- In primary classes, continue use of programs such as Reading A-Z in classroom for home reading
- Direct and support parents in regular home reading

Key Performance Measures:

Baseline:

May 2006 FSA Reading Results:

- Grade 4 – 93% meeting/exceeding expectations (District 86%)
- Grade 7 – 94% meeting/exceeding expectations (District 80%)
- Cohort Data from 2006 – in Grade 4: 98% meeting/exceeding expectations; when in Grade 7: 94% meeting/exceeding expectations

Target:

May 2007 FSA Reading Results:

- Grade 4 – maintain or increase percentage of students meeting/exceeding expectations
- Grade 7 – maintain or increase percentage of students meeting/exceeding expectations
- Cohort Data – increase percentage of students meeting/exceeding expectations between Grade 4 and Grade 7

Actual:

May 2007 FSA Reading Results:

Percentage of students meeting/exceeding expectations:

- Grade 4 – ___%
- Grade 7 – ___%
- Cohort Data - ___% of students meeting/exceeding expectations at Grade 7



Objective 1.3:

To focus on quality practices, programs and activities which foster a life-long interest and enjoyment in reading

Strategies:

- Classroom teachers to monitor reading skills through use of criterion referenced assessment based on performance standards
- Use of Reading 44 teaching strategies
- Consistent use of librarian and library resources to provide incentives for independent reading (ie. encourage participation in Red Cedar Program and Summer Reading Program, host author visits, and assist students to obtain public Library membership)
- USSR (Uninterrupted Sustained Silent Reading) practised in class and teachers read aloud to students regularly; valued as important to increase reading performance
- Direct and support parental involvement in regular home reading (see Objective 1.2)
- **Facilitate acquisition of public library cards by Kindergarten students**

Key Performance Measures:**Baseline:**Red Cedar Reading Program 2006/07

- 67 Grade 5 students participated

USSR Participation in 2006/07

- 16 of 16 classrooms provided time regularly several times per week

Summer Reading Program 2006

- 195 students registered for North Vancouver District Public Library Program
- 105 students completed the program of reading for 15minutes per day for 7 weeks

Target:

To maintain high level of participation in all baseline areas in 2007/08 as outlined above

Actual:Red Cedar Reading Program 2007/08

- ___ students participated

USSR Participation in 2007/08

- ___ classrooms provided time regularly several times per week

Summer Reading Program 2007

- ___ students completed the program

School District Goal 2: To improve success rates in mathematics

School Plan Goal 2: To achieve high student success rates in mathematics

Analysis/Rationale:

Canyon Heights staff believes that children should have an appreciation for the value of mathematics in their daily lives. A positive attitude and self-confidence in accomplishing



the learning outcomes in math will greatly contribute to their ongoing success in this curricular area.

Data sources used in conducting the analysis:

FSA results; District Grade 6 Math Assessment; Kindergarten Numeracy Assessment results; verbal feedback from teachers as they implement Math 44 strategies; anecdotal information of student performance obtained from students, teachers, and parents.

Objective 2.1:

To maintain or exceed current levels of overall student achievement

Strategies:

- Administer tests such as FSA, unit tests, Canada Quiet, and teacher developed assessments based on Performance Standards; to pilot newly purchased Math Level Indicator Kit at grade 7 level
- Continue to implement IRP strategies, teacher chosen/developed programs (including Pythagorus Contest, Gauss Contest, Trevor Caulkins Power of Ten), District/Provincial in-service, differentiated instruction
- Continue to explore Math 44, furthering knowledge through staff in-service and implement Math 44 Program where applicable
- Provide in-service for staff on ways of making school and real world math connections
- Increase awareness and use of mathematics vocabulary and habits as outlined in Math 44
- Math Goal Team to develop survey to track student attitudes toward math

Key Performance Measures:

Baseline:

Kindergarten Numeracy Assessment:

- February 2006 – 78% of students scored 17 or above
- June 2006 – 88% of students scored 17 or above on re-write

May 2006 FSA Results:

- Grade 4 – 96% meeting/exceeding expectations (District 91%)
- Grade 7 – 94% meeting/exceeding expectations (District 91%) (NOTE: our results and District results are identical to last year)
- Cohort Data - in Gr. 4: 93% meeting/exceeding expectations; when in Gr. 7: 94% meeting/exceeding expectations

Gender Difference:

