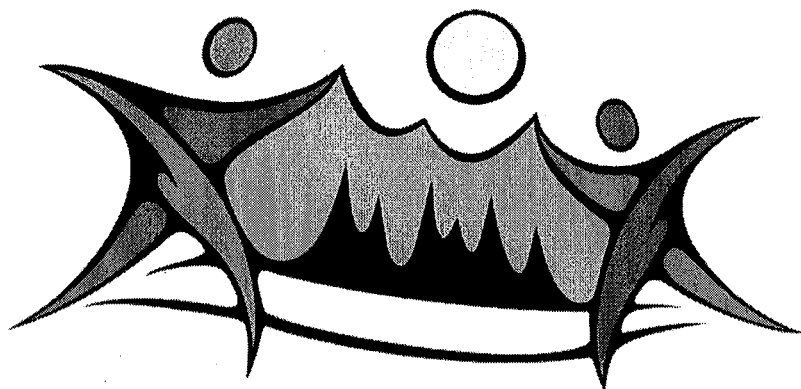


Arrow Heights Elementary

2014- 2015 Annual Report to the Board of Education

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



ARROW HEIGHTS
ELEMENTARY

Our classes

Kindergarten 18 students

Gio Tedesco

Grade 1/2 21 students (14/7)

Natalie MacLeod &
Kristi Mortell-Le Blanc

Grade 2/3 20 students (12/8)

Jaclyn Uremovich

Grade 3/4 22 students (11/11)

Amber Thompson &
Kristi Mortell-Le Blanc

Grade 5/6 20 students (12/8)

Michelle Gadbois

Grade 6/7 22 students (10/12)

Tara Johnson

Student Support: Allison Just

Library: Amber Thompson

Principal: Todd Hicks

Our C.A.R.E.S. code of conduct continues to guide our students in demonstrating positive behaviour to others and for themselves. Upon our return to school upper intermediate students lead the student body in a review of the expectations of our behaviour grid. Students continue to be recognized for their personal achievement of each of our expectations through C.A.R.E.S. Card recognition and our *Pay it Forward* partnership with student council. Our complete code of conduct can be viewed on our school website.

Events and Activities

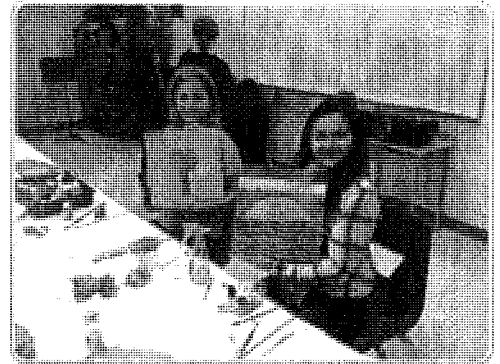
Arrow Heights Elementary Student Council has done many activities throughout the year, such as...

- Student Elections for co-prime ministers and class reps
- Halloween Dance - pumpkin raffle
- Remembrance Day Assembly
- Moonlight Madness babysitting night
- Book Character Day – fundraiser for our three charities with a photo shoot
- Parent Date Night babysitting night for Valentine's Day
- Board Games Club
- Supporting Charities – Gems School in India, Ronald McDonald House, Revelstoke Humane Society
- Presentation for Ronald McDonald House at school assembly

Upcoming Events

- Fundraiser for Women's Shelter in Revelstoke
- Earth Day activities
- Spring Dance

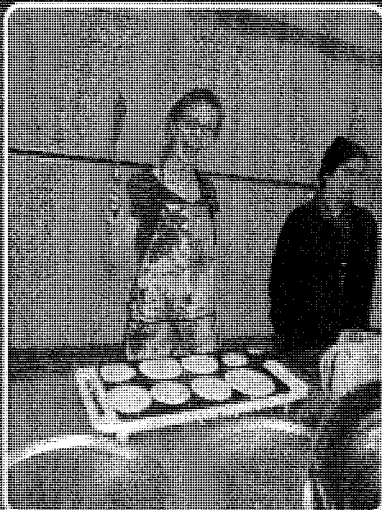
By Emily MacLeod and Amelie Delesalle



Aboriginal Education Programming

Students have the opportunity to work with the district Aboriginal Education Student Assistant Nadia McLaren at Arrow Heights on Tuesdays. Students participate in a variety of cultural activities during recess and lunch including the Ab Ed mural project. Nadia is also available to assist teachers in bringing first nations and aboriginal topics into classrooms.

School Wide and Grade events



Beyond our most popular events such as our annual Christmas musical we continue to support a number of annual and special events to support student awareness in philanthropy, arts, culture and personal wellbeing. These include guest performances through Art Starts, band performances, the Terry Fox Run, Jump Rope for Heart, Battle of the Books, District spelling bee, Wildsight, avalanche and snow safety, earth day, antibullying/acceptance, BC fruit and veggie program, among many others. We thank our partners such as the RCMP, CBAL, MIE PAC, Kootenai Fish Festival, Avalanche Canada, and Bear Aware, etc.



Student Support

We continue to provide an inclusive approach to supporting students with special needs. When necessary, adaptations or modifications are made to classroom activities and curriculum to assist students to achieve personal success and growth in their learning. Classroom teachers, our learning support teacher and educational assistants all work together to prepare for and support our students along with district and community based professionals.

Learning Support

Our learning support staff continues to provide support to the individual needs of all students. Integrated supports within the classroom setting include side-by-side assistance, small group instruction and co- or team-teaching. This reduces the stigma of pull-out support, and provides targeted instruction and support to a broad range of students. This is particularly important for those who may not meet specific criteria, but none the less benefit from the added instruction. Our enhanced use of literacy circles/centers and targeted instruction on comprehension, accuracy, fluency or vocabulary fits well in this model providing opportunities to direct students to the group or center of their greatest need.

For students who benefit from a separate setting or targeted guidance outside of the classroom, the learning support instructional area continues to be a popular and comfortable work area for students. The learning support teacher and/or educational assistants work with students at the computer workstation or at one of the small tables developing numeracy and literacy skills in a fun and interactive environment.



Gifted Programming

Through the guidance of Mrs. Just and classroom teachers, students are provided opportunities within their interests for extended learning opportunities. We continue to provide similar opportunities to all students who wish to participate in the wide range of activities. Events such as the spelling bee, Battle of the Books, student government, and math contests provide opportunities for students to explore individual interests. Currently, under Mrs. Just's guidance, students are also participating in a science presentation, exploring student learning styles, and are involved in journalism projects with the *Revelstoke Current*.

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. We have all been extremely pleased to see the fruition of the PAC's focus of the past few years with the installation this past summer of the new playground at the front of the school. It has been a pleasure to see the positive contribution this playground has made for our students creating another safe place for students to play and interact. We have also been pleased to see the playground being used as a gathering and social space for parents and care-givers at the beginning and end of each day. We extend our thanks for this addition to the following suppliers and providers: AHE and E'G PACs, SD 19, SD 93, Columbia Basin Trust, Revelstoke Credit Union, VVI Construction, Indigo Landscaping, Tim Horton's as well as the many parent volunteers who assisted in the installation.

Our PAC also contributed to our health and well being goal this year through the purchase of 30 yoga mats (used for Daily Physical Activity and self-regulation) and a class set of snowshoes. We will also be adding to our presentations with the further addition of cordless microphones. This will be well received by our Christmas concert audience.

We extend our thanks to our PAC for their support.



Events and Activities

- Scholastic Book Fair
- Hot lunches
- Accelerated Reader program
- Christmas Craft Fair
- Winter Sports Day snacks
- Santa gifts
- Classroom funding
- Food cupboard
- Grade 7 'graduation' gifts and celebration evening
- Year-end Barbeque
- Playground development
- Equipment acquisitions

And many hours of classroom volunteering!



Arrow Heights School Planning Council

- Rana Nelson
- Janet Delesalle
- Courtney Bertuschi

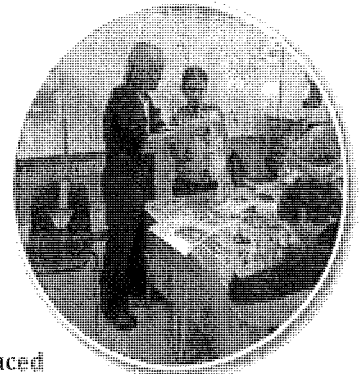
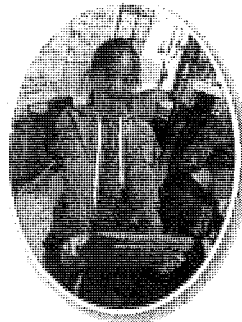
P A C E x e c u t i v e

Chair:	Rana Nelson
Vice Chair:	Koreen Murrone
Treasurer:	Courtney Bertuschi
Secretary:	Janet Delesalle
DPAC rep:	Mardi Syrnok
Past chair:	Mardi Syrnok

It's been a busy year!

Although we had a late start to the year we are pleased to say that we do feel it has not been detrimental to our students. Both staff and students came back ready to get on with a busy year.

As well as our tried and true strategies we have been working on a number of new initiatives this year. The following are just a few examples.



Our Home, Their Home

Michelle Gadbois and Tara Johnson worked with local artist Tina Lindegaard to submit and receive an **Art Starts** grant this year. Their project titled **Our Home, Their Home** is an in-depth cross curricular learning project on bird species in our local wetland ecosystem. The project began with a field trip to the wetlands where a local biologist assisted with species identification, habitat awareness, surveying and graphing. Tina, with the help of artist Sue Davies have worked with the students in the two classes to produce sketches, paintings and 3-D paper mache models of their individual birds of study. As well as journal entries students will also be constructing birdhouses from local materials during their study. The project will culminate in a community exhibit from June 12th to July 3rd at the Visual Arts Center.

The Fairy Tale Museum

Students in our grade 1/2 class have been exploring fairy tales and expanding their writing skills by compiling their own tales and through the explanation of a few artifacts they have come across that were left behind by the characters from many famous tales. Our library has recently been filled with items such as a brick from one of the three little pigs home and the fairy god-mother's wand.

Curiosity Project

During the final term this year the grade 3/4 class will be undertaking a curiosity project designed to help students experience how learners use their interests and curiosity to initiate their own learning, gather information, share information and reflect on their learning. This 8 week project, completed both at home with parent support and at school will also be showcased in a final exhibit. Some of the topics students have chosen include Roman History, robots, the big bang theory, tigers and electricity.

Mobile Technology

We have also introduced mobile technology into our 3/4 classroom this year with the district mobile technology project. Both Amber Thompson and Kristi Mortell-LeBlanc have been busy exploring a variety of applications for student use and incorporation into their learning. We have been pleased with the great start we have had with this project as well as how quickly the students have taken it up.

Professional Learning:

This year Natalie MacLeod, Gio Tedesco and Allison Just teamed up for our Changing Results for Young Readers Inquiry project. Our question is: What differences do we notice in student engagement/behaviour after expanding their repertoire of self-regulation strategies? Using a small group center approach to introduce the social stories of The Incredible Flexible You program we have been pleased with the positive results in student self regulation and social interactions.

Amber Thompson and Jaclyn Uremovich teamed up to participate in the Mentorship project. The focus of their work has been assisting Jaclyn with the introduction of the Daily 5 structure for literacy time and the CAFÉ approach to develop lifelong habits of reading, writing, and working independently.

We-Day

Tara Johnson, our grade 6/7 teacher is excited about the possibility of having a group of students participate in the next We-Day celebration and has been working with her students on a philanthropy project to support the Free the Children campaign. Students have been provided with a start up budget and will be learning about planning, budgeting, marketing and organizing a Spring Fair which is occurring April 10th. The funds generated from this event will be provided to their charity drive.

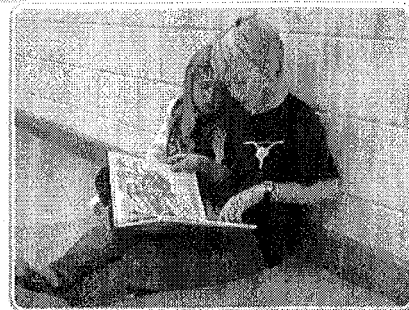
2014-2015 Literacy Goal

To further improve student's individual literacy levels in specific areas of need in grades 1 to 7.

To meet our literacy goal objectives we have maintained a number of existing proven and positive structures in our instruction. This includes utilizing common language for instruction of reading comprehension skills. The main focus in this area has been the *Reading Power* strategies which introduce the concepts of making connections, visualizing, questioning, inferring, and transforming information from text. These concepts have been used in instruction in both non-fiction and fiction. Many of our library purchases include recommended titles to reinforce these strategies. We have also maintained our regular school wide partner read sessions, reading challenges such as the Battle of the Books, Accelerated Reader, PALS and POPS programs and targeted literacy instruction based on district assessments. Professional sharing and discussion on literacy strategies during regular staff meetings and staff room discussions regularly occur.

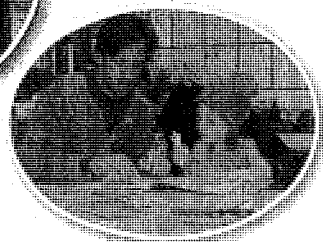
The past few years have noted a large shift in classroom instruction to literacy centers or circles. Although each teacher and classroom may have their own model, general concepts and strategies are similar. Students learn to work independently or in small groups to practice strategies and skills and to share their learning. Using these strategies, teachers are able to focus on small group or individualized instruction directing lessons to specific learning needs. In this way, students are provided with choices within their activities, to better fit their interests while developing independence and stamina. This results in more time for the teacher to instruct, rather than manage. We have also found that when teachers use small group instruction we are able to provide greater support to all students with both our learning support teacher and educational assistants. When scheduling permits, support staff can more easily become part of the instructional process in the group; rather than working independently with only a few students. Topics and skill development are adjusted to support the needs of the individual within the small group more efficiently than with full group instruction.

As highlighted in our Literacy growth plan, we have also been focusing on the challenge of developing student interest and desire to read. Current research, as well as AHE data, indicates that gender differences develop over time in reading and writing success. Although much is attributed to differences in rates of development, there are strategies that are recommended which address those challenges. Greater focus this year has been placed on acknowledging differences in learning styles and interests to assist in literacy development.



2014-2015 Objectives:

1. 85% of students in Grades 1 to 7 will meet grade level writing expectations.
2. 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.
3. Reduce the gap between boys and girls to within 10% for reading comprehension and fluency.

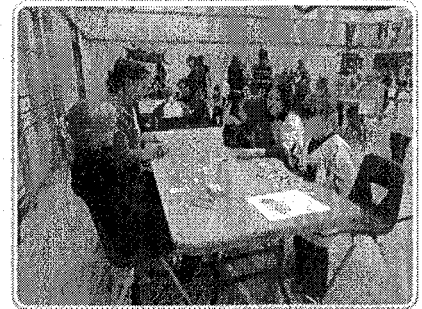


To develop competency in math applications, grades 3 – 7, with emphasis in applying basic skills in problem solving.

We continue to maintain our school goal to further support the development of student's numeracy skills. Teachers had the opportunity this Fall to pursue professional development in a workshop provided by Carol Fullerton. Ms. Fullerton's strategies incorporate many hands on activities that also assist with the difficult task of differentiating instruction as well as assisting with instruction for combined classes. In some classrooms teachers have been exploring the use of stations as a component of their math instruction. As with literacy, the intent is to assist with differentiating instruction and providing small group lessons to meet individual needs.

In November we held another well-received "Number Rumble" evening where students demonstrated a vast array of skills, sharing math games with parents and fellow students. The purpose of this evening event is to assist parents with fun and positive ways to reinforce basic numeracy skills at home. Each time we have held this event it has been a highlight for parents and students alike.

We also continue to build on our use of technology in math instruction. This has included continuing to use the *Mathletics* online program to strengthen and reinforce basic skills. We have introduced new technology through the use of iPads in conjunction with our district mobile technology project. Math contests, such as the Caribou Math Competition, continue to be popular among students who enjoy challenging themselves. We have had 15 intermediate students involved in the competition this year requiring them to take 6 pre-scheduled on-line tests.



2014-2015 Objectives:

1. Improve basic numeracy skills in all grades.
2. Provide math language to develop student's application of math problem solving skills
3. Improve student's attitudes and perceptions of numeracy.

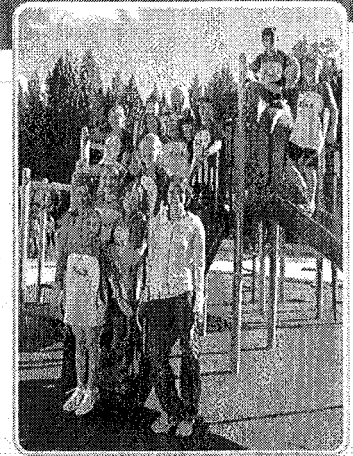


To improve students social and emotional well-being through increased connectedness to school.

Our student well-being goal is relatively new for us and we continue to develop strategies to assist students with awareness and understanding of their physical and emotional well-being. One of the advantages of our relatively small school size is the opportunity for staff to know and connect with each one of our students. We regularly evaluate student's learning styles and social and emotional needs and work toward meeting those to create meaningful and positive learning experiences for each student. As outlined earlier, teachers are exploring increased opportunities for small group instruction and developing independence and stamina to further ensure students are met with challenges that are appropriate to their current maturity and readiness, ensuring success and building greater self-esteem.

To address social and emotional development, we call upon many of our partnerships from within our community and beyond to assist in each student's development. Programs such as *Roots of Empathy*, PALS, POPS, DARE, FRIENDS, Action Schools, *Kids in the Know*, among many others, contribute to the opportunities we provide to help students understand themselves and the positive choices they can make to enhance their well-being, social interactions and connections to others. We have also focused on social story telling with primary students to assist in their social and emotional growth.

The many activities provided both within and outside of instructional hours ensure students are aware of opportunities within our school and community to safely pursue physical development within a social setting. These include the many district sport programs for each grade level as well as extra-curricular programs offered to grade 6 and 7 students. Each of our students is also buddied with a young (or older) student for many school activities to further enhance student empathy and care for others. School wide opportunities are generated during events such as our winter sports activity day where this year we partnered with E'cole des Glacier, for a francophone-themed Carnival, based on Quebec City's popular event of the same name. Other regularly held events that support social development include our popular Spirit Week which kicks off with our annual pancake breakfast, Book Character Day, social dance opportunities and regularly held assemblies to celebrate student successes. It is during events such as these where we see and experience the truly outstanding level to which our students meet our school code of conduct through their leadership, cooperation and teamwork



2014-2015 Objectives:

1. Students will demonstrate an awareness and understanding of physical and emotional well-being.
2. Students will feel safe and welcome with a sense of belonging at school.



We are proud of the accomplishments of our students and the work we do to help them meet their full potential. At AHE we continue to pursue our C.A.R.E.S. code of conduct that has garnered even more meaning and importance as we extend greater focus on student health and well-being. Through our hard work and dedication to meet the individual learning needs of each student we provide a safe and supportive learning environment for each student to meet their potential in their academic, social, emotional and physical understanding, growth and development. All of this cannot be achieved without the support of the families who entrust us with their children, and the healthy community in which we live.



AHE students and staff show their support for inclusiveness and acceptance during our 2015 Pink Shirt Campaign.

Todd Hicks, Principal

Arrow Heights Elementary School

1950 Park Dr.

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