

Annual Report to the Board of Education

2010-2011



ARROW HEIGHTS
ELEMENTARY

Cooperation Achievement Respect Enthusiasm Safety

Submitted by:
Todd Hicks, Principal

April, 2011



Table of Contents

School Mission Statement & Code of Conduct	_____	p.3
Behaviour Expectation Matrix	_____	p.4
Student Recognition	_____	p.5
Encouraging Appropriate Behaviours	_____	p.6
AHE Staff List	_____	p.8
AHE Classes	_____	p.9
Celebrating Literacy	_____	p.9
Celebrating Numeracy	_____	p.10
Special Programming	_____	p.12
Activities	_____	p.13
Student Council	_____	p.14
AHE Parent Advisory Council	_____	p.15
AHE School Planning Council	_____	p.15
School Goals: Literacy School Growth Plan	_____	p.16
Numeracy School Growth Plan	_____	p.17





Our Mission Statement:

In a safe, caring, supportive, and non-discriminatory environment, the Arrow Heights Elementary School community encourages all students to strive for personal success in the progression of their social responsibility, intellectual development, and emotional growth for life-long learning.

Our School Code of Conduct

Our code of conduct helps guide our school towards achieving the goals described in our mission statement. Students are encouraged to understand their responsibilities as learners and citizens of our school community by consistently practicing the elements of our code of conduct. Our code of conduct applies to all members of our school community in all environments associated with school functions. All participants are guided by our code of conduct while acting as ambassadors of our school.

Arrow Heights Elementary Code of Conduct:

ARROW HEIGHTS
ELEMENTARY
Cooperation Achievement Respect Enthusiasm Safety

*Annual review of our code of conduct occurs with students, parents and staff to encourage the promotion of the expectations in the code of conduct.

*Conduct is consistently monitored to ensure codes reflect current and emerging situations that contribute to school safety.

Arrow Heights Behaviour Expectations Matrix

To further support our student's ongoing development of social responsibility our behaviour expectations matrix was developed by students and staff. The matrix contains all elements of our code of conduct as well as specific examples of expected behaviours. We acknowledge that students who know what is expected of them will help our school community to continue to achieve high levels of social responsibility.

