

North Vancouver School District SCHOOL PLAN for 2013-2014

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, Respect. We are a learning community that aspires to be respectful of others, the environment and ourselves, and believes 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 (2012-2013):

Total number of students: 281 Male: 144 Female: 137

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	35	23	31	36	41	39	32	31

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17	3% (8)	11% (32)	0.3%	9.25%

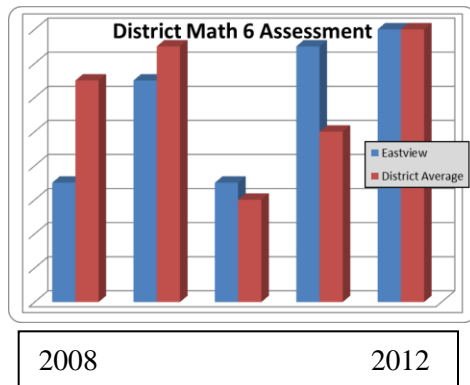
Progress Analysis:

Previous School Plan Goal 1-3:

Trend Evidence Analysis:

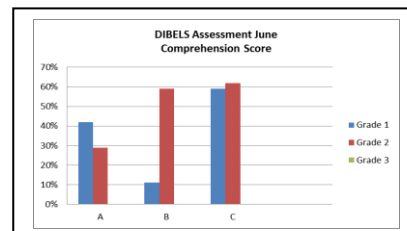
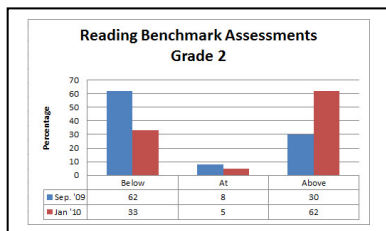
Goal 1: To improve student achievement in mathematical computation

Teacher observations and discussions support a need to continue to work on improving student progress in the area of numeracy. Although there continues to be improvement in student achievement on the District Grade 6 math assessment, trend data supports our continued focus in this area. Specific attention needs to be placed on students who need targeted and intensive intervention.



Goal 2 : To improve student achievement in reading comprehension

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



Overall Student Results

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), elaboration on ideas, sentence structure and paragraphing as areas for further growth. **Inquiry:** *How do we engage students in the writing process for prose? What has created the excitement for writing poetry in our school?*

Opportunities for Further Development:

Technology:

- Integration of technology into classroom practice and unit development through collaborative teams and focused staff development

Staff have participated in a team teaching model to introduce ipads into all classrooms and teachers have met in collegial grade level teams to develop grade specific inquiry for implementation of this tool effectively to enhance student learning.

Self and Community

- MindUp Implementation in Primary classes
- Exploration of Focus periods (Sutherland model)

Research indicates the ability to self-regulate influences learning, pro-social behaviour, and the ability to problem solve with peers.

- Further student skills/scripts in standing up for others and self; reporting acts of bullying

Student Engagement

- Staff members are engaging in conversations and collegial partnerships to explore **project based learning**. There is an interest and initial unit plans developed in the area of learning with **nature** and through **inquiry**.
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School Goals for 2013- 2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Eastview Elementary School Plan for 2013-2014 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

Goal Rationale:

Based on District Grade 6 Math Assessment trend evidence, AIMSWeb Computational Benchmark assessments at Grade 3,6 & 7 (piloted this year), and teacher observations, there continues to be a need to focus on improving student achievement in mathematical fluency. Teacher observations indicate that Math Academy provides a foundation for students at risk and builds their confidence in doing mathematics.

Objective 1.1: To improve students' application of mental math strategies

Strategies/Structures:

- Use regular practice to enhance speed and accuracy with basic facts
- Use Math 44 Mental Math games and/or recommended ipad apps on a weekly basis (grade specific) to further fluency and with concepts

- Teach numerical patterning as a way to practice and remember math facts
- Teach students to graph their own individual progress monthly and to set personal goals for improvement
- 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 recommended on-line math sites for home practice

Evidence:

Key Performance Measure:	Baseline January 2013	Target	Actual April 2013
AIMSWEB 2012/2013 Grade 3 Cohort Results (> 25 th percentile)	32%	50%	

Key Performance Measure:	Baseline April 2013	Target	Actual April 2014
Teacher Observation (2012/2013 Grade 3 Cohort) Attitude/Disposition to working hard at math (4 or 5 out of 5)	61%	75%	

