

North Vancouver School District SCHOOL PLAN for 2014-2015

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

School/Community Context:

Eastview's inclusive and engaging learning community is highlighted by our program diversity and by our welcoming environment. Social Responsibility Support Program, Gifted Zone Program, Music Therapy, StrongStart are examples of District programs in action at Eastview; the program diversity helps make our school unique, positive and lively. Within our great diversity we witness eager students accepting leadership roles and supporting each other. We believe in our school code of conduct SOAR: Safety, Ownership, Attitude, Respect and we value the contributions of all community members; acceptance is truly it the core of our student body.

Students, parents and staff work as a team to meet the needs of our school community. We are engaged in local and global that support people in need and promote responsible behaviours toward the environment. Our intergenerational initiatives 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.

Eastview has a very active learning environment. In addition to the district-wide extracurricular programs we offer wrestling (grades 1-7), the kilometer club (Grades K-7) and ultimate frisbee (grades 5-7) to keep our students active, healthy and ready to learn. There were approximately 80 students signed up for wrestling, 20 students who participated in ultimate frisbee and a great portion of our student population who run/walk three times a week in April and May.

Eastview really is the "Natural Place to Learn". Our wonderful garden, beautiful forest and mountain-view setting welcome the community. It is the people however, that makes Eastview special. Our students, parents, staff and community partners successfully collaborate with the goal to build many positive learning experiences for every child.

Demographics (2013-2014 school year):

Total number of students: 275 Male: 142 Female: 133

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	37	38	25	33	36	41	33	32

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
15.58	2%	7.2%	12%	10%

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve student achievement in mathematical computation.

Objective 1.1 To improve student’s application of mental math strategies.

Trend Data Table:

Key Performance Measure: AIMSWEB 2012/2013 Grade 3 Cohort Results (> 25 th percentile)			
	Baseline January 2013	Target	Actual April 2014
2013 - 2014	32%	50%	

Trend Data Table:

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

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Due to job action data was not available. Data will be inserted and analyzed once available.

Objective 1.2 To improve achievement of Grade 6 and & students in mathematical reasoning.

Trend Data Table:

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

Key Performance Measure: Math Academy Progress Results (Approx. Grade level for Grade 4)			
	Baseline September 2012	Target	Actual Grade 4 June 2013
2013 - 2014	2.06	Mean Level Gain + 2 Grade Levels	

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Due to job action data was not available. Data will be inserted and analyzed once available.

Opportunities for Further Development:

- Continue to find and use innovative iPad apps that focus on improving overall math skills of all students in all grades
- Continue to offer LAC for students at the late intermediate level to ensure they are developing the fundamental skills required to make a successful transition to secondary school
- Continue to build on available math resources for all grade levels
- Explore leadership opportunities for students to gain confidence through leadership roles related to math.

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

Objective 2.1 To improve the reading comprehension of students in grade 4.

Trend Data Table:

Key Performance Measure: Dibels: Students at Benchmark			
	Baseline June 2012 (Grade 2)	Target	Actual June 3013 (Grade 3)
2012 - 2013	72%	80%	67%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

The data shows that the percentage of students who reached benchmark declined. In addition, teachers have recognized that more work is needed to improve student comprehension skills, especially in the area of analysis and inference.

Opportunities for Further Development:

- Continue to offer LAC for students who have been identified as requiring support in reading
- Continue the school-wide primary guided reading program
- Explore leadership opportunities for students to gain confidence through leadership roles related to reading.
- Continue to provide opportunities for students enjoy reading (i.e. buddy classes, silent reading opportunities and sharing poetry school wide)
- Integrate technology into classroom practice.
- Renew RAZ – Kids at the primary level to improve overall student reading skills
- Develop grade specific inquiry to develop tools to enhance student reading ability through collegial conferencing and grade group meetings

Previous School Plan Goal 3: To improve student achievement in impromptu writing.

Objective 3.1 To improve personal impromptu writing skills of students in grade 5.