	All Areas	Teaching Areas Classrooms, Library, Gym, Computer lab	Common Areas Hallways, Wet Areas, Coatrooms	Outside Areas School Yard and Bus/Bus Stops	Assemblies and Events
Cooperation	<ul style="list-style-type: none"> • Be kind to others • Treat others as you want to be treated • Compromise • Share • Be helpful and considerate • Take turns 	<ul style="list-style-type: none"> • Work together • Be a good listener • Use inside voices • Accept help from others • Return items on time 	<ul style="list-style-type: none"> • Walk • Use your manners • Move quietly • Use a quiet voice • Remain at your desk during lunch • Return equipment 	<ul style="list-style-type: none"> • Be considerate of others games • Play fair • Help others • Include others <p>On The Bus:</p> <ul style="list-style-type: none"> • Listen to the driver • Wait your turn • Only take one seat 	<ul style="list-style-type: none"> • Sit still and be quiet • Listen to and follow any instructions • Sit in designated area for class
Achievement	<ul style="list-style-type: none"> • Always do your best work • Make eye contact • Be organized • Set personal goals • Work hard to achieve your goals • Make healthy food choices 	<ul style="list-style-type: none"> • Pay attention in class • Do your personal best • Hand work in on time • Check your work • Listen to instructions • Try first before asking for help • Concentrate on your work • Choose work and books that challenge you 	<ul style="list-style-type: none"> • Use the Wet area only with permission • Keep belongings organized 	<ul style="list-style-type: none"> • Be active during recess and lunch • Be on time • Listen to all ideas 	<ul style="list-style-type: none"> • Be prepared • When presenting speak loudly and clearly
Respect	<ul style="list-style-type: none"> • Use manners • Ask when using or borrowing things • Wear school appropriate clothing • Listen carefully • Use kind words • Use appropriate language • Accept each others differences • Reduce, re-use, recycle 	<ul style="list-style-type: none"> • Wait your turn to speak • Speak only when appropriate or called upon • Take all items when leaving each classroom • Use all items for their appropriate use • Treat books and items with care • Keep Agenda up to date 	<ul style="list-style-type: none"> • Keep your personal areas tidy • Take care of floors and walls • Talk softly • Stay in line • Use appropriate outside entrances • Respect others personal space 	<ul style="list-style-type: none"> • Keep hands to yourself • Be polite • Place garbage in containers • Follow agreed upon game and play rules • Only those who "make it" may "break it" • Walk around others or stop playing for others to pass by 	<ul style="list-style-type: none"> • Applaud at appropriate times • Keep your hands & feet to yourself • Look at Canadian flag during the anthem • Watch the speaker
Enthusiasm	<ul style="list-style-type: none"> • Arrive on time • Show interest and excitement • Smile • Be positive 	<ul style="list-style-type: none"> • Show a positive attitude towards learning • Join in all activities • Show excitement and interest • Raise your hand • Be proud of your efforts • Show your knowledge and skills 	<ul style="list-style-type: none"> • Return to class quickly 	<ul style="list-style-type: none"> • Try your best to learn a new game/sport • Come in quickly when the bell rings • Show good sportsmanship <p>On The Bus:</p> <ul style="list-style-type: none"> • Wait quietly and follow instructions 	<ul style="list-style-type: none"> • Participate in all activities
Safety	<ul style="list-style-type: none"> • Be bully and intimidation free • Obey boundaries and follow rules • Help others in need • Wear inside shoes in the school • Wash hands regularly • Check in at office when late or leaving early • Cover yourself with your sleeve if you cough or sneeze • Keep your hands and feet to yourself • Walk appropriately 	<ul style="list-style-type: none"> • Sit appropriately and safely • Follow all instructions • Follow computer use guidelines • Wear appropriate strip/shoes for gym 	<ul style="list-style-type: none"> • Walk • Move carefully • Wipe up spills and messes • Walk wheeled equipment on school grounds • Use all equipment correctly and safely • Walk on the right-hand side 	<ul style="list-style-type: none"> • Stay in bounds • Stay with class • Stay clear of moving items and objects • Keep rocks and sticks on the ground • Get help when someone is hurt • Report broken equipment to supervisors <p>On The Bus:</p> <ul style="list-style-type: none"> • Stand back at stops • Remain seated when bus is travelling • Face forward • Keep feet under your seat 	<ul style="list-style-type: none"> • Keep exits clear • Remain in your assigned grouping or class




Student Recognition:

To support our work with students achieving our code of conduct and behaviour expectations students are recognized for their positive efforts through regular in class celebrations, our school-wide house point system and through our C.A.R.E.S. Card individual recognition program.

The house point system acknowledges students and groups who demonstrate positive effort and behaviour in classroom and school-wide activities. House point tickets are drawn for recognition awards during regular assemblies.

Individual recognition of students who meet our school behaviour expectations will also be celebrated through students being acknowledged with A.H.E. C.A.R.E.S. Cards. Students who are seen demonstrating positive behaviours will have a C.A.R.E.S.

A.H.E. C.A.R.E.S. Card	
Name: _____	ARROW HEIGHTS ELEMENTARY
Grade: _____ Date: _____	Cooperation Achievement Respect Enthusiasm Safety
Recognized by: _____	
For: _____	

Card posted with their name on our celebration board and have their names announced during weekly announcements. At each of our assemblies students who recently received C.A.R.E.S. Cards will have the opportunity to *pay it forward* through helping recognize charities.



Grade 7's teaching our code of conduct to K/1 students.

Encouraging Appropriate Behaviours

At Arrow Heights we will teach, identify and expect non-discriminatory and positive behaviours. Although our students consistently demonstrate appropriate choices, there are occasions when some may demonstrate behaviours that are deemed inappropriate. These behaviours that require intervention are identified in our discipline plan and cycle. The identified behaviours and consequences are by no means an exhaustive list and act as a guideline for students, parents and school staff. It is recognized that each incident may have several contributing factors that must be considered and the child will be given the opportunity for restitution to help resolve the behaviour and learn from his/her mistake(s). It is important to note that:

- ◆ Whenever possible and appropriate, consequences for breaches of the code are restorative in nature.
- ◆ Age, maturity and special needs of students are considered when determining appropriate action.
- ◆ School officials may have the responsibility to advise other parties of serious breaches of the code of conduct (e.g. parent, school district officials, police and/or other agencies).
- ◆ All reasonable steps will be made to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.