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

Strategies/Structures:

- Use a variety of resources to teach higher order thinking skills in problem solving
- Provide opportunities for students to share/teach approaches to solving mathematical problems
- Introduce a Problem Solving rubric for student self-assessment
- Use ipad apps to increase student engagement with mathematical concepts
- Provide tutorial support for Grade 6 and 7 students weekly
- 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)
- Assess progress through performance tasks, math logs and portfolios
- Use Khan Academy for home study support
- Teach study skills for review of concepts in preparation for unit assessments

Evidence:

Key Performance Measure:	Baseline May 2013	Target	Actual May 2014
AIMSWEB Probe Grade 5			
Student Self Assessment: Attitudes and Disposition Numeracy			

Evidence: Math Academy Progress Results

Baseline: Mean 2012/2013 Grade 4 September 2012: 2.06 (Approx. Grade level)
Target: Mean Level Gain + 2 Grade levels
Actual: Mean 2012/2013 Grade 4 Cohort Student Levels June 2013:

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

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 Grade 4

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 aloud and retell strategies to improve fluency
- ask questions that require higher order thinking (e.g. compare and contrast)
- connect students in Grade 1 to Raz Kids on-line Home Reading program

Evidence:

Key Performance Measure: Dibels	Baseline June 2012	Target	Actual June 2013
Students at Benchmark (Grade 2 2011/2012 Cohort)	72%	80%	

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

Goal Rationale:

Teacher observations and Grade 4 & 5 writing samples indicate student development of ideas and complex sentences still require further attention. Student writing samples indicate independent proofreading for mechanical errors and editing skills are improving, but continue to be an area requiring further attention.

Objective 3.1: To improve personal impromptu writing skills of students in Grade 5

Strategies/Structures:

- Use Write Traits and Write Crates in Grades 2-6
- Provide increased opportunities to use technology for written work
- Implement student self-assessment rubrics and portfolios to target personal goals in consultation with classroom teacher
- Practice proofreading and editing skills through examples and modeled peer critique
- Model ways to expand on ideas
- Practice changing simple sentences into more complex sentences
- Teach and practice use of the thesaurus to enhance student vocabulary
- Create a venue to celebrate personal writing/student voice (modelled after Poetry Weeks)

Key Performance Measure: Write Traits Rubric	Baseline May 2012	Target	Actual April 2013
Grade 4 2012/2013 Cohort writing sample: fully meeting or exceeding	44%	50%	51%

Key Performance Measure: Student Attitudes	Baseline May 2013	Target	Actual May 2014
Grade 5 2012/2013 Cohort Interview (Rating Scale: 1-5)			

Connections:

Connections to Family of School's (FOS):

The initiatives of the FOS are to reflect the objectives stated in the School District's "3 Year Operating Plan" and 2011-2021 Strategic Plan". The following objectives are highlighted in the actions and activities of the FOS:

Enhance collaboration among students, parents, partners, and educators to create relevant learning opportunities.

Provide recognition of the value and contributions of our students, our staff, and our community partners.

Provide seamless transitions for all students at each stage of growth and development.

Strengthen engagement and connection for all learners.

Build connections and partnership with other educational organizations to support and strengthen our own instructional practice and to stay current with educational research.

While it is important that school plans reflect the unique characteristics of each school site, it is equally important that school plans connect thoughtfully to district directions and align with initiatives within the Family of Schools. Sutherland FOS administrators have discussed common themes within our school plans and the possibility of a common goal in the future that relates to student engagement. That goal would encompass academic engagement and a sense of belonging. Our Curriculum Implementation Day centered on building a sense of belonging in our schools, and we recognize, through this event, the importance of future events that bring staffs together to further this idea of community. We have continued to work on the Grade 7/8 transition process with a greater focus on students at risk (academically, behaviourally and/or socially). Math achievement is a focus of conversation in terms of meeting the needs of learners ranging from those who require significant supports to those that benefit from challenge.

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, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 3, 2013

Name		Signature
Chairperson (Principal)	Colleen Elderton	<i>Original Document Signed by SPC Members</i>
Teacher	N/A	
Parent	Fiona Watts	
Parent	Tanya Best	
Parent	Fiona Dabaraus	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent