

North Vancouver School District
SCHOOL PLAN
2011 - 2012

School: Eastview Elementary School
Address: 1801 Mountain Highway
North Vancouver, BC V7J 2M7
Phone: 604-903-3520

Principal: Colleen Elderton

School/Community Context:

At Eastview we are learning and working together to **SOAR; Safety** – We are careful at work and at play...**Ownership** – We own our learning and our behaviour...**Attitude** – We are positive and helpful...**Respect** – We respect ourselves, others and our environment.

Eastview's staff is motivated and interested in expanding instructional repertoires and school based initiatives through teacher Action Teams in Numeracy, Reading/Writing, Social Responsibility, Daily Physical Activity and Technology. As we continually work towards building a sense of community and belonging, the staff has continued to implement aspects of programs such as *Tribes: A New Way of Learning and Being Together*; Second Step, Character Education, and Student Leadership to promote pro-social behaviours and positive student contribution to their community.

Our Grade 6 & 7 Peer Counsellors are trained to support students on the playground by lending a hand, helping to resolve minor disputes or simply to be a friend when one is needed. This year we added Grade 5 Kindergarten monitors who enthusiastically and successfully supported the integration of our youngest students into our playground. Our Student Leadership group meets on a regular basis, with staff sponsorship, and positively contributes to the overall school climate through global and local projects that support people in need, spirit days, and the promotion of responsible behaviours toward the environment as evidenced in the Green Team recycling. Some of the projects undertaken and initiated by the Student Leadership group this year include: Camp Read; collecting food for Harvest House; Jean's Day for Children's Hospital; and our May campaign for the people of Japan. Additionally, our Grade 7 class is supporting schools in Peru through their fundraising efforts.

Volunteerism is a major component of our success at Eastview. We have an organized Parent Association that is very involved in the school through facilitating special projects that students actively contribute to such as our Eastview Park Stewardship Project (in partnership with the City of North Vancouver) and our vegetable garden project. The PAC continues to support the funding of resources to enhance our school's existing resources, and host events which bring our parents, students and staff together such as the Fall Fair, Parent Education opportunities, and the Family Fun Fair every other May. Beyond the work they do to support the overall success of the school community, there is a significant level of contribution from parent volunteers to support student learning in classrooms and extension activities.

Eastview is located in close proximity to Cedarview Lodge and we continue to build connections between young and old through a variety of opportunities to come together and share what we are both doing. Our choir performs at Christmas in the Lodge, and some of our classes continue regular visits to exchange stories and share learning.



Demographics:

Total number of students: 319 Male: 168 Female: 151

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	39	42	42	39	34	42	52	29
Fr. Imm.								

# FTE Teachers & Administrators	% Aboriginal Students	% Special Education Students	% International Students	% ESL
16.74	3.1%	11.6% (2.5% Gifted)	1.56%	11.5%

Progress Analysis:

Review of School Goals – Previous Year

1. To improve students' achievement in mathematical computation as measured by performance standards (Aspects: Strategies, Approaches and Accuracy)

Analysis of Objective 1.1: to increase the number of students meeting expectations for Grade 1

- Objective partially achieved through the identification of students at risk in their Kindergarten year (K Numeracy Assessment) with some interventions. Summary of trends data indicate students at risk need support in numeral matching, patterning and perseverance with math tasks.

Analysis of Objective 1.2: to improve grade 2 and 3 students' application of numerical patterning and mental math strategies

- Objective partially achieved. Staff has focused on mental math strategies to some degree. Need to continue to develop consistent approaches as anecdotal review by staff indicates that automaticity with number continues to impact mathematical success in the intermediate years.

Analysis of Objective 1.3: to improve achievement of grade 6 and 7 students in numerical patterning and algebraic reasoning

- Objective partially achieved in terms of implementation of some strategies. Math Academy is in place for 15 students in Grade 4-7 with significant progress for the majority of students as well as observed improvement in positive attitudes toward mathematics learning.

2. To improve student achievement in the area of reading comprehension

Analysis of Objective 2.2: to improve reading comprehension of students in Grade 3-5 as measured by Reading performance standards

- Objective partially achieved – Guided reading groups for Grade 4 and 5 students are determined by the Dibels assessment. Individual students are identified as requiring additional or intensive intervention using this assessment tool. Reading academy is provided to 16 students in Grades 2-6 with indicators of positive gains in confidence and skill level as evidenced in program progress reports and observations. Staff feels we have made progress, but that this needs to continue to be a focus.



3. To improve student achievement in Personal Impromptu writing as measured by performance standards

Analysis of Objective 3.1: to improve personal impromptu writing skill of student in Grade 4-7

- Objective in initial stages – Write Traits use is increasing through the grades. Performance Standard quick scale not a relevant tool at this time because of clarity of language for student use. Student self- assessment using a simplified survey, based on the aspects presented in Write Traits, identified areas for improvement as ideas, word choice and organization.

4. To increase the number of students who feel they are valued and respected participants in their school as measured by Social Responsibility performance standards (*Contributing to Classroom and School Community and Valuing Diversity*)

Analysis of Objective 4.1: to increase the number of students in Grade 2 and 3 who have a sense of belonging and contribution at school as measured by level of participation and student survey

- Objective partially achieved - Our Green Team includes a large number of Grade 2 and 3 students with consistent attendance. The types of peer conflict issues experienced at the Grade 2 level can directly impact individual sense of belonging within their peer group so this continues to be an area for focus.

Analysis of Objective 4.2: to increase the number of Grade 4-7 students who demonstrate pro-social behaviour towards one another

- Objectives partially achieved – Safe and Caring Schools survey data (Fall 2011) indicate only 75% of intermediate students solve problems in peaceful ways – demonstrating a need to directly teach conflict resolution and problem solving beginning at an earlier age. Emerging issues with Internet related behaviour and the impact of social media on student relationships beginning at Grade 4 indicate a need to maintain this objective with a more direct focus on education of both students and parents as to rights and responsibilities.

Opportunities for Further Development:

At Eastview we are involved in expanding the use of technology in classrooms with the addition of Visualizers/Document readers and use of the classroom computer for visual presentations that enhance student learning. As a staff we have explored and begun to implement movement strategies for helping students to focus for learning, with a growing understanding of the importance of self-regulation to overall student success. For Parent Education, we continue to exploring opportunities for *Helping Parents Help Kids* in the areas of reading comprehension across the grades, and in Everyday/Real World Math Activities. Both the School Planning Council and staff want to explore effective ways to encourage active parent participation in deepening learning through home practice. From our School Planning Council conversations, there is an expressed interest in exploring ways to assist our younger students in understanding themselves as learners using the framework of multiple intelligences at a simplified level.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Eastview School Plan for 2011-2012 are:

- 1. To improve student achievement in mathematical computation**
- 2. To improve student achievement in reading comprehension**
- 3. To improve student achievement in Personal Impromptu writing**
- 4. To increase the number of students who feel they are valued and respected participants in their school**



School Goal 1: To improve students' achievement in mathematical computation as measured by performance standards (Aspects: Strategies and Approaches and Accuracy)

Goal Rationale:

In reviewing aspects of student performance on the Foundation Skills Assessment, District Math Assessment for Grade 6 students, as well as information from an informal staff discussion with a focus on aspects of mathematics instruction and student learning, there is evidence for targeted instruction and intervention for improving number sense and computational skills (automaticity and accuracy) as well as the consistent application of problem solving strategies. Implications for instruction from FSA item analysis indicate the need for modelling a variety of strategies that allow students to show their thinking in an efficient and organized way. In a school based survey (March 2011) completed by students in Grade 6 (Math Habits and dispositions), a significant number of students identified the area of mathematical thinking/reasoning as a focus.

Objective 1.1: To increase the number of students meeting expectations for Grade 1

Strategies/Structures:

- use the District Kindergarten Numeracy Assessment (February) to implement classroom based early intervention strategies targeted at specific key numeracy skills for students identified as “at risk” (Raw score: <16)
- develop home and classroom practice packages and educate Kindergarten parents on practical strategies to support students who minimally meet expectations in specific areas of the assessment
- promote and encourage a positive disposition toward and perseverance in completing math tasks
- track students identified as needing numeracy support throughout the remainder of their Kindergarten year and into Grade 1, and provide interventions as needed
- implement a buddy system (Grade 1 with Grade 6 & 7 students) to practice concepts and review math vocabulary (potentially developing Math ladders or math games to facilitate daily practice both at school and at home)

Evidence:

Quantitative Baseline:

2010 Cohort K numeracy assessment– (not including ESL or Special Needs students) 88% meeting

2011 Cohort K numeracy assessment- (not including ESL or Special Needs students) 83% meeting

Qualitative Target:

Increase number of students in Cohort groups fully meeting expectations by the end of their Grade 1 year by 10%



Qualitative Actual:

April 2011 Tracking – Grade 1 Performance Standard:

Strategies and Approaches – 94% meeting (43% minimally/ 51% Fully meeting or exceeding)

Accuracy – 94% meeting (35% minimally/59% fully meeting or exceeding)

June 2011 Grade 1 Performance Standards

Strategies and Approaches –

Accuracy -

Objective 1.2:

To improve grade 2 and 3 students' application of numerical patterning and mental math strategies

Strategies/Structures:

- Implement a regular routine of math exercises as part of regular math instruction to develop strategies for fluent manipulation of numbers for computation including strategies for learning basic facts (Math 44 – Everyday Math: Mental Math Strategies and Activities)
- Apply specific instructional techniques to build mathematical connections through the recognition of number patterns and their application (Resources: Math 44, Van de Walle: *Student Centered Mathematics Gr.2-3*)
- Emphasize and review common mathematical vocabulary to ensure comprehension does not interfere with ability to demonstrate mathematical competency
- Explore the possibility of flexible Math groupings at the Grade 2/3 level to enhance and extend numeracy skills for all (Possible cooperative group model to tap into peer “coaching”)
- Provide Math Academy intervention support 2-3 periods per week to Grade 3 students identified through CCAT: *Indicators for Quantitative – 25% (<99)*
- Involve and educate parents on how to help students gain mathematical confidence and fluency through home packages that include *Student Success Using the 10 Math Habits*, simple reinforcing games and practical everyday math activities; parent education events and curriculum nights; and school website links to interactive math sites

Evidence: (Qualitative)

Qualitative Baseline:

April 2010 Tracking Grade 3 Cohort : Students fully meeting or exceeding expectations for Numeracy Performance Standard aspects: Strategies and Approaches and Accuracy = 68%



Qualitative Target:

Increase number of students meeting expectations by 10% as measured by Grade 5 Performance Standards: Strategies and Approaches and Accuracy April 2012

Qualitative Actual:

April 2011 Tracking Grade 3(2010) cohort (current Gr.4s): Students fully meeting or exceeding expectations for numeracy performance standard: Strategies and Approaches; Accuracy = 74%
April 2012 Grade 3(2010) Cohort Group: Students fully meeting or exceeding expectations

Objective 1.3: To improve achievement of grade 6 and 7 students in numerical patterning and algebraic reasoning

Strategies/Structures:

- Implement math strategies that enhance math fluency, flexible thinking, number sense and problem solving (Resources: Math 44, Van de Walle: *Student Centered Mathematics Gr.5-8*)
- Emphasize specific mathematical vocabulary to ensure that the comprehension of questions does not interfere with overall achievement
- Explore the alignment of new math curriculum, Math Makes Sense and Math 44 to create a cohesive approach to mathematics instruction across the Intermediate grades
- Trial Jump math in Grades 4-7
- Provide Math LAC or tutorial support for Grade 6 & 7 students and Math Academy opportunities for Grade 4 -7 students identified as not yet meeting or minimally meeting expectations
- Involve and educate parents on strategies and activities to enhance regular home practice and review of skills through highlighting *Student Success Using the 10 Math Habits*, parent education events and curriculum nights, as well as newsletter columns on math activities and games for families.

Evidence: (Qualitative)

Qualitative Baseline:

April 2010 Grade 6 Cohort- Numeracy performance standards (Strategies and Approaches and Accuracy) students fully meeting or exceeding expectations = 39% (NYM = 13%)
April 2011 Grade 5 Cohort – Numeracy performance standards (Strategies and Approaches and Accuracy) students fully meeting or exceeding expectations =



<p>Qualitative Target: June 2011 – Increase the number of students fully meeting or exceeding expectations for numeracy by 10% using teacher assessment with performance standards for Numeracy (Aspect: Strategies and Approaches and Accuracy) June 2012 – Increase the number of students fully meeting or exceeding expectations by 10%</p>
<p>Qualitative Actual: April 2011 Tracking Grade 6 (2010) Cohort – Numeracy performance standard: Strategies and Approaches and Accuracy) students fully meeting or exceeding expectations = 59% (NYM =5%) June 2011 Grade 6 (2010) Cohort = June 2012 Grade 5 (2011) Cohort =</p>

Evidence: (Qualitative)

<p>Qualitative Baseline: April 2011 Student survey of Math Habits – 2011 Grade 6 cohort self assessment I explain and give reasons for my math thinking – 66% fully meeting or exceeding I do computations quickly and accurately – 68% fully meeting or exceeding I use a variety of strategies to solve math problems – 72% fully meeting or exceeding</p>
<p>Qualitative Target: April 2012 Increase percentage of students who rate themselves as fully meeting or exceeding in the areas identified by 10%</p>
<p>Qualitative Actual: April 2012 Grade 6 cohort (2011) who rate themselves as fully meeting or exceeding</p>

School Goal 2: To improve student achievement in the area of reading comprehension

Goal Rationale:

Grade 4 (2010) FSA results indicated some weakness in making inferences and comparing and contrasting passages. There does not seem to be a significant difference between the performance of boys and girls for this cohort. The item analysis information indicates similarity between boys and girls in the types of questions they have difficulty answering correctly. We continue to gather relevant evidence to target specific aspects within the broader category of comprehension (e.g. Retell scores and Daze assessment tool). We are also revising ways to assess the effectiveness of the intervention strategies we are using across the grades. We have implemented the Dibels for grades 1-5 which began in June 2009. The Dibels provides information on oral fluency which can be a predictor for level of comprehension and is used to determine level for guided reading groups at Grade 4 & 5, as well as to identify which student require additional support and intensive intervention.

Objective 2.1: To improve reading comprehension of students in Grade 3-5 as measured by Reading performance standards

Strategies/Structures:

- monitor and provide interventions where necessary to students previously identified as “at risk”
- use Dibels Passages: Oral Fluency Assessment Grade 4 & 5 as a tool to determine guided reading groups and as an indicator for reading comprehension support
- create opportunity to further staff discussion of effective ways to enhance reading comprehension in content areas
- Implement Reading Power Strategies Non-Fiction and Fiction across the grades
- Explore ways to increase parental partnership in the Intermediate grades by providing parent education opportunities on guided reading strategies and ways to support reading progress at home through home reading packages, home reading tips and recommended reading lists

Evidence: (*Quantitative*)

Quantitative Baseline:

June 2010 Grade 4 students demonstrating a satisfactory level of oral fluency(Benchmark) as indicated by the Dibels assessment = 68% (girls and boys performing at equal levels)

Quantitative Target:

June 2012: Increase number of students in 2010 Grade 4 Cohort group demonstrating satisfactory level of oral fluency (Benchmark) by at least 10%

Quantitative Actual:

June 2011 Grade 4 (2010) cohort achieving Benchmark on Dibels assessment =
June 2012 Grade 4 (2010) cohort achieving Benchmark on Dibels assessment =

School Goal 3: To improve student achievement in Personal Impromptu writing as measured by performance standards

Goal Rationale: Grade 4 (2010) FSA item analysis for writing indicates that areas for further improvement include elaboration of ideas, endings and sentence construction. This year Grade 2 to Grade 6 classes explored the implementation of the Write Traits and Write Crates programs which include rubrics for student self- assessment. The application of student accessible rubrics provides the opportunity for student goal setting and targeted instruction.



Objective 3.1:

To improve Personal Impromptu writing skills of students in Grade 4-7

Strategies/Structures:

- expand the use of new programs (eg. Writing 44, Write Traits, Write Crates, Stepping Up) to facilitate instruction and assessment of writing achievement through rubrics and student self-assessment
- implement student self-assessment to target personal goals for each term in consultation with classroom teacher
- develop student ownership for proofreading and editing work on a regular basis through practice samples and modeled peer editing
- explore the use of technology to enhance written output and personalize instruction for all learners

Evidence: (*Qualitative*)

<p>Qualitative Baseline: April 2011 Grade 6 Student Survey: Areas identified by students where they are at the Apprentice level (developing) – Ideas = 49% Organization=43% Word Choice = 43%</p>
<p>Qualitative Target: Increase number of students who assess themselves at the Competent or Master level by 10%</p>
<p>Qualitative Actual: April 2012 Grade 6 2011 Cohort at Competent or Master level: Ideas= __% Organization = __% Word Choice = __%</p>



School Goal 4: To increase the number of students who feel they are valued and respected participants in their school as measured by Social Responsibility performance standards specifically *Solving Problems in Peaceful Ways and Valuing Diversity and Defending Human Rights*

Goal Rationale:

Although District Survey (Gr.4-7) data results indicate an improvement in how students feel at school and how they interact with others at school, it is felt that improvement is still needed particularly in the areas of care for one another, pro-social behaviour and conflict resolution, and valuing all members of our community. Gathering evidence specific to gender perspectives provides some direction for choices of programming and needs of both boys and girls.

Objective 4.1: To increase the number of students in Grade 2 & 3 who demonstrate respect for the rights of their peers as measured by student survey results.

Strategies/Structures:

- Continue to promote and support Buddy Activities with older students modelling, mentoring and encouraging younger students in their commitment to learning, to their classroom, and to one another. (e.g. Grade 7 mentors and tutors)
- Implement the skills taught in the Stand By Me program (October 2011)
- Provide ongoing opportunities to role play real world peer conflict resolution strategies
- Connect our school code to specific virtues and explore new ways to highlight and put into action positive everyday interactions with one another
- celebrate diverse cultural perspectives through acknowledgement at school gatherings, providing a range of cultural presentations and performances, and school-wide activities (Who we are)
- Host a parent evening to communicate school protocols for handling peer conflict, the importance of self-regulation, and ways to support children in becoming confident, assertive problem solvers.

Evidence: (*Qualitative*)

Qualitative Baseline:

May 2011 – Grade 2 & 3 Student survey (adapted from Social Responsibility Standards) ___% of students who feel they show their peers respect and know how to solve conflicts in peaceful ways.



Qualitative Target:

March 2012 Cohort Group: Increase the number of students reporting they are comfortable with how peers treat them by 10%.

Qualitative Actual:

March 2011 Cohort Group:

Objective 4.2: To increase the number of students who demonstrate pro-social behaviour towards one another as measured by the District Survey

Strategies/Structures:

- Directly teach the difference between social bullying and peer conflict
- Empower students by teaching peer conflict resolution, communication skills and problem solving strategies through programs such as Tribes, Second Step, Friends for Life, Stand By Me
- Teach responsible use of social media (email, MSN, Facebook, etc.) personal rights, and ways to report unacceptable use by others (potential resource: Kids in the Know)
- Implement the BC Social Responsibility Performance Quick scales for student self-assessment and goal setting each term. Teacher dialogue with students based on individual self-assessment at the beginning and end – “In what ways have I grown?”
- All staff to provide clear, consistent expectations for student interactions with each other and their environment, and enforce expectations fairly with consideration given to understanding the context of the behaviour and the age of the child
- Explore gender specific issues (eg. Boy Smarts: Mentoring Boys for Success at School, Girls Will Be Girls: Raising Confident and Courageous Daughters)
- Establish a school-wide way to acknowledge pro-social attitudes each term (cooperative activities to create physical reminders of how to care for one another – friendship bracelets, buttons, promotion of Pink Shirt day, etc.)
- Build partnerships with parents to foster common approaches to pro-social interactions both in and out of school, and respectful problem solving; shared understanding of the programs being used develop social responsibility, as well as procedures in place for student behaviour



Evidence: *(Qualitative)*

Safe & Caring Schools Social Responsibility Survey 2010/2011			
	Baseline October 2010	Target	Actual June 2012
Grade 4 Cohort Group	Many or all of the time	Increase 10%	
I feel safe on the playground	64%		
I respect others	84%		
I ask others if they want to play	52%		
I help others no matter who they are	44%		
At school I do kind things for others	60%		
I solve problems in a peaceful way	64%		
There is an adult in the school that I can go to for support or advice or to talk about problems and worries	72%		
If I am bullied or see bullying take place I would tell an adult	76%		
Adults at my school do a good job of responding to bullying, harassment or physical violence	88%		
I have experienced cyber-bullying away from school	12%		
When I see bullying, I try to help the person being bullied	56%		

Connections:

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

Family of Schools (FOS):

- FOS Administrators' meetings throughout the year with Zone Assistant and Student Services
Grade 7/8 Transitions
Students with Special Needs
- SPC Training opportunity at Sutherland January 2011
- Curriculum Implementation Day – May 2011 FOS with a focus on writing and digital literacy

District Achievement Plan:

- exploring options for tracking students through grades to determine success of interventions
- although not specifically indicated in goal areas, building in opportunities to celebrate First Nations culture and provide cultural activities for our Aboriginal students (eg. Performance dance group, Grade 4 Bighouse program, Mural completed with FN worker)
- acknowledgement of traditional territories of Squamish and Tsleil-waututh nations at assemblies and school-wide events



Consultation Process of Eastview School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Eastview School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2011

	Name	Signature
Chairperson (Principal)	Colleen Elderton	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Claire Khan	
Parent	Michelle Marciniak	
Parent	Astrid Westervelt	
Alternate	Fiona Daubaras	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 13, 2011**