Encouraging Appropriate Behaviours: School wide Discipline Plan

Minor Behaviours	Moderate Behaviours	Major Behaviours
<p>Behaviours are minor expectation violations that result in an immediate verbal correction with a possible consequence.</p> <ul style="list-style-type: none"> • Running in building • Classroom disruptions • Unsafe rough play • Uncooperative behaviours • Littering • Disruptive transitions • Failure to follow classroom/playground expectations • Play fighting • Non-directed profanity • Hurtful actions or words 	<p>Behaviours are more serious in nature.</p> <ul style="list-style-type: none"> • Chronic minor behaviour • Cheating • Bullying 	<p>Serious fighting, harassment and verbal abuse violate the dignity, well being and safety of another person.</p> <ul style="list-style-type: none"> • Chronic minor or moderate behaviour • Intimidation/verbal threats • Stealing • Harassment • Fighting/assault/physical aggression • Verbal abuse/directed profanity • Possession/under influence of illegal substance • Possession of a weapon on school grounds • Vandalism

Encouraging Appropriate Behaviours: School wide Discipline Cycle

Minor Behaviours	Moderate Behaviours	Major Behaviours
<ol style="list-style-type: none"> 1. Reminder of expectations/correction 2. Student restitution/resolution and/or consequences. Consequences for minor behaviours may include but are not limited to: <ul style="list-style-type: none"> • Verbal corrections • Time out • Loss of privileges • Clean up duty • Detention • Apology 3. Student restitution/resolution and consequences and parent/guardian contact 4. Move to moderate step 2 	<ol style="list-style-type: none"> 1. Student restitution/resolution and parent/guardian contact 2. Refer to office <ol style="list-style-type: none"> i) school consequence ii) parent/guardian contact by office <p>Consequences for moderate behaviours may include but are not limited to:</p> <ul style="list-style-type: none"> • Verbal corrections • Detention • Loss of privileges • Behaviour contract • Time out • Clean up duty • Apology • Extended day school 3. Refer to office <ol style="list-style-type: none"> i) escalated school consequence ii) parent/guardian contact by office 4. Move to major step 2 	<ol style="list-style-type: none"> 1. Refer to office <ol style="list-style-type: none"> i) parent/guardian contact 2. Continued concern may result in escalated consequences Consequences for major behaviours may include but are not limited to: <ul style="list-style-type: none"> • Suspension from school • Behaviour contract • Restitution • In school suspension • Board referral

There may be exceptions when entry may occur out of the regular cycle depending upon severity, frequency or other circumstances. Teacher documentation should occur at each stage.



Arrow Heights Elementary Staff List 2010-2011

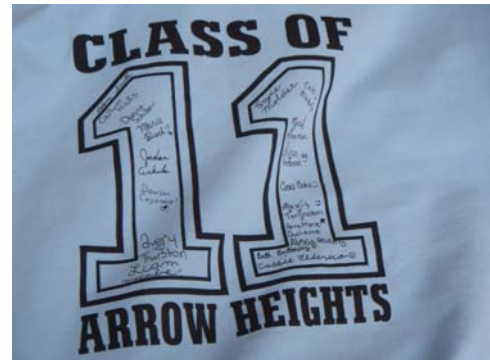
<u>Staff Member</u>	<u>Position</u>
Todd Hicks -----	Principal
Laurel Russell -----	Grade K/1 Teacher
Christa Stribrny -----	Grade 1/2 Teacher
Gio Tedesco -----	Grade 3/4 Teacher
Sue Leach -----	Grade 4/5 Teacher
Neil Russell (retired Nov. '10) -----	Grade 5/6 Teacher
Wendy Mulligan -----	Grade 5/6 Teacher/Teacher Librarian
Amber Thompson (Nov. 10) -----	Grade 5/6 Teacher
Michelle Gadbois -----	Grade 6/7 Teacher
Allison Just -----	Resource/Learning Assistance
Bob Rogers -----	Band Teacher
Judy McAllister -----	Secretary
Yvette Astra -----	Library Clerk
Celes Lucius -----	Education Asst./Noon Hour
Christine Faucett -----	Education Asst./Noon Hour
Amanda Adam -----	Education Asst.
Kim Cottingham -----	Education Asst.
Laurie Jones -----	Personal Care Attendant
Bill Hill -----	Custodian
Tammy Johnson -----	Custodian
Sean Borthwick -----	Elementary Counsellor
Andrew Sykes -----	School Psychologist
Vivian Binnington -----	District Speech Pathologist
Alice McGrath -----	District Resource Teacher
Jannica Hoskins- -----	Aboriginal Education



Our Classes

Arrow Heights currently has 132 students enrolled in 6 divisions. (April 2011)

Kindergarten/Grade 1	21 students (13/8)
Grade 1/2	21 students (4/17)
Grade 3/4	20 students (12/8)
Grade 4/5	24 students (12/12)
Grade 5/6	22 students (8/14)
Grade 6/7	24 students (5/19)



Celebrating Literacy

To enhance our regular work in literacy and support our school goals the following are some of our regular events to encourage reading and literacy skills.

School wide Read

Each week student's find their partner, locate a quiet space in the gym or hallway, and share their current book or story during our school wide read.

Accelerated Reader

With the support from our PAC we continue to encourage students to read with the Accelerated Reader Program.

Students regularly check the hallway notice board to follow their progress and achievements are recognized during our assemblies. This year we were pleased to have the district support the AR Program through the acquisition of on-line quizzes which broadly expanded our quiz base.



Students displaying their books and costumes for "Dress as your favourite book character day".

Spelling Bee

Under the guidance of Mrs. Just we hosted our 2nd annual Spelling Bee. After classroom competitions were held we hosted a school spelling bee with the top spellers from the intermediate classes. The top student from this competition represented our school at the Canwest Regional Spelling Bee in Kamloops March 18th.

Big Buddy/Little Buddy

Twice a week selected intermediate and primary students work together on literacy building activities. Students may be working on their sight word list, playing word building games or reading stories and answering comprehension questions on Raz-kids, a kids reading website. This time together promotes confidence in both the age groups as the older students lead their younger counterparts.

RAZ Kids

RAZ Kids is an online guided reading program with interactive ebooks. Students are able to visit the book room to choose a book which they can read themselves or have read to them. When they have finished the story they have comprehension questions to answer. Students become quickly motivated to use their stars earned through the questions to visit the RAZ Rocket page. Each of our primary students is provided with personal accounts on the RAZ Kids interactive website.

Celebrating Numeracy

To enhance our regular work in numeracy and support our school goals the following are some of our regular events to encourage positive attitudes and increase skills for numeracy.

Mathletics

The Mathletics website provides students an opportunity to explore interactive examples of topics studied in class, practice questions as well as visit Live Mathletics and challenge students





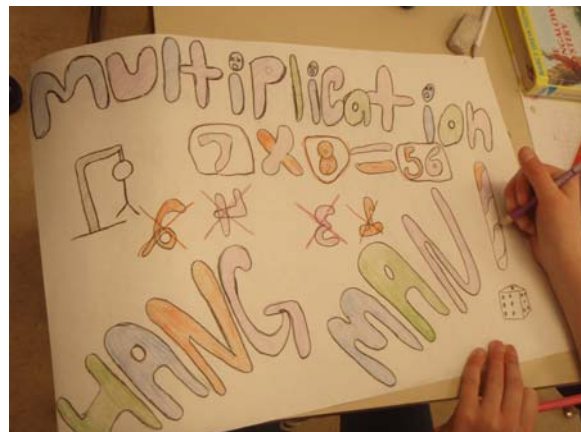
from around the world in math drills. This year we have expanded our use of the MATHLETICS website to include all students in Grades 3 to 7. It has proven to become a popular activity both at school and at home.

World Math Day

In March all students in Grades 3 to 7 participated in World Math Day. This event is hosted by *Mathletics* and challenges students at home and at school with other students from around the world in live games of mental arithmetic. Congratulations to the AHE students who were part of the 1,298,834 students and 22,785 schools from 212 countries who participated in World Math Day 2011

The Great Number Rumble: Family Numeracy Evening

On April 14th we will be hosting our first family numeracy evening. Students will be demonstrating numeracy activities learned in their classes to parents, family members, friends and fellow students. We are very excited about this event and look forward to its success now and in the future.



District Mathematics Contest.

Grade 6 and 7 students from AHE will be participating in a district wide mathematics contest this month coordinated by district teachers. The goal

is to encourage student interest and confidence in mathematics through solving worthwhile problems.



Special Programming

Aboriginal Programming

Students have the opportunity to work with the district Aboriginal Education Student Assistant Jannica Hoskins at Arrow Heights on Wednesdays. Students participate in a variety of cultural activities during recess and lunch. Jannica also makes regular appearances in our classrooms assisting in Aboriginal Education topics and supporting students.



Gifted Programming

Through the guidance of Mrs. Just and classroom teachers students are provided opportunities within their interests for extended learning opportunities including working through advanced curriculum material, providing photos and captions for *The Revelstoke Current*, performance opportunities in school production and participating in special school, national and international contests.



K/1 Students taking "pyjama day" to the extreme.



Grade 7 Bottle Bring-in fundraising for their year end trip.



Activities

Regular classroom instruction and school life is often enhanced with special events, athletics, guest presenters and fun educational activities. Each of these is organized with the belief to enhance each student's learning academically, behaviourally and socially. Below is a list of some of the activities and opportunities provided to students.

- ◆ Welcome Mug & Muffin
- ◆ Terry Fox Run
- ◆ Jump Rope for Heart
- ◆ Grade 7 Leadership
 - Announcement readers
 - Photo squad
 - Noon Games coordinators
 - Assembly
- ◆ Skating Program
- ◆ Swimming program
- ◆ Cross-Country Ski program
- ◆ Ski/Snowboard program
- ◆ Curling program
- ◆ District Sports
- ◆ X-Country Running
- ◆ Volleyball
- ◆ Basketball
- ◆ Badminton
- ◆ Track & Field
- ◆ Lunch monitors
- ◆ Fruit & Vegetable Program
- ◆ Great BC Shake Out
- ◆ Spirit Festival Dance Instruction
- ◆ Bear Aware
- ◆ Anti-Bullying/Pink Shirt Campaign
- ◆ PALS
- ◆ Roots of Empathy
- ◆ Christmas Musical
- ◆ Revelstoke Museum
- ◆ BC Hydro Sturgeon Release
- ◆ BC Science Challenge
- ◆ N.C.E.S. Watershed Program
- ◆ Burn Awareness Week
- ◆ Wildsight Educational program
- ◆ Tag Million Book Challenge
- ◆ Jasper Place H.S. Band Concert
- ◆ Didsbury H.S. Band Concert
- ◆ Parks Canada Mtn. W.I.T. Theatre
- ◆ Grizzlies Hockey Buddy Reading
- ◆ Waste Reduction Week
- ◆ Gr. 7 fundraising - Community Haunted House
- ◆ Remembrance Day Service
- ◆ Avalanche Awareness
- ◆ Guest authors
- ◆ AHE Idol - talent show
- ◆ Zumba
- ◆ Spirit Week
 - Pancake Breakfast
 - Theme days
 - Winter sports day
- ◆ Family Literacy Day
- ◆ Book Character Day
- ◆ PAC Activities
 - Book Fair
 - Hot lunches
 - funding for Accelerated Reader books and incentives
 - Christmas Craft Fair
 - hot chocolate and snacks for Winter Sports Day,
 - Santa gifts,
 - funding Christmas activities,
 - food cupboard
 - Grade 7 'graduation' gifts and celebration evening,
 - year-end Barbeque

Student Council

Under the guidance of Mrs. Just and Ms. Leach the Student Council assists in raising student's social awareness as well as assists in organizing fun social activities within the school. Activities include running our Remembrance Day Assembly, School Dances, Food drives, Theme days, Charity fundraising, and Spirit Week. This year the Student Council sponsored three charities to support our C.A.R.E.S. Card campaign. These include a local charity (The Revelstoke Animal Shelter), a provincial charity (B.C. Children's Hospital), and an international charity (Turn on the Tap). Monies obtained through their fundraising efforts will be matched up to \$500 from the Revelstoke Community Foundation student initiatives grant. The Council will donate to these charities at the end of the school year based on the percentage of student choice.