Trend Data Table:

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

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

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

The 2012 – 2013 data shows that the target was met; 50% of the students were fully meeting and exceeding expectations. Due to the change in administration some data is not available. The May 2014 data will be inserted and analyzed when completed. Teachers have displayed student writing throughout the school and have commented how proud students are to share their writing within the community.

Opportunities for Further Development:

- Continue to display, share and celebrate writing (i.e.: poetry and impromptu writing)
- Continue to provide opportunities to use technology for written work
- Implement self-assessment rubrics and personal writing goals
- Teach students how to critique work in a positive and effective way
- Model ways to expand on ideas

School Goals for 2014-2015:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Eastview School Plan for 2014-2015 are:

- 1. To improve the sense of safety and belonging felt by students.**
- 2. To improve student achievement in reading comprehension.**
- 3. To increase student confidence in math.**

School Goal 1:

To improve the sense of safety and belonging felt by students.

Goal Rationale:

Safety and belonging are among the 5 Basic Needs described in William Glasser's "Control Theory". Control Theory states "we are driven by our genes to satisfy five basic needs". Glasser describes that "the most important need is love and belonging as closeness and connectedness with people we care about is a requisite for satisfying all of the needs. Research consistently indicates that academic achievement improves if a student is more positively connected to the learning environment.

Restitution:

Objective 1.1 To improve the sense of safety for students K-7 as measured the Safe and Caring Schools Survey and school developed survey.

Strategies/Structures/Resources:

Universal

- Present Eastview's School Plan at Welcome Back assembly and describe what "feeling safe" means
- Share the painting by First Nations Contemporary Artist James Harry and describe how the animals represent "safety" and the 5 Basic Needs described by William Glasser
- Collaborate with the entire school community to enhance the school code of conduct
- Strengthen Eastview's School Vision Statement while paralleling PAC's newly devised Vision
- Introduce Collaborative Problem Solving (Dr. Ross Greene) as school-wide approach

Targeted

- Plan counsellor classroom visits related to conflict resolution and self-regulation
- Promote small group counsellor support
- Teach Zones of Regulation

Intensive

- Help students identify 2 adults they can trust
- Access North Shore restorative justice program – "Circle in Schools"
- Identify students that may need specific help through community programs
- Provide one on one "positive behaviour support"

Evidence: (Quantitative)

Key Performance Measure:	Baseline (Fall 2014)	Target	Actual (Fall 2015)
Percentage of students 4-7 who “feel safe – all of the time or most of the time” as measured by the Safe and Caring Schools Survey		100%	

Evidence: (Qualitative)

Key Performance Measure:
Percentage of students K-3 who report “feeling safe” as measured by school based focus group discussion

Qualitative Baseline: (June 2014) Focus Group results: - Do you feel safe at school?
Qualitative Target: -
Qualitative Actual: (April 2015) -

Objective 1.2 To improve the sense of belonging felt by students K-7 measured by a school developed survey.

Strategies/Structures:

Universal

- Share School Plan at a school-wide assembly and why it is important to have a strong sense of belonging
- Teach the philosophy taught in the First Nations “Circle of Courage”
- Continue to promote school-wide events planned by PAC (Spring Fair)
- Plan counsellor visits to introduce/review social responsibility programs (MindUp) and offer anxiety prevention programs (Fun Friends)
- Develop a school-wide behaviour support program
- Explore unique initiatives that allow students and staff to connect in fun ways (i.e. wrestling)

Targeted

- Continue to promote and utilize buddy classes to enhance classroom instruction
- Establish “buddy program” during field trips
- Continue Grade 5 Kindergarten Buddy Program and Peer Counselling support at recess and lunch
- Train Peer Counsellors in Action Schools Activities

Intensive

- Help students identify 2 adults and 1 peer that they can trust
- Help students identify their strengths
- Collaboratively plan and provide ways students can contribute/get involved at school
- Teaching students ways to be successful in inclusive settings through additional behaviour support (i.e.: Educational Assistants)School

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline (June 2014)	Target	Actual (April 2015)
Percentage of students K-7 reporting that they are “fully accepted” at school		100%	
Key Performance Measure:	Baseline	Target	Actual
Percentage of students K-7 reporting that they “always have 2 adults that care about them at school”		100%	
Key Performance Measure:	Baseline (June 2014)	Target	Actual
Percentage of students K-7 reporting that they “always have 1 friend that care about them at school”		100%	

School Goal 2:

To improve student achievement in reading comprehension.

