

# North Vancouver School District SCHOOL PLAN *for* 2012-2013

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

## School/Community Context:

At Eastview we are learning and working together to SOAR: Safety, Ownership, Attitude, and Respect. We are a learning community that aspires to be respectful of others, the environment and ourselves, and believe in finding ways to empower students to bring their ideas into action.

Our students, staff and parents positively contribute 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.

There is a significant level of contribution from parent volunteers to support student learning in classrooms and beyond. The Parent Advisory Council continues to support the funding of resources that enhance student learning opportunities, and to host events that bring students, parents and staff together.

Our connection to the seniors at Cedarview Lodge and our partnership with the City of North Vancouver for our Stewardship project, are two examples of how student learning extends into the broader community.

## Demographics (2011-2012):

Total number of students: 302 Male: 155 Female: 147

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	25	34	40	42	38	31	43	49

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>29.32</b>	<b>2.65</b>	<b>8.28</b>	<b>1.3</b>	<b>9.6</b>

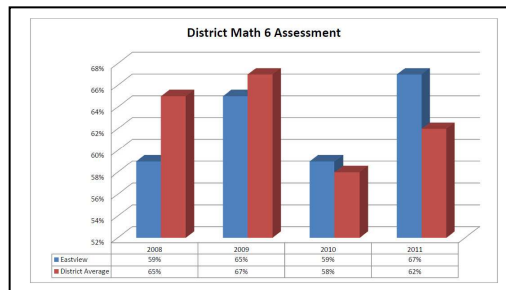
## Progress Analysis:

### Previous School Plan Goal 1-4:

#### Trend Evidence Analysis:

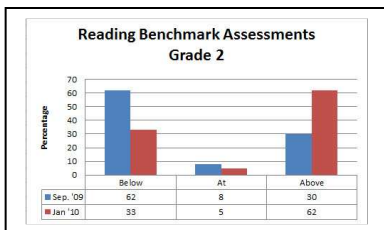
##### Goal 1: To improve student achievement in mathematical computation

Teacher observations and discussions support a need to continue to work on improving student progress in the area of numeracy. Grade 8 mathematics results indicate that the mean level of achievement for Eastview students is 76% with 17% of students minimally or not yet meeting expectations. Although some improvement is indicated, District Grade 6 math assessment trend data supports our continued focus in this area.

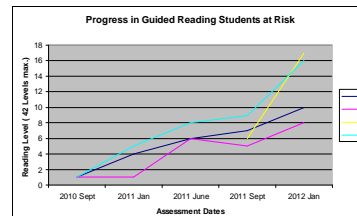


##### Goal 2 : To improve student achievement in reading comprehension

Although Benchmark and Dibels reading results (Gr.1-5) indicate students have made significant gains in Reading achievement, teacher observations indicate a need to further develop higher level thinking skills in this area to deepen and improve comprehension.



Overall Student Results



Guided Reading Progress Results of Students at Risk

##### Goal 3: To improve student achievement in personal impromptu writing

Foundation skills item analysis over the past three years identifies conventions of writing (including sentence structure), descriptive language, and smooth transitions in writing to be areas for further growth. Teacher conversations support a need to develop writing skills in the areas of sentence development, logical progression of ideas, and writing conventions. No school based trend evidence is available due to teacher job action this year.

##### Goal 4: To increase the number of students who feel they are valued and respected participants in their school

Students have demonstrated an increasing level of social responsibility in pro-social behaviour and care for one another. Programs that are in place to further student success in this area are Finn's Friends, Friends for Life and Stand By Me. All programs promote understanding and provide social scripts to use when problem-solving with peers. Based on the *Social Responsibility Short Survey* results (Grade 7) and the trend evidence from the BC Ministry *Satisfaction Survey 2011* (Grade 4 & 7), as well as anecdotal observations, the School Planning Council feels that this goal has been achieved to a satisfactory level. Class meetings are a regular part of many classroom weekly routines and we will continue to work with students in an explicit way to further positive social interactions and effective peer conflict resolution.

## **Opportunities for Further Development:**

We have continued to develop a plan to integrate more extensively the use of **technology** into classroom learning. In shared funding partnership with our PAC, we have purchased an ipad cart and 20 ipads. Eastview staff has expressed an interest in exploring the **MindUp program** which aspires to develop student skills in focusing their attention, sharpen student awareness of themselves and their environment, increase sense of optimism and well-being and strengthen positive human qualities students possess. We are interested in learning more about the MindUp program because the skills it aspires to develop are essential in creating a solid foundation for academic achievement and individual student growth.

## **School Goals for 2012-2013:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Eastview Elementary School Plan for 2012/2013 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**

## **School Goal 1: To improve student achievement in mathematical computation as measured by teacher anecdotal observations and class assessments**

### **Goal Rationale:**

Based on District Grade 6 Math Assessment trend evidence and teacher observations, there continues to be a need to focus on improving student achievement in computational fluency.

