

North Vancouver School District
SCHOOL PLAN
2009-2010

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 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 has a staff that 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 build on aspects of programs such as *Tribes: A New Way of Learning and Being Together*, Second Step and Character Education to promote pro-social behaviours and positive student contribution to their community.

We have two student-centered structures that help to promote a positive school culture. Our Peer Counsellors help 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. Our Student Leadership group meets on a regular basis, with staff sponsorship, and 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 their Green Team recycling efforts. Some of the projects undertaken by the Student Leadership group this year include: Camp Read, collecting food for Harvest House, collecting money for UNICEF toward building a school in Rwanda, promoting Earth Day activities such as *lights out* and playground clean-up and litter reduction, sponsoring a school based run for Children’s Hospital and Green Team supporting animals at risk by sponsoring a Polar Bear and a Tiger through the World Wild Life Fund and a Spotted Owl through Mountain View Conservation Center – local, national and world involvement.

Eastview has an organized Parent Association that is very involved in the school through facilitating special projects such as the Stream of Dreams, supporting the funding of resources to enhance our school’s existing resources, and hosting events which bring our parents, students and staff together such as the Welcome Back in September, the newly established Fall Fair, 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 classroom learning.

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 this Spring we are piloting an Intergenerational Walking Program with Primary students, Seniors and parent volunteers.

Demographics:

Total number of students: 324 Male: 174 Female: 150

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	20	19	36	34	43	53	30	40	49
Fr. Imm.									

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Education Students	% International Students	% ESL
18.95	1%	13% (6% Gifted)	3%	8%

Progress Analysis:

Review of School Goals – Previous Year

1. To improve mathematical proficiency in all students

Analysis of Objective 1.1: to increase the percentage of students who meet expectations for numeracy readiness by the end of Kindergarten

- Objective partially achieved through the identification of students at risk with some classroom support and home support, tips for parents in newsletters. There is a need for a more structured intervention piece and continued monitoring of students not yet meeting through grade 1.

Analysis of Objective 1.2: to improve mathematical competency and confidence of students Gr.1-7

- Objective too broad: there is a need for more specific school based measures to determine target areas and intervention success

2. To improve literacy performance of all students

Analysis of Objective 2.1: to continue to focus on early intervention for Kindergarten students to increase the percentage of students who meet the expectations for reading readiness by the end of their Kindergarten year

- Objective achieved – support structures for identification and tracking of students firmly in place and evidence indicates students who receive interventions consistently make gains by the end of Kindergarten

Analysis of Objective 2.2: to improve reading comprehension of students in Grade 1-7

- Objective partially achieved – too broad: need expressed to choose a meaningful assessment tool for Grade 4-7 to place students into Guided Reading groups, as well as screen for students who continue to struggle with comprehension – more specific instructional targets need to be determined



Analysis of Objective 2.3: to improve writing skills of students in Grade 1-7 through the Reading-Writing connection

- Objective partially achieved – too broad; school-wide write developed, administered, and marked in September using performance standards; staff discussed and identified trends to focus instruction; Primary Writing 44 document not available for implementation

3. To provide a safe and inclusive school environment for all

Analysis of Objective 3.1: to maintain a positive school climate and create a sense of belonging for all

Analysis of Objective 3.2: to help students to develop socially responsible behaviour

- Objectives partially achieved – although evidence from Safe Schools Social Responsibility Survey and Satisfaction Surveys indicate some gains in acceptance, sense of belonging, opportunities for contribution, and fair treatment by others, targets have not yet been achieved, therefore we believe there is a need to refine this goal and to specifically target social responsibility and valuing and caring for others

Opportunities for Further Development:

Staff has begun the process of determining areas for further development by reviewing a broader range of curricular areas including Math & Science, Humanities, Technology and Fine Arts. A number of staff are involved in a District Teacher Inquiry Project using Marzano: *What Works in Classrooms and Hume: Start Where They Are*. There is interest in exploring opportunities for elementary/ secondary dialogue sessions (eg. a current collegial conference project around adapted and modified approaches to instruction)

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 2009-2010 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 Item Analysis and District Math Assessment for Grade 6 students, as well as information from an informal Teacher survey indicating priorities for Math Habits and Math Topics, there was evidence for targeted instruction and intervention for improving number sense and computational skills which would enhance student ability to solve more complex, multi-step problems.

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 practice packages and tips for Kindergarten parents to support students who minimally meet expectations in specific areas of the assessment
- track students identified as needing numeracy support throughout the remainder of their Kindergarten year and into Grade 1, and provide interventions as needed

Evidence: (*Qualitative*)

Qualitative Baseline:

Starting point for Kindergarten cohort group in June 2009 using performance standards for numeracy. Number of students meeting expectations = ____

Qualitative Target:

Increase number of students in K 2009 Cohort group meeting expectations by the end of their Grade 1 year.

Qualitative Actual:

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 mental math exercises as part of regular math instruction to develop strategies for fluent manipulation of numbers for computation including strategies for learning basic facts
- Explore 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 and Elementary and Middle School Mathematics*)
- 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 as “not yet meeting or approaching expectations” from classroom based assessments
- Involve and educate parents on how to help students gain mathematical confidence and fluency through information packages such as *Student Success Using the 10 Math Habits*, parent education events and curriculum nights, as well as newsletter columns on activities, use of manipulatives for mathematics learning, and games for families

Evidence: (*Qualitative*)

<p>Qualitative Baseline: Starting point Grade 3 students meeting expectations for numerical patterning and basic facts using performance standards and self assessment: <i>Basic Facts Checklist</i> in November and May.</p>
<p>Qualitative Target: Benchmark May 2010 – anecdotal analysis of individual progress (teacher/student conference)</p>
<p>Qualitative Actual:</p>

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

Strategies/Structures:

- Explore and implement mental 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, and Elementary and Middle School Mathematics*)
- Emphasize specific mathematical vocabulary to ensure that the comprehension of questions does not interfere with overall achievement
- Provide Math LAC or tutorial support for