Groovin' it up at a Student Council social dance.

2010-11 Student Council Members:

Co-Prime Ministers

Cole Blakely, Bryce Molder

Treasurer

Megan Cottingham

Secretary

Erin Behncke

Environment/Social Well Being

Marie Busch

Grade 3/4 Class Rep

Ali Beck

Grade 4/5 Class Rep

Justin Angelozzi

Grade 5/6 Class Rep

Lainey Thur

Grade 6/7 Class Rep

Madison Howard



Arrow Heights' Parent Advisory Council

The Arrow Heights Parent Advisory Council plays a key role in providing support for student achievement, classroom activities, school functions and student safety through volunteerism, financial aid, and public safety awareness. Again, a hugely appreciated effort this past year has been helping provide public awareness regarding road safety within our school zone due to recent higher volumes of traffic. We of course are still disappointed over the loss of our speed board and are investigating options for it's replacement.

Our PAC Executive

Chair	Tracey Vopni
Secretary	Kelly O'Brien
Treasurer	Steve Busch
DPAC Reps	Penny Page-Brittin / Karen Molder

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Arrow Heights School Planning Council

Parent Representatives:

Tracey Vopni
Steven Busch
Penny Page-Britton

Principal:

Todd Hicks



Students shopping at the PAC Christmas Craft Fair



School Goals for 2010-11

Goal 1: To improve literacy levels at all grades.

2010 - 2011 Objectives

1. 90% of primary students reading at grade level by the end of Grade 3 and 90% of students will sustain or achieve reading fluency and comprehension at grade level in 4 to 7.
2. 80% of students in Grades 1 to 7 will meet grade level writing expectations.

Strategies and Structures currently in place for 2011

- ✓ Review and continue to practice strategies for reading comprehension skills. Connect, Visualize, Question, Infer, Transform. Introduce new strategies: Zoom In and Main Idea with a focus on non-fiction.
- ✓ Regular school-wide reading partners to practice strategies with a student in another grade during scheduled times.
- ✓ Little Buddy/Big Buddy Literacy program.
- ✓ Celebrate classroom reading accomplishments.
- ✓ Targeted intervention based on PM Benchmark assessments and GORT.
- ✓ Literacy focus report/share/receive feedback at monthly staff meetings.
- ✓ Encourage reading through Accelerated Reader program
- ✓ Expand current AR test band for intermediate student interest.
- ✓ Encourage home reading with 'Book Exchange' shelf.
- ✓ Parents as Literacy Supporters (PALS) for Kindergarten families.
- ✓ Purchase and provide literacy based tests for A.R. Program
- ✓ Direct teaching of the writing process
- ✓ Regular reading and writing assessments (at least twice / year)
- ✓ 'Reading Power' for fiction and non-fiction is currently being re-introduced following two staff members attending a workshop.



Goal 2: Continue to develop competency in math applications with emphasis in applying basic skills to solve problems in students' daily lives.

2010 - 2011 Objectives

1. Improve basic numeracy skills in all grades.
2. Improve attitudes and perceptions toward success in numeracy.
3. Increase the use of technology in numeracy instruction and exploration.

Strategies and Structures currently in place for 2010-11

- ✓ Expand use of Diagnostic Math Assessment to help inform instruction.
- ✓ Identify students struggling with basic skills and support these students with targeted interventions; i.e. *Great Leaps in Math, Creative Mathematics* (K. Sutton strategies).
- ✓ Explore hosting a family math games evening for primary and early intermediate students.
- ✓ Continued support and encouragement for staff to expand strategies and knowledge to meet current Learning outcomes through professional development and networking.
- ✓ Encourage use of online web-sites to practice skills
- ✓ Implement *Mathletics* interactive math games and learning activities Grades 4 to 7.
- ✓ Implement regular classroom *Math Games* in all grades.
- ✓ Share "The Number Framework" strategies.
- ✓ Staff to review progress and share numeracy/math lessons and ideas regularly through staff meetings.
- ✓ Practice a minimum 60 minutes per day average math instruction.
- ✓ PALS early math session.
- ✓ Support math contests.
- ✓ Incorporate the use of technology in math instruction.