

North Vancouver School District
SCHOOL PLAN for 2015-2016

School: Eastview
Address: 1801 Mountain Hwy
 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 many students engaging in the learning community with a great sense of purpose. This year our students, parents and staff participated in a thorough review of Eastview’s Code of Conduct. We collectively believe in our school code of conduct SOAR: Safety, Ownership, Attitude, Respect and every student expressed what SOAR means to them through color and imagery. This is displayed throughout the school proudly.

Students, parents and staff work as a team to meet the needs of our school community. We have a great deal of parent volunteers that are very excited to help students learn. Our intergenerational initiatives at Cedarview Lodge and our goal to invite local businesses to school wide events are two examples of how we strive to share student learning with 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 60 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 & May.

Eastview really is the “Natural Place to Learn”. The community is welcomed by our wonderful garden, beautiful forest and mountain back drop. Most powerful in supporting the natural environment is the involvement of all our students in working with Ray Natroaro to carve our Welcome Pole. Our tight knit community makes Eastview an interesting and welcoming place to be.

Demographics (2014-2015 school year):

Total number of students: 283 Male: 149 Female: 134

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
16.70	0.2%	9%	0	9.5%

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the sense of safety and belonging felt by students.

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:

Trend Data Table:

Key Performance Measure: 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			
	Baseline (Fall 2014)	Target	Actual (Fall 2015)
2014-2015	78%	100%	

Key Performance Measure: Percentage of students K-3 who report “feeling safe – all of the time or most of the time” as measured by school based focus group discussion			
	Baseline (June 2014) Due to Job Action moved to (February 2015)	Target	Actual (Fall 2015)
2014-2015	80%	100%	

<p>Qualitative Baseline: Focus Group results:</p> <ul style="list-style-type: none">- Do you feel safe at school? Changed to “What does it look like to feel safe at school?” <p><i>“I am liking learning.” “When the Principal helps.” “When people are around me, playing, smiling.” “When there are other students around me.” “When I am writing.”</i></p>
<p>Qualitative Target:</p> <ul style="list-style-type: none">- For students to have a greater understanding about what being safe means at Eastview for them and for others

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

Due to Job Action the baseline was delayed until February 2015. The School Planning Council is concerned that approximately 1 out of 5 students (K-7) report that they feel unsafe. We want all of our students to feel safe in order to help students reach their potential and to build opportunities for students to contribution in positive ways to the learning environment. It is understood, however, that more clarity is needed to describe “What being safe at school looks like?”

Opportunities for Further Development:

- Teach students explicitly what it looks like to be safe at school.
- Identify the students who report they feel safe “some of the time” or “none of the time”
- Identify areas where students feel unsafe.
- Encourage feedback from parents

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

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline (June 2014) Due to Job Action moved to (February 2015)	Target	Actual (April 2015) Moved to (October 2015)
Percentage of students K-7 reporting that they are “fully accepted” at school	79.5%	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”	83.4%	100%	
Key Performance Measure:	Baseline	Target	Actual
Percentage of students K-7 reporting that they “always have 1 friend that care about them at school”	89.3%	100%	

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

The sense of belonging at school is the foundation to a thriving community. With approximately 80% of our students reporting that they belong “most of the time” and “all of the time” the School Planning Council believe that there is room for growth. A strong sense of belonging to the school learning community is very important as it is the pathway to meeting student needs and it helps develop the social emotional skills needed for positive intellectual engagement.

Opportunities for Further Development:

- Build more opportunities for examples of belonging to be shared and visible
- Find more opportunities for students to connect to the learning community
- Continue using Family Groupings for specific projects to build cross grade relationships
- Introduce clubs of interest (i.e. Yo-yo club)
- Communicate SOAR more often and in a variety of ways to the school learning community
- Continue to build empathy among peers

- Identify students who do not have at least 2 adults and 1 peer they can count on

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

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

Trend Data Table:

Key Performance Measure: Percentage of students in grade 3 reaching Benchmark in the Dibels			
	Baseline (Grade 2 June 2014)	Target	Actual (Grade 3 June 2015)
2014-2015	41%	60%	

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

Data for June 2015 is unavailable at this time. With a baseline of 41% of students meeting Benchmark, there is significant room for growth in this area.

Opportunities for Further Development:

- Explore new curriculum to enhance instructional practices
- Build on primary teacher in-service Changing Results for Young Readers
- Use Collaboration Time to explore effective instructional strategies for reading
- Promote home reading programs that build on supports provided in class
- Align LAC/LST and LSW schedules that allows focused consistent intervention
- Utilize “curricular adaptations checklist” to adapt work
- Provide greater opportunities for teachers to co-teach
- Explore technology to support learning

Previous School Plan Goal 3: To improve student confidence in math.

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

Evidence: (Quantitative)

Key Performance Measure: The percentage of students reporting that they “fully confident” or “exceedingly confident” in Math, as measured by a school developed survey.	Baseline (Grade 5 October 2015) Moved to (February 2015)	Target	Actual (Grade 5 June 2015)
	80%	100%	

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

Due to job action, October baseline was delayed. The February baseline showed that 80% of our student feel “fully confident” in math. With an increased need for our Family of Schools to build on a positive transition for our students to Secondary School in the area of math, it is valuable for our students to continue to gain confidence and to develop the characteristics of being a mathematician.

Opportunities for Further Development:

- 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
- Create opportunity for students to self-reflect and self-assess in Math Journals
- Start with what the students know
- Build opportunities for our teachers to collaborate with Secondary Teachers
- Increase opportunities for learning assistant teachers and classroom teachers to co-teach

School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Eastview School Plan for 2015/2016 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:

Research consistently indicates that academic achievement improves if a student is more positively connected to the learning environment. Our learning community believes that student safety is paramount and that through enhancing the sense of belonging our students will develop a strong sense of purpose and will drive them to contribute to the learning environment in positive ways.

Objective 1.1:

To improve the sense of safety for students K-7 as measured the by District Social Responsibility School Survey and school developed survey.

Strategies/Structures/Resources:

Universal

- Review the school code of conduct as a learning community
- Strengthen Eastview’s School Vision Statement while paralleling PAC’s newly devised Vision
- Enhance communication with all community members by making it visible and transparent
- Introduce Collaborative Problem Solving (Dr. Ross Greene) as a school-wide approach

Targeted

- Principal to enter classes to share “What does being safe at school look like?”
- Build understanding: Ask students “Why do some of our students feel unsafe?”
- Increase counsellor classroom visits related to conflict resolution and self-regulation
- Promote small group counsellor support
- Teach Zones of Regulation

Intensive

- Identify and support students who may not have at least 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 2015)	Target	Actual (Fall 2016)
Percentage of students K-7 who “feel safe – all of the time or most of the time” as measured by the District Social Responsibility Survey (4-7) and a school developed survey (K-3)		100%	

Objective 1.2:

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

Strategies/Structures:

Universal

- Show video about "What does it mean to belong at Eastview?" at Welcome Back assembly and describe what "feeling safe" means
- Celebrate Welcome Pole Process through blessing ceremony
- Continue using Family Groupings for specific projects
- Introduce clubs of interest (i.e. Yo-yo club)
- Communicate SOAR to community to highlight stories and images
- 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 approach to dealing with behaviour

Targeted

- Continue to promote and utilize buddy classes to enhance classroom instruction
- Build empathy: Ask some students "Why do some of our students feel that they do not belong?"
- Establish "buddy program" during field trips
- Continue Grade 5 Kindergarten Buddy Program and explore 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
- Teach students ways to be successful in inclusive settings through additional behaviour support (i.e.: Educational Assistants)
- Access District and community programs

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline (April 2015)	Target	Actual (April 2016)
Percentage of students K-7 reporting that they are “fully accepted” at school			
Key Performance Measure:	Baseline (April 2015)	Target	Actual (April 2016)
Percentage of students K-7 reporting that they can identify at least two adults that they trust		100%	
Key Performance Measure:	Baseline (April 2015)	Target	Actual (April 2016)
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
- Review and enhance small group instruction at primary team (i.e. guided reading)
- Use read aloud strategies
- Use Core Competency Profile for “Thinking” within instruction”
- Build on Primary Teacher in-service Changing Results for Young Readers
- Use Collaboration Time to explore effective instructional strategies in the area of reading
- Promote home reading programs that build on supports provided in class
- Build literacy development through teacher librarian and classroom teacher collaboration

Targeted

- Provide repeat reading opportunities
- Establish peer support program
- Show parents repeat reading program and other specific ways to help from home
- Align LAC/LST and LSW schedules that allows focused consistent intervention

Intensive

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

Evidence: (Quantitative)

Key Performance Measure:	Baseline (Grade 2 June 2015)	Target 100%	Actual (Grade 3 April 2016)
Percentage of students in grade 3 reaching Benchmark in the Dibels			

Evidence: (Quantitative)

Key Performance Measure:	Baseline (Grade 3 Fall 2015)	Target 100%	Actual (Grade 3 April 2015)
Percentage of students reaching Meeting Expectations as measured by a Teacher developed Performance Standard Rubric at Grade Level			

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 increase student confidence in math.

Strategies/Structures:

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 Journal

Targeted

- Start with what the students know
- Establish peer support program
- Establish a grade 5 math buddy program through LAC
- Build opportunities for our teachers to collaborate with Secondary Teachers

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

Key Performance Measure:	Baseline (Grade 5 October 2015)	Target 100%	Actual (Grade 5 April 2016)
The percentage of students reporting that they “fully confident” or “exceedingly confident” in Math, measured by a school developed survey.			

Evidence: *(Qualitative)*

<p>Qualitative Baseline: (Student Journals - October 2015)</p> <ul style="list-style-type: none"> - Click here to type qualitative BASELINE comments
<p>Qualitative Target: Student journals show that there is significant growth in math confidence in all students.</p>
<p>Qualitative Actual: (Student Journals – April 2016)</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

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. There has been an extensive effort to continue to build our Family of Schools connection to increase a sense of belonging to our larger community. There has been an increase in the number of collaborative projects, greater discussion concerning shared goals, and a focus to strengthen student transition from Elementary to Secondary.

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.

The BC Ministry of Education is in the process of finalizing the BC Education Plan. Moving forward, Eastview will use the Cross Curricular Competencies (as outlined in the BC Education Plan) as well as the NVSD Strategic Plan to frame our School Plan for the school year.

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 School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 14, 2015

Name	Signature
Chairperson (Principal) Robert Smyth	<i>Original Document Signed by SPC Members</i>
(Vice-Principal) Sandra Pascuzzi	
Parent Fiona Watts	
Parent John Davies	
Parent Julie Kyle	
Student (Gr 10, 11, 12 schools only) Adam Jarvis	
Student (Gr 10, 11, 12 schools only) Raine Magnusson	
Student (Gr 10, 11, 12 schools only) Kiersten Lyde-Stad	

Board Approval of School Plan:

Approved by:

Mark Pearmain, Assistant Superintendent
June 15, 2015