### **Objective 1.1: To improve grade 3 (2011 Cohort) students' application of mental math strategies:**

#### **Strategies/Structures:**

- Use regular practice (e.g. Mad Minutes) to enhance speed and accuracy with basic facts
- Use Math 44 Mental Math games on a weekly basis (grade specific)
- Teach numerical patterning as a way to practice and remember math facts
- Students will log personal progress and set individual goals
- Provide Math Academy intervention support 2-3 periods per week to Grade 3 students identified through classroom observation and testing
- Provide activities to connect parent and child in Math problem solving and mental math games (Newsletter/Weekly Website Challenge/ Numerical Glossary)

- Identify and share with parents on-line math sites for home practice

**Evidence:**

<b>Key Performance Measure:</b>	<b>Baseline</b> April 2012	<b>Target</b>	<b>Actual</b> April 2013
Teacher Anecdotal Observation (2011 Grade 2 Cohort) Percentage of students meeting or exceeding expectations	65%	75%	

**Objective 1.2: To improve achievement of Grade 6 and 7 students in algebraic reasoning**

**Strategies/Structures:**

- Use Jump Math in Grade 4-7 teacher guide to facilitate higher order thinking skills in mathematics
- Provide tutorial support for Grade 6 and 7 students twice a week
- Provide Math Academy access to students in Grade 4-7 identified as not yet meeting or minimally meeting expectations
- Implement math strategies that enhance math fluency, flexible thinking and problem solving (Math 44, Problem of the Week, Jump Math)
- Provide opportunities for students to share approaches to solving mathematical problems
- Assess progress through performance tasks and portfolios

**Evidence:** No evidence at this time

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Classroom Created Performance Task Grade 6			

**Evidence:** Math Academy Progress Results

<b>Baseline:</b> Mean 2012 Grade 5 Cohort Student Levels September 2012
<b>Target:</b> Mean Level Gain = 2
<b>Actual:</b>  Mean 2013 Grade 5 Cohort Student Levels June 2013

**School Goal 2: To improve student achievement in the area of reading comprehension as measured by teacher-student interviews and assessment**

**Goal Rationale:**

Benchmark and Dibels results indicate an improvement in student achievement overall in the area of reading. Teacher observations indicate an improved ability to critically think about what is being read. It is felt that continued emphasis on deepening understanding and expressing that understanding or interpretation is needed.

**Objective 2.1: To improve reading comprehension of students in 2011 Grade 2 Cohort as measured by teacher assessment**

**Strategies/Structures:**

- implement Reading Power strategies in both Fiction and Non-fiction across the grades
- use Reading 44 strategies in guided reading groups
- use read a loud and retell strategies to improve fluency
- ask questions that require higher order thinking (e.g. compare and contrast)
- connect students to Raz Kids on-line Home Reading program

**Evidence:**

<b>Key Performance Measure:</b>	<b>Baseline June 2012</b>	<b>Target</b>	<b>Actual June 2013</b>
Benchmark Results for Grade 2 June 2012			

**Evidence:**

<p><b>Baseline:</b> Teacher Assessment: Reading Fluency &amp; Comprehension 2011 Grade 2 Cohort April 2012 Students fully meeting expectations = 19/36</p>
<p><b>Target :</b> Increase number of students who fully meet expectations - +5</p>
<p><b>Actual:</b> 2011 Grade 2 Cohort April 2013 =</p>

## School Goal 3: To improve student achievement in personal impromptu writing as measured by Write Traits rubrics

### Goal Rationale:

Teacher observations indicate student development of ideas and complex sentences still require further attention. Student writing samples indicate independent proofreading and editing skills are inconsistent.

### Objective 3.1: To improve personal impromptu writing skills of students in 2011 Grade 4 Cohort as measured by Write Traits rubric.

#### Strategies/Structures:

- Use Write Traits and Write Crates in Grades 2-6
- Implement student self-assessment rubrics to target personal goals in consultation with classroom teacher
- practice proofreading and editing skills through examples and modeled peer editing
- teach and practice use of the thesaurus to enhance student vocabulary

Key Performance Measure:	Baseline April 2012	Target	Actual April 2013
Grade 4 Cohort writing sample Fully Meeting or Exceeding	44%	60%	

### Connections:

#### Connections to Family of School's (FOS):

Our FOS Administrators meet throughout the year to discuss school goals, directions, instructional initiatives, issues and concerns. We review topics such as Grade 7 to 8 Transition, Codes of Conduct, School Expectations, Numeracy, and Technology. We have worked collaboratively to make connections between schools, students and parents. Specific examples of these include two events hosted at Sutherland; the Drug and Alcohol Forum on February 28, 2012 and the PAC Gala Event held in April of 2012. Sutherland high school students are scheduled to visit the feeder schools this May and June to present to Grade 7s on the topic of Drugs and Alcohol. As a Family of Schools, we set high standards for student achievement by maintaining an open, and collaborative dialogue, taking into account the unique characteristics and culture of each school community.

**Consultation Process of Eastview Elementary 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 Elementary School Plan will be posted on the school web site by October 31, 2012.

**School Planning Council Approval of Proposed School Plan:**

**Date: May 11, 2012**

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Colleen Elderton	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Michelle Marciniak	
Parent	Fiona Watts	
Parent	Astrid Westervelt	

**Board Approval of School Plan:**

*Approved by:*

**Bryn Roberts, Assistant Superintendent  
June 11, 2012**