

North Vancouver School District
SCHOOL PLAN
2010-2011

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. Students are encouraged to take on leadership roles within the school community such as library monitors, lunch monitors, crossing guards, school assembly leaders, sports locker monitors, organizers of outreach activities, and recycling program coordinators. In addition, many of the fundraising campaigns are created and lead by student clubs ie. Free the Children, Nicaragua. All Intermediate students (grade 4-7) are given leadership opportunities by being "Class Big Buddies" to younger students. Our Crossing Guard Program 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. 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 new computers for the computer lab, a laptop computer cart, digital cameras, a new sound system for the school gymnasium, musical instruments, performance workshops, and this year, the PAC is assisting in the funding of new playground elements. The PAC enhances the school community socially by hosting our Back to School Barbeque and offering various family and parent events throughout the year. The PAC continues to offer the hot lunch program which includes only items that meet the Guidelines for Food and Beverage Sales in BC as developed by the Ministries of Education and Health, working with us in our Healthy Food choice objective.

In September 2009, a year-long seismic upgrade of the school was completed. The upgrade has significantly increased the safety of staff, parents and students. In addition, a multi-purpose room was created and the overall look of the school was improved.

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 to other North Shore



neighbourhoods. One of the findings illustrated that the Canyon Heights area has the second largest immigrant population on the North Shore, as well as a significant nanny population that would benefit from access to early learning support programs to improve the learning opportunities for the children in their care. 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. Last year, we were approved for the School Community Connections Grant, Middle Years Program (MYP). This highly successful North Shore Recreation Commission program is offered to students in grades 5 to 7 after school, once a week for 2 hours. Attendance has been consistent with approximately 35 students participating in the program throughout the Fall, Winter and Spring sessions. The program helps to address the reduced access to recreational facilities issue in this community. We anticipate that this program will continue in the 2010/2011 school year.

Demographics: (February 2010)

Total number of students: 356 Male: 188 Female: 168

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	21	15	44	36	39	53	53	43	52

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
18.86	.84	8.98	4.77	7.02

Progress Analysis:

Review of School Goals – Previous Year, 2009/10

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

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

In order to review the progress of Goal 1 and its related Objectives and Strategies, the School Planning Council continued to review the report card results, comparing 1st term and 3rd term results, in the subject of Reading at the Primary grade levels. The School Planning Council believes that the objectives of this goal must be maintained with continued use of the strategies that were implemented. The School Planning Council strongly agrees that early reading success is the first component of developing literacy skills and academic achievement and would like to continue with this goal for the 2010-2011 School Plan to focus on improving the success rates at the Primary grade levels.



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

In order to review the progress of Goal 2 and its related Objectives and Strategies, the School Planning Council reviewed the survey data from the North Vancouver 2008 Safe School and Social Responsibility Survey, the Safe & Caring Schools Audit that was conducted in April 2009, and the Ministry of Education's Satisfaction Survey. 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 2 continue to address the overarching goal of improving the students' sense of engaging in socially responsible behaviour.

Opportunities for Further Development:

The School Planning Council strongly agrees that early reading success is the key for building a strong foundation for developing literacy skills and academic achievement in all areas. Therefore, it is recommended that Goal 1 be continued for the 2010-2011 School Plan.

The School Planning Council further recommends that Goal 2 reflect the need to improve activities around socially responsible behaviour. Establishing a 'culture of care' can take many years to accomplish. Having a common vision coupled with consistent language will assist with this shift. This year Canyon Heights incorporated the use of the Virtues Project with great success. The Virtues Project improves the academic, social, and emotional well-being of students. The recommendation is to continue to pursue embedding the virtues into all educational opportunities throughout the school and neighbourhood.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Canyon Heights School Plan for 2010 - 2011 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 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 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 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; identify students below the 25th percentile (at risk)
- Have 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/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
- Have ESL teacher provide additional Firm Foundations lessons to ESL students during year; extra review to be provided to ESL students in need

Evidence: (Quantitative)

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

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

Key Performance Measure: TOPA	Baseline January 2010	Target June 2010	Actual June 2010
Percentage of kindergarten students scoring above the 25 th percentile	91%	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)

Qualitative Baseline:

- January 2010 TOPA results show that 9% percent (3 students) of the Kindergarten students are below the 25th percentile and therefore deemed at risk and need to receive early intervention.



Qualitative Target:

- 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 2010

Qualitative Actual:

- TOPA scores will be reported in June 2010

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
- Have ESL teacher 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 and 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
- Have Library provide 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
- Enrol classes in Scholastic’s ‘Green Classrooms Care’ challenge
- Establish a Library night for parents and students

Evidence: (Quantitative)

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	80	83	73	84			Looking at cohorts, year over year increase in the # of students who are meeting & exceeding expectations in reading
YEAR 2 (2007-2008)	72	84	73	73	71	73	79	82	
YEAR 3 (2008-2009)	85	80	63	74	76	87	80	83	
YEAR 4 (2009-2010)	55		75		86		86		



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:</p> <ul style="list-style-type: none">- We expect to increase the percentage of students meeting or exceeding expectations in reading as evidenced by report card data
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Report Card marks will be reported in June every year

School Goal Two:

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

Canyon Heights follows the guidelines established in the District's Safe and Caring Schools Program and uses the results from both the Safe and Caring Schools Audit and Social Responsibility Survey to determine areas where improvement is needed in the area of social responsibility within the school community. Since the Safe School and Social Responsibility Survey may not be available in future years, the Ministry of Education's Satisfaction Survey has also been used as quantitative evidence. 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 conducted in 2009, 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.

It is the SPC's intention that by continuing to focus on social responsibility in the 2010-2011 school year, that students and their families will further develop skills around contributing positively to their school community, learn appropriate methods of solving problems peacefully, and make healthy food choices.

Objective 2.1: 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 for Social Responsibility in the classroom and throughout the 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 and Code of Conduct in student agendas and hold parents accountable for reviewing and signing these sections of the agenda
- Teach and reinforce to the school community the problem solving strategy of “Stop, Stop, Report”
- Send Code of Conduct and Performance Standards home with K parents as Ks do not use a student agenda
- Provide monthly scenarios, in newsletter, for parents to engage in conversation with their children at home
- Have Grade 4 and 5 teachers review and reinforce with students the “Making Character Count” section of the student agenda
- Have 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)
- Have Librarian 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; adding more classes to this program, if possible, as interest has been 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
- Constantly review and reinforce Code of Conduct – in classes, assemblies, newsletters, problem solving, at recess/lunch, with PAC groups
- Utilize the monthly Target Assembly to reinforce and highlight the aspects of socially responsible behaviour
- Continue to offer opportunities within the school such as Destination Conservation etc.
- Explore ways to incorporate aspects of the Virtues Project into the primary classroom’s “student of the week” display
- Incorporate “Virtue” words in the annual school spell-a-thon

Evidence: (*Quantitative*)

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

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

Satisfaction Survey – Ministry of Education (2005 – 2010)

% Reporting “Many Times” or “All of the Time”				
At school do you respect people who are different from you (for example, think, act, or look different)?				
	Grade 4	Grade 5	Graded 6	Grade 7
2005-2006	88			
2006-2007	98			
2007-2008	92			
2008-2009	90			95
2009-2010	98			96

% Reporting “Many Times” or “All of the Time”				
Do you feel safe at school?				
	Grade 4	Grade 5	Graded 6	Grade 7
2005-2006	90			
2006-2007	87			
2007-2008	81			
2008-2009	84			81
2009-2010	91			94

% Reporting “Many Times” or “All of the Time”				
Do you know how your school expects students to behave?				
	Grade 4	Grade 5	Graded 6	Grade 7
2005-2006	90			
2006-2007	96			
2007-2008	84			
2008-2009	100			87
2009-2010	88			94



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 2010	Increase in percentage	

Evidence: (*Qualitative*)

<p>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>
<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 2011</p>

Objective 2.2:

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

Strategies/Structures:

- Continue use of the Sip Smart program for grade 6s to examine healthy drinks
- Utilize the “Heart Smart” resources, Heart and Stroke Foundation, from staff workshop from April 2010
- 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
- Continue to participate in the Vancouver Coastal Health’s “Eat Well, Play Well Challenge”

Evidence: (*Quantitative*)

Key Performance Measure:	Baseline	Target	Actual
Percentage of students reporting ‘choose sometimes’ and ‘choose most’	Determined in September 2010	Increase in percentage	Reported in June 2011



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 2011</p>

Connections:

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

Canyon Heights School Plan Goals for 2010-2011 are connected to the goals of the North Vancouver School District Achievement Contract 2009/2010.

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, 2010.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2010

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

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 14, 2010**