- Grade 4 – virtually no difference on FSA results
- Grade 7 – a 14 percentage point difference, with 100% of males meeting/exceeding expectations and 86% of females meeting/exceeding expectations

Grade 6 Math Assessment Results 2006:

- Part 1 average: number concepts/operations/patterns/chance – 75% (District 77%)
- Part 2 average: variables and equations/shape and space – 63% (District 66%)

Target:

Kindergarten Numeracy Assessment:

- Increase percentage of students meeting or exceeding expectations for numeracy readiness as measured by re-write June 2007

FSA Results:

- Grade 4: maintain or increase percentage meeting/exceeding expectations
- Grade 7: maintain or increase percentage meeting/exceeding expectations



- Cohort Data – maintain increase in achievement between Grade 4 and Grade 7
Grade 6 Math Assessment 2007

- Meet or exceed 2006 School and District results in 2007

Actual:

Kindergarten:

- February 2007 – 65% of students scored 17 or above
- June 2007 ___% of students meeting or exceeding expectations on numeracy re-write
- Grade 4: ___% met/exceeded expectations of 2007 FSA
- Grade 7: ___% met/exceeded expectations of 2007 FSA

Grade 6 Math Assessment 2007

- Part 1 average: number concepts/operations/patterns/chance – ___% (District ___%)
- Part 2 average: variables & equations/shape & space – ___% (District ___%)

Objective 2.2:

To identify and support students at risk or not meeting expectations at all grade levels

Strategies:

- Use quick individual assessment tool (created in 2006) to identify areas of weakness for at risk students
- Utilize a variety of manipulatives assisting the move from the concrete to the abstract
- Seek the advice of the Math 44 Resource Team to look for alternative ways to support special initiatives in providing for students who are not meeting grade level expectations in mathematics
- Assess effectiveness of increased math LAC time
- Expand use of Math Level Indicator across all intermediate grades
- Explore creative ways to provide numeracy intervention for at risk Kindergarten students

Key Performance Measures:

Baseline:

- Grade 4: 96% meeting/exceeding expectations on 2006 FSA Numeracy Test
- Grade 7: 94% meeting/exceeding expectations on 2006 FSA Numeracy Test
- Kindergarten: – 65% of students scoring 17 or above on Numeracy Test in February 2007

Target:

- Grade 4: maintain or increase percentage of students meeting/exceeding expectations on 2007 FSA Numeracy Test
- Grade 7: maintain or increase percentage of students meeting/exceeding expectations on 2007 FSA Numeracy Test
- Kindergarten: - raise scores of students identified on Feb. 2007 Numeracy Test to 17 or above on the re-write in June 2007

Actual:

- Grade 4: ___ % meeting/exceeding expectations on 2007 FSA Numeracy Test
- Grade 7: ___ % meeting/exceeding expectations on 2007 FSA Numeracy Test
- Kindergarten: ___% of students scoring 17 and above on June 2007 re-write of Numeracy Test

Objective 2.3:

To increase confidence and foster positive attitudes toward math in our students



Strategies:

- Develop our own student survey to more accurately assess attitudes toward math in our Grade 1 – 7 students
- Seek support of District Resource Staff to identify ways to foster parental involvement in real life activities using math (ie. grocery shopping, tracking gas mileage, etc.)
- **Math goal team to consider holding a school-wide 'Math Fair' for parents, students and staff in Fall of 2007**

Key Performance Measures:**Baseline:**Math Satisfaction Survey Results:

Percentage of students answering "Are you getting better at math?" with "Many Times or Always"

- Spring 2006: Grade 4: 81% (down 6% from last year) (District 80%)
Grade 7: 60% (down 14% from last year) (District 69%)

Target:Math Survey:

Increase percentage of students answering "Are you getting better at math?" with "Many Times or Always" to more closely reflect actual math achievement

Actual:

Satisfaction Survey - Math Question: Percentage of students answering "Are you getting better at math?" with "Many Times or Always":

- Spring 2007: Grade 4: ___%
Grade 7: ___%

School District Goal 3: To improve the achievement of Aboriginal Students

School Plan Goal 3: Although we do not have enough students of Aboriginal status to be able to have a formal goal, **Canyon Heights is committed to raising student awareness and appreciation of Aboriginal history and culture.** This focus will continue to be supported in the coming year with such activities as the use of literature in the classroom, performing artist presentations, regular visits to some classrooms by the District Support Teacher – Aboriginal Education, and Social Studies curriculum at the grades 4 and 5 level.

Activities Supporting Goal in 2006/2007 School Year

- Chose First Nations print from District; displayed in library and is used by teachers as visual to help teach various cultural aspects of First Nations people
- Created selection of 'travelling books' available to all teachers that focus on First Nations culture
- First Nations dance group performed for whole school assembly
- District Support Teacher visited several classrooms during the year
- **Both Grade 4 classes participated in District Bighouse Program**

Plan

- Continue to engage in activities like those mentioned above



School District Goal 4: To provide safe and caring school learning environments

School Plan Goal 4: To provide a safe and caring school learning environment

Analysis/Rationale:

This was a goal area we started working on in our plan for 2003-2004 and then carried over for the 2004-2005 year. While we are making progress, it appears we need more time and attention directed here to reach our previously set goals. Our community is telling us we need to 'stay the course' in this goal area.

Data sources used in conducting the analysis:

Safe and Caring Audit held Sept. 22, 2005

Safety & Social Responsibility Survey for Grade 4-7 students, completed May 2006

Objective 4.1:

To identify preventative and proactive programs in place to develop socially responsible student behaviour (Violence Prevention Goal)

Strategies:

- Ensure each classroom has an updated copy of Code of Conduct prominently displayed (Grade 4/5 class did this during winter months of 2007)
- Expand collection of literature in Library to promote positive social interactions among students (**second year of project**)
- Continue to circulate literature to classes; teachers to share in meaningful way with students; to use literature to address social concerns proactively and reactively, as needed by students
- Arrange for program such as "Friend to Friend" on a biannual basis
- Invite appropriate groups to an assembly venue to promote positive social interactions among all students
- **Continuously review/reinforce Code of Conduct during school hours: classroom teachers to use when problem solving; adults on playground/at recess and lunch time when problem solving; refer to in all assemblies; when talking to parents**
- **Provide Roots of Empathy Program to one class**
- **Continue to have 'buddy classes' as way of connecting younger and older students through meaningful activities**

Key Performance Measures:

Baseline:

- 4 NYWE (Not Yet Within Expectations); 56 AE (Approaching Expectations); 45 FME (Fully Meets Expectations); 8 EE (Exceeds Expectations) (from Sept. 2005 Audit)

Note: 2 NYWE from students & 2 NYWE from parents

Target:

- Increase number of responses in FME category in April 2007 Audit

Actual:

- ___ NYWE; ___ AE; ___ FME; ___EE (from April 2007 Audit)



Objective 4.2:

To increase awareness among students, staff, and parents of intervention procedures and policies in place at Canyon Heights (Intervention Strategies)

Analysis/Rationale:

We are currently working on the goal on Intervention Strategies. The data indicates we need to continue to address this as well as look at Site Security. At this time, a decision was made to continue to work toward completing strategies from last year's plan because we did not achieve this goal. The Committee decided Violence Prevention will be our main area of focus (as per our Audit data). Administration will be responsible for completing the strategies for our Intervention Goal during the 2007/2008 school year.

Data sources used in conducting the analysis:

Safe and Caring Audit held September 22, 2005; **tracking of classes involved in Roots of Empathy; number of students/parents who read and signed Code of Conduct and Discipline Guidelines in fall of 2006 (individual classroom teachers collected data)**

Strategies:

- During 2007/08 school year, update and send home to parents Canyon Heights Discipline Guidelines for children and parents to read/discuss together; parents be requested to sign and return the form part indicating they've discussed guidelines with their child
- Mention these guidelines on ongoing basis – at staff meetings, PAC meetings, at student assemblies, in newsletters

Key Performance Measures:**Baseline:**

- Safe & Caring Audit of September 22, 2005
3 NYWE; 36 AE; 60 FME; 12 EE
- **92% of students and parents in Grades 1 – 7 signed sheet to indicate reading and discussing Code of Conduct and Discipline Guidelines in Fall of 2006**
- **Roots of Empathy Program provided by counsellor to Grade 4/5 class; District provided Program to Inspirations 44 class**

Target:

- Increase number of responses in FME and reduce number of responses in AE in April 2007 Audit
- **Maintain or increase percentage of students and parents signing sheet in fall of 2007 to indicate they read/discussed Code of Conduct and Discipline Guidelines (teachers to track)**
- **Continue to provide Roots of Empathy Program to at least one class in 2007/2008**

Actual:

- ___ NYWE; ___ AE; ___ FME; ___ EE (from April 2007 Audit)



- ___ % of students and parents in Grades 1 – 7 who signed sheet indicating they read/discussed Code of Conduct and Discipline Guidelines in fall of 2007
- Grade ___ class received Roots of Empathy Program in 2007-2008

Objective 4.3:

To foster and increase student feelings of engagement and belonging

Analysis/Rationale:

The results of the first North Vancouver Safety & Social Responsibility Survey for Elementary Students, completed by our students in Grades 4, 5, 6, and 7 in May of 2006, indicated a relatively high response to questions relating to topic of student belonging. Because this is something our school community sees as very positive and necessary in order to create academic success, we want to continue to build on this strong base.

Data sources used in conducting the analysis:

North Vancouver Safety & Social Responsibility Survey for Elementary Students 2006

Strategies:

- Continue to strengthen teacher/student/parent communication
- Continue to support PAC initiatives that promote a sense of community (eg. Welcome Back Barbeque, Snowball Family Dance, December 'sing-a-long' Evening)
- Support extra-curricular programs provided by staff to develop sense of student empowerment (eg. Recycling Program, Nicaragua Project, Safety Patrollers, Lunch Monitors)

Key Performance Measure:

Baseline:

- Mean score of student responses to questions dealing with feelings of belonging in May 2006: 4.04 out of a maximum of 5 (District = 3.86)

Target:

- Maintain or increase mean score when survey completed in May 2008

Actual:

- Mean score of student responses to questions dealing with feelings of belonging in May 2008: ___ out of a maximum of 5 (District = ___)



Structure

Activities that align school resources, time, personnel and organization planning to support the goals, objectives and implementation of strategies:

NOTE: All changes to this year's School Plan are shown in **bold font**. The SPC decided to do this so that the changes made are obvious, in view of the fact that no teachers were part of this process.

Our teachers have continued to be involved with the goal teams. Because of this, there is only one change to our structure and that is noted in the first bullet.

- All teaching staff participated as a member of one of the Goal Committees. In consultation with staff and administration (**unlike last year, this year there was no direct involvement with the SPC by teachers**), these committees have had the responsibility of determining and implementing the strategies contained within each of the goals and determining the means for doing so. They monitored progress and made ongoing adjustments as needed to meet goals. This has included both the dedication and purchase of school resources.
- Goal Committees met regularly to consider and recommend changes to the plan itself, and committee chairs presented to the SPC through the Staff Representative and Principal.
- Both Intermediate and Primary Teams engaged in a collaborative decision making process with each of the Goal Committees regarding the purchase of resources and materials, and the discussion of learning strategies.
- Intermediate and Primary teams made recommendations regarding the allocation of Education Leadership Days to support the School Plan.



Progress Analysis

NOTE: As teachers are not involved in the process of assessing our progress and updating our Plan, our 'analysis' is not as detailed as last year. We hope next year to have their input once again.

School Plan Goal 1: To achieve high student success rates in reading

Analysis of Goal: This year, the Reading Goal Team decided to keep the wording for our reading goal. It is important to provide extra support to students who are "not yet meeting expectations" and at the same time ensure that other students are encouraged to grow in their reading skill level through the use of strong classroom and library programs.

Objective 1.1:

We met our target in TOPA results for June 2006.

The SPC noticed that the number of students who score below the 25th percentile in the initial January test increased in 2006 and 2007. In January 2005, 14% were below; in January 2006 and 2007, 20% were below. We are wondering if it is coincidental that in 2006 and 2007 we have the Inspirations 44 Kindergarten Program, a District Program, at our school.

What has and will be done this year:

The kindergarten teachers have been using Firm Foundations and Jolly Phonics regularly in their classrooms. All students have received additional materials to develop phonological awareness for home use. The TOPA was administered to all kindergarten children in January. The results were discussed with the school based resource team and kindergarten teachers. Students who scored below the 25th percentile had other assessments and those in need are getting help by the LAC teacher, except ESL students. Instead, all ESL kindergarten students have received extra teaching in Firm Foundations by the ESL Teacher, twice a week in a small group setting, since September. The ESL teacher reviewed certain skills of ESL students who scored low on the TOPA. This instruction will continue for the remainder of the year.

Objective 1.2:

We did meet our target for Grades 4 or Grade 7 FSA results. The percentage of Grade 7 students 'not meeting expectations' decreased from 10% to 6%. The percentage of Grade 4 students in this category remained the same, at 7%.

There has been an improvement in results for reading when we look at the Cohort Data, with the percentage difference between Grades 4 and 7 for 05/06 Grade 7's being less than for the previous year. There was a 10 percentage point decrease between Grades 4 and 7 for the 04/05 Grade 7 cohort; there was a 4 percentage point decrease between Grades 4 and 7 for the 05/06 Grade 7 cohort.

NOTE: The cohort information is based on apparent cohorts rather than matched cohorts (see pg. 6.1 of 2006 FSA Student Achievement Report for Canyon Heights Elementary).

The SPC this year decided to change the Target wording to reflect our desire to focus on the school's goal to move students forward in their reading. Rather than have a "maximum % not meeting expectations", we've chosen to state our Target in more positive language – "increase the number of students meeting/exceeding expectations".

This year it is noted there is a 6 percentage point difference in reading performance between males and females at the Grade 7 level. Boys again out performed girls, but by 6 percentage points less than last year.



What has and will be done this year:

Teachers continue to use a multitude of reading assessment methods with students. Grade 2 teachers all used the RAD testing device this year. Several intermediate teachers also used this diagnostic tool to help assess their students to better inform their instruction. Teachers reported the results helped identify individual reading needs and assisted them in planning for effective teaching.

Class schedules at Canyon Heights are arranged around the LAC timetable to maximize service to students.

Objective 1.3:

We met our target to maintain a high level of participation in our baseline areas this year.

What has and will be done this year:

Classroom teachers continue to assess students using criteria referenced assessments. Reading 44 strategies are learned and practised. USSR, home reading, reading aloud in the classroom, library visits and Red Cedar books in the spring are examples of quality practices, programs and activities that are in place in order to develop an interest in reading and high reading achievement.

The Red Cedar Reading Program is aimed at a typical Grade five reading level. For this reason, we had only Grade five students as the target for involvement this year. Last year, we had some Grade 4 and 6 students participate, those who were in combined classes with Grade 5 students.

School Plan Goal 2: To achieve high student success rates in math

Objective 2.1:

We met our targets for this goal in everything except the answer of both Grades 4 and 7 students to "Are you getting better at math?" Our target was to increase the percentage of students responding positively to more closely reflect actual math achievement.

There was a larger improvement of Kindergarten students on the re-write of the K Numeracy Test. The overall FSA results for Grades 4 and 7 remain identical to last year. There has been an improvement in results for numeracy when we look at the Cohort Data, with the percentage difference between Grades 4 and 7 for the 05/06 Grade 7's being less than for the previous year. There was a 3 percentage point decrease between Grades 4 and 7 for the 04/05 Grade 7 cohort; there was a 1 percentage point increase between Grades 4 and 7 for the 05/06 Grade 7 cohort.

The SPC noticed a significant gender discrepancy on FSA numeracy results for Grade 7 students. The Math Goal Committee is encouraged to explore this further during the coming year.

According to the District Math Facilitator, we are "within the ballpark" in terms of our students' performance on the Grade 6 Math Assessment. She reports that the new provincial curriculum for 07/08 will address the need to work on algebra and geometry at the Grade 6 level.

What has and will be done this year:

The Math Goal Committee and classroom teachers continue to work on strategies identified in our School Plan.



Objective 2.2:

We met our targets for FSA results and for Kindergarten Numeracy Test Rewrites.

We did create a quick assessment tool that has been used this year to identify Primary and Intermediate students identified to be at risk for math learning.

We're continuing to explore ways to provide the numeracy intervention to Kindergarten students shown to be at risk in the Numeracy Assessment in February.

What has and will be done this year:

The Math Goal Committee and classroom teachers continue to work on strategies identified in our School Plan.

Objective 2.3:

The SPC noticed that in response to the Satisfaction Survey question regarding student perception of improvement in math, there was a further decline which is inconsistent with the actual high levels of performance as noted in the FSA results and by classroom teachers.

The Math Goal Team recently drafted a math attitude survey. It will go to the Primary and Intermediate Teams for approval. The target date for conducting the survey throughout the school is December 2007. We look forward to the data it will generate.

What has and will be done this year:

The Math Goal Committee and classroom teachers continue to work on strategies identified in our School Plan. The new strategy added this year – to plan for a school-wide Math Fair in the fall of 2007 – is intended to make Math more of a focus and in so doing foster more positive attitudes about this subject for students, parents, and staff.

School Plan Goal 3 To raise student awareness and appreciation of Aboriginal history and culture

We feel we have been successful in raising student awareness and appreciation of Aboriginal history and culture through the activities engaged in by staff and students this year. Our plan is to continue with similar activities in the year ahead.

School Plan Goal 4 To provide a safe & caring school learning environment

NOTE: There have been no changes in our Plan to Objective 4.1 and 4.2 because of the change in timing of the Safe & Caring School Audit.

We decided that we needed to continue to work on our objectives from last year as we did not make the progress planned. We are feeling confident that we will be able to come closer to meeting our objectives this year.

Objective 4.1:

We will not know how successful we were in reaching our target until the results of the April 2007 Audit are available. The analysis will take place in the 2007/2008 School Plan development.



Objective 4.2:

We will not know how successful we were in reaching our target until the results of the April 2007 Audit are available. The analysis will take place in the 2007/2008 School Plan development.

Objective 4.3

This is a new goal this year and therefore there is no analysis at this time.

Technical Notes

(1) **Without teacher involvement in revising the School Plan, the SPC members decided to role over most objectives and strategies this year. We are fortunate to have staff members who continue to work toward our school goals through their ongoing involvement in the three main goal areas of Reading, Math, and Safe & Caring.**

(2) Next year we will consider developing a survey – probably a simple one that can be administered by the classroom teachers – to determine how many students are reading and/or being read to, at home, on a daily basis. For ESL students, this could include listening to taped books. Because teachers believe that it is important in the development of reading skills to have students involved in reading at home, we would like to establish a baseline and then determine if there is a need to become more active in our efforts to have this occur. **This did not happen and is therefore left here, to be revisited next year.**

(3) An inconsistency between student math performance and attitude **continues** to be present for many of our students, at least in the Grade 4 and Grade 7 levels (as per FSA results and Satisfaction Survey math question). For this reason we are going to develop a survey to determine how our students feel about their math learning (see Objective 2.3, strategy 1). We are wondering when student attitudes toward math begin to change, from the positiveness usually present in primary grades to the less positiveness often present in intermediate grades. We want to increase student confidence and self esteem around math. If we can find out if attitudes do change, perhaps we can begin to identify why and begin to help change it. **This did not happen and is therefore left here, to be revisited next year.**

(5) FSA Targets – At Canyon Heights we always celebrate individual student progress including that of students not currently meeting PLO's and those who have IEP's that address their individual needs. Our targets are set recognizing that 'not meeting expectations' does not reflect failure for these students, but rather it recognizes that they are at a different place in their learning. These students are ones that we have already identified as our outliers and to whom we provide individual services to move them forward in their skill development. **We have used .3 LAC to provide Math learning support to students in need.**

(6) **We incorporated the suggestion from last year's Approval Criteria for School Plans Document (from the Assistant Superintendent) to include the Roots of Empathy Program in our Violence Prevention Goal. It was also suggested that we use report card data when BCeSIS is able to provide that. We will follow up on that once that data is available.**

(7) **Safe & Caring Objectives 4.1 and 4.2 completely rolled over due to the change in Audit date from September 2006 to April 2007.**

(8) **Safe & Caring Objective 4.3 added as a result of the Safety & Social Responsibility Survey for Elementary Students completed in May of 2006.**



Consultation Process of Canyon Heights School Planning Council

- School administrators, and parents have been actively involved in the development of the School Plan. **There were no staff or students directly involved this year.**
- Where there is a population of Aboriginal students of 5 or more, the school has included the school goal and objectives specific both to the needs of the students and to the involvement of the Aboriginal community. Where there are Aboriginal students enrolled in the school but fewer than 5, the school has considered a plan to meet the educational needs of these students.
- A summary of the approved Canyon Heights School Plan will be posted on the school web site by October 31, 2007.

Proposed School Plan

School Planning Council Approval:

Date:

	Name	Signature
Chairperson (Principal)	Sandra Kinnon	<i>Original Document signed by all SPC Members listed</i>
Teacher		
Parent	Sandra Therrien	
Parent	Jenny Manara	
Parent	Cheryl Dumaresq	
Student <i>(Gr 10, 11, 12 schools only)</i>		

Board Approval

Approved by:

***Bryn Roberts, Assistant Superintendent
June 5, 2007***

