

North Vancouver School District
SCHOOL PLAN
2009-2010

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

Principal: Dean Irvine

School/Community Context:

At Canyon Heights, staff and parents work collaboratively to provide a safe, supportive and enriching environment. It is a warm and vibrant community that encourages students to develop self-reliance, respect and responsibility, enabling them to become independent citizens. We take pride in the strong academic, sports, and fine arts programs and activities provided to students by staff, as well as the high level of parent involvement in and support of our learning community. Parents are actively supportive of their children's learning and the high level of volunteerism demonstrates their commitment to the learning of our entire student body.

Our students, staff and parents have reported they feel Canyon Heights is a safe and caring school. Specifically, we maintain a high level of student empowerment which is evident and valued throughout the school community. Student leadership is encouraged and promoted by the staff and parents of Canyon Heights. Students take on such roles as library monitors, lunch monitors, crossing guards, sports locker monitors, organizers of outreach activities, recycling program coordinators, and playground action leaders. Our Crossing Guard Program that is supervised by parent volunteers, run by senior students, and sponsored by staff is an example of the cooperative effort that is characteristic of our school. All Intermediate students (grade 4-7) are given leadership opportunities by being "Class Big Buddies" to younger students. The school code of conduct reinforces that all members of our school community must be **Safe, Responsible** and **Respectful** at all times.

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 our kiln, new computers for the computer lab, laptop computer cart, digital cameras, and musical instruments, just to name a few. Recently, the PAC adjusted the hot lunch program to include only items that meet the Guidelines for Food and Beverage Sales in BC as developed by the Ministries of Education and Health.

Our school offers an all day Kindergarten class ("Inspiration 44") to the school community. Interest in this program is considerable and attracts a diverse set of learners. Despite predicted declining enrolment, Canyon Heights has continued to have a consistent number of students enrolled from year to year.

In 2008, the North Shore Early Childhood Development Planning Table (WECAN) completed a study Understanding the Early Years utilizing several data sources to identify North Shore neighbourhoods that would benefit from capacity-building programs targeting families with young children. This study identified the Canyon Heights area, one of 21 North Shore neighbourhoods, as a community with many characteristics that made it unique among other North Shore neighbourhoods. One of the findings illustrated that the Canyon Heights area has the second largest immigrant population on the North Shore. It also has a significant nanny population that would benefit from access to early learning support programs to improve the learning



opportunities with the children that they care for. Canyon Heights is also an area separated from municipal recreational facilities, which serves as a barrier to program access for children. This issue is particularly difficult for families where both parents work during the day, and are not free to take children from schools to recreational facilities. Recently, we were approved for the School Community Connections Grant, Middle Years Program (MYP), for the 2009-10 school year. The program, which runs after school weekly for 2.5 hours, helps to address the access to recreational facilities issue in this community.

Demographics:

Total number of students: 386 Male: 213 (55.2%) Female: 173 (44.8%)

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	20	22	38	38	54	55	43	56	60

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
18.44	.52	9.85	4.14	4.92

Progress Analysis:

Review and Analysis of School Goals – 2008-2009

1. **To achieve high student success rates in reading.**
2. **To improve success rates in mathematics.**
3. **To provide a safe and caring school learning environment.**
4. **To commit to healthy life choices.**

GOAL 1: To achieve high student success rates in reading.

In order to review the progress of Goal 1 and its related Objectives and Strategies, the School Planning Council reviewed the report card results in the subjects of Reading (at Primary grade levels) and Language Arts (at Intermediate grade levels) that compared first term and third term grades of students in Grades K to 3 and first term and final marks for students in Grades 4 to 7. The School Planning Council was satisfied that the objectives of this goal have been met using 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 modify this goal for the 2009-2010 School Plan to focus on improving the success rates at the primary grade levels.

REVIEW OF GOAL 2: To improve success rates in mathematics.

In order to review the progress of Goal 2 and its related Objectives and Strategies, the School Planning Council reviewed the report card results in the subject of Mathematics that compared first term and third term grades of students in Grades K to 3 and first term and final marks for students in Grades 4 to 7. The School Planning Council further compared these results for Canyon Heights' students against the District mean marks. The School Planning Council was satisfied that the objectives of this goal have been met using the strategies that were implemented and that student achievement in the area of mathematics was at a high enough level to warrant a removal of Goal 2.



REVIEW OF GOAL 3: To provide a safe and caring school learning environment.

In order to review the progress of Goal 3 and its related Objectives and Strategies, the School Planning Council reviewed the survey data from the North Vancouver 2008 Safe School and Social Responsibility Survey along with the survey data resulting from the Safe & Caring Schools Audit that was conducted in April 2009. On the 2008 Safe School and Social Responsibility Survey students reported the lowest score in the area of 'Social Responsibility Climate and Behaviour'. On the Safe & Caring Schools Audit, there was significant improvement from the 2007 Audit in the area of 'Positive School Climate' and 'Student Empowerment'. However, 'Violence Prevention' came up as an area where there is room for improvement. As a result, the School Planning Council recommends that Goal 3 be changed to more specifically address the overarching goal of improving the students' sense of engaging in socially responsible behaviour.

REVIEW OF GOAL 4: To commit to healthy life choices.

In order to review the progress of Goal 4 and its related Objectives and Strategies, the School Planning Council continue to recommend that these Objectives and Strategies continue into the upcoming 2009-2010 school year; however, they will form part of the new Goal 2's mandate of improving the students' sense of engaging in socially responsible behaviour.

OPPORTUNITIES FOR FURTHER DEVELOPMENT:

Previous Goal 1: To achieve high student success rates in reading.

New Goal 1: To improve literacy proficiencies in students K-3.

The School Planning Council strongly agrees that early reading success is the first component of developing literacy skills and academic achievement and have recommended that this goal be modified for the 2009-2010 School Plan to focus on improving the success rates at the primary grade levels.

Previous Goal 2: To improve success rates in mathematics.

New Goal 2: To increase the number of students demonstrating a sense of social responsibility.

Due to the success rates of Canyon Heights' students in the area of Mathematics, both in terms of comparing the improvement of marks from term 1 to term 3/Final Marks and in terms of comparing Canyon Heights' student performance to that of the North Vancouver School District mean marks, the School Planning Council recommends that the School's goal related to Mathematics be removed as a focus. The School Planning Council further recommends that Goal 2 reflect the need to improve activities around socially responsible behaviour.

Previous Goal 3: To provide a safe and caring school learning environment.

[replaced by Goal 2]

Previous Goal 4: To commit to healthy life choices.

[has become part of New Goal 2]

2009-2010 School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Canyon Heights Elementary School Plan for 2009-2010 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.**



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

Goal Rationale:

The Primary team and the SPC believe that reading success is the first component of developing literacy skills and academic achievement. Reviewing reading data reinforced the importance of identifying and supporting students who are not meeting expectation, especially with a focus on early intervention. As well, there were identified anomalies of report card marks in reading in the K – 3 grade cohorts and the School Planning Council questioned if this is a reflection of a change in student demographics from year to year.

Objective 1.1:

To improve the reading performance 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; identify students below the 25th percentile (at risk)
- Learning Assistance Centre (LAC), English as a Second Language (ESL), and Kindergarten teachers, as well as 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, Earobics*
- Direct and support parents 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 Learning Assistance Centre (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%

Key Performance Measure: TOPA	Baseline January 2009	Target June 2009	Actual June 2009
Percentage of kindergarten students scoring above the 25 th percentile	79%	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 the September’s School Based Resource Team (SBRT) screening meetings.



Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- January 2009 TOPA results show that 21% percent of the Kindergarten students are below the 25th percentile and therefore 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 2009
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- TOPA scores will be reported in June 2009

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 Reading Assessment Device (RAD), District 44 “Reading for Information Assessment Package”, Canadian Test of Basic Skills (CTBS), , Jerry Johns Basic Reading Inventory, 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, direct instruction to some ESL students. As well, they will provide indirect service to other ESL students by collaborating with the classroom teacher, supplementing home reading with taped books, monitor progress of and provide support as needed.
- 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
- Provide small group LAC support (that may include one-to-one work with a volunteer) or support from Learning Support Worker
- Library provides a wide variety of reading materials at a variety of levels
- Provide all students with information on the summer program ‘Follow the Reader’, offered at the Capilano Public Library

Evidence: (Quantitative)

Meeting and Exceeding Expectation in Reading, 2006 – 07

Kindergarten	Term 1 – 68%	Term 3 – 83%
Grade 1	Term 1 – 80%	Term 3 – 83%
Grade 2	Term 1 – 73%	Term 3 – 84%
Grade 3	Term 1 – 70%	Term 3 - 82%



Meeting and Exceeding Expectation in Reading, 2007 – 08

Kindergarten	Term 1 – 72%	Term 3 – 84%
Grade 1	Term 1 – 73%	Term 3 – 73%
Grade 2	Term 1 – 71%	Term 3 – 73%
Grade 3	Term 1 – 79%	Term 3 – 82%

Meeting and Exceeding Expectation in Reading, 2008 - 09

Kindergarten	Term 1 – 85%	Term 3 – %
Grade 1	Term 1 – 63%	Term 3 – %
Grade 2	Term 1 – 76%	Term 3 – %
Grade 3	Term 1 – 80%	Term 3 – %

Key Performance Measure:

Percentage of students, in grade group cohorts, meeting and exceeding expectations in reading	K		GRADE 1		GRADE 2		GRADE 3		TARGET
	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3	
YEAR 1 (2006-2007)	68	83							Looking at cohorts, year over year increase in the # of students who are meeting & exceeding expectations in reading
YEAR 2 (2007-2008)			74	73					
YEAR 3 (2008-2009)					76				
YEAR 4 (2009-2010)									

Percentage of students, in grade group cohorts, meeting and exceeding expectations in reading	K		GRADE 1		GRADE 2		GRADE 3		TARGET
	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3	
YEAR 1 (2006-2007)									Looking at cohorts, year over year increase in the # of students who are meeting & exceeding expectations in reading
YEAR 2 (2007-2008)	71	92							
YEAR 3 (2008-2009)			63						
YEAR 4 (2009-2010)									

Evidence: (Qualitative)

<p>Qualitative Baseline: 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>
<p>Qualitative Target: - We expect to increase the percentage of students meeting or exceeding expectations in reading as evidenced by report card data</p>

Qualitative Actual:

- Report Card marks will be reported in June every year

School Goal Two

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

Goal Rationale:

Canyon Heights, in conjunction with the District's Safe and Caring Schools Program, establishes a focus based on the results from both the Safe and Caring Schools Audit and Social Responsibility Survey. Staff indicate that students must demonstrate a high level of social responsible behaviour to maximize student growth and achievement. On the 2008 Safe School and Social Responsibility Survey students reported the lowest score in the area of 'Social Responsibility Climate and Behaviour'. On the Safe & Caring Schools Audit, there was significant improvement from the 2007 Audit in the area of 'Positive School Climate' and 'Student Empowerment'. However, 'Violence Prevention' came up as an area where there is room for improvement. We will begin to explore the use of the BC Performance Standards for Social Responsibility as a tool to ensure a safe, caring and healthy school.

Objective 3.1: To increase students' ability to:

- 1) Contribute to the classroom and school community**
- 2) Solve problems in peaceful ways (as evidenced by the BC Performance Standards - Social Responsibility)**

Strategies/Structures:

- Use of Performance Standards in classroom and throughout school
- Use 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 in student agenda
- Teach and reinforce, to the school community, the problem solving strategy of "Stop, Stop, Report".
- Include the Code of Conduct in student agendas and expect parents to review and sign in September
- Provide monthly scenarios, in newsletter, for parents to engage in conversation with their children at home
- Send Code of Conduct and Performance Standards home with K parents as Ks do not use a student agenda
- Grade 4 and 5 teachers review and reinforce with students the "Making Character Count" section of the student agenda
- Grade 6 and 7 teachers review and reinforce with students the "Cyberbullying" section of the student agenda
- Explore outside organizations that promote pro-social behaviours (eg. Fins Friends)



- 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)
- Provide Roots of Empathy to at least one class; more classes if possible as interest expressed by several teachers (this will require training of parents to administer an additional class)
- Continue tradition of setting up yearly 'buddy classes' in September
- Constant review and reinforcement of Code of Conduct – in classes, assemblies, newsletters, problem solving, at recess/lunch, with PAC groups; spring 2009 formal review of document
- Maintain 'reverse lunch' (play first – eat second)
- Utilize the monthly Target Assembly to reinforce and highlight the aspects of socially responsible behaviour
- Explore ways to incorporate aspects of Social Responsibility into the primary classroom's "student of the week" display

Evidence: (Quantitative)

Safe School and Social Responsibility Survey (given to grade 4 – 7 students)
(mean score for school – out of a possible score of 5)

2006	Social Responsibility, Behaviour	3.92
	Social Responsibility, Climate	3.83
2008	Social Responsibility, Behaviour	3.70
	Social Responsibility, Climate	3.87

Safe and Caring School Audit (2009) – Violence Prevention Aspect
(Participation from students, staff and parents)

Not meeting Expectation – 2%
Approaching Expectation – 44%
Fully Meets Expectation – 46%
Exceeds Expectation – 8%

Key Performance Measure:	Baseline	Target	Actual
Percentage of students self reporting Fully Meeting or Exceeding Expectations on the Performance Standards	To be determined in September 2009	Increase in percentage	

Evidence: (Qualitative)

Qualitative Baseline:
Using the BC Performance Standards for Social Responsibility, students will be taught to assess their level in the area of 'contributing to the classroom and school community' and 'solving problems in peaceful ways'



<p>Qualitative Target: The same process will occur in the last term and students will report their level. We expect to see an increase in the percentage of students reporting that they are fully meeting or exceeding expectations'</p>
<p>Qualitative Actual: - The percentages will be reported in June 2010</p>

Objective 3.2:

To increase the number students making healthy food and snack choices as measured by the Energize Me! document created by Vancouver Coastal Health

Strategies/Structures:

- Apply for the Sip Smart program for grade 6s to examine healthy drinks
- Utilize the Energize Me! document from Vancouver Coastal Health that outlines foods that are 'not recommended', 'choose least', 'choose sometimes' and 'choose most'
- Place the Energize Me! document in student agenda
- Explore outside organizations that promote healthy eating (BC Lions in the House)
- Continue using Action Schools! BC Nutrition resources

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percentage of students reporting 'choose sometimes' and 'choose most'	Determined in September 2009	Increase in percentage	

Evidence: (Qualitative)

<p>Qualitative Baseline: Students will examine their lunch, on a random day and self assess using the Energize Me document. Class data will include number of students reporting from one of the four levels: 'not recommended', 'choose least', 'choose sometimes' and 'choose most'</p>
<p>Qualitative Target: The same process will occur in the last term and students will report their level. We expect to see an increase in the percentage of students reporting from the 'choose sometimes' and 'choose most' categories</p>
<p>Qualitative Actual: The percentages will be reported in June 2010</p>

Connections:

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

Canyon Heights School Plan Goals for 2009-2010 are connected to the goals of the North Vancouver School District Achievement Contract 2008/2009.

Canyon Heights Goal #1: To improve literacy proficiencies in students K-3

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 Canyon Heights 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, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 8, 2009

Name		Signature
Chairperson (Principal)	Dean Irvne	<i>Original Document signed by SPC Members</i>
Teacher	Not participating	
Parent	Christina Mior	
Parent	Amy McInnes	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 15, 2009**