Goal Rationale:

Focusing on student depth of understanding when reading connects to the newly developed Ministry of Education Curriculum Core Competency in the area of “Thinking”. The core competencies were created to develop student intellectual engagement and increase their success in all academic areas.

Objective 2.1 To improve the reading comprehension of students in grade 3.

Strategies/Structures/Resources:

Universal

- Use Reading 44 strategies
- Continue with small group instruction (i.e. guided reading)
- Use read aloud strategies
- Use Core Competency Profile for “Thinking” within instruction

Targeted

- Provide repeat reading opportunities
- Establish peer support program
- Show parents repeat reading program and other specific ways to help from home
- Provide LAC and/or LSW support

Intensive

- Individualized programs that involve one-on-one or small group support
- Utilize “curricular adaptations checklist” to adapt work

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline (Grade 2 June 2014)	Target	Actual (Grade 3 April 2015)
Percentage of students in grade 3 reaching Benchmark in the Dibels			

**School Goal 3:
To increase student confidence in math.**

Goal Rationale:

Teachers report that there are many students in grade 6 and 7 that struggle in math. It is also reported that math is a source of anxiety for many of our students transitioning to secondary school. Anxiety can be a strong factor in inhibiting student success. Increasing confidence can create a positive outlook, decrease anxiety and motivate students to perform well.

Objective 3.1 To improve grade 5 student confidence in math, measured by a school developed survey.

Strategies/Structures/Resources:

Universal

- Post clear, visible learning targets prior to the lesson
- Use formative assessment to help students identify what they know and what they need to strive towards
- Use simple warm-ups prior at the beginning of the lesson
- Develop strategies to make math personal and how it connects to daily life
- Review previous lessons
- Create opportunity for students to self-reflect and self-assess in Math Journals

Targeted

- Start with what the students know
- Establish peer support program
- Establish a grade 5 math buddy program through LAC

Intensive

- Provide small group instruction through LAC
- Provide one on one support when possible
- Adapt work and build on successes
- Utilize “curricular adaptation checklist” to adapt work

Evidence: *(Quantitative)*

Key Performance Measure: The percentage of students reporting that they “fully confident” or “exceedingly confident” in Math	Baseline (Grade 5 October 2014)	Target	Actual (Grade 5 April 2015)

Connections:

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

While it is important for school plans to reflect the school’s unique characteristics, it is equally important for Sutherland to embrace and promote the relationships that exist within the Sutherland Family of Schools – Sutherland Secondary and the four feeder schools: Brooksbank, Eastview, Queensbury and Ridgeway. Moreover, the Sutherland Family of Schools should align with district initiatives.

When developing common goals, it was helpful to use the district’s Four Pillars – Instruction, Curriculum, Assessment and Social-Emotional Learning to guide planning. To further compliment the use of the District’s Four Pillars and meet the needs of all students, it is highly valuable to identify strategies that are universal, targeted and intensive.

Our first goal relates to Social-Emotional Learning and helps support the district's Grade 7/8 transition initiative. It has been discussed as a FOS to include a "belonging" focus within each school with the desire to strengthen the alignment of this goal with the entire FOS in the near future.

Eastview's plan aligns with the North Vancouver Strategic Plan and the North Vancouver Aboriginal Enhancement Agreement.

Consultation Process of Eastview’s 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’s School Plan will be posted on the school web site by October 31, 2014.

School Planning Council Approval of Proposed School Plan:

Date: May 8, 2014

Name	Signature
Chairperson (Principal) Rob Smyth	<i>Original Document signed by SPC Members</i>
(Vice Principal) Sandra Pascuzzi	
Parent Fiona Watts	
Parent Fiona Daubaras	
Parent Tanya Best	
Student Dylan H.	
Student Maria S.	
Student Graeme H.	

Board Approval of School Plan:

Approved by:

**Dr. Pius Ryan, Assistant Superintendent
June 2, 2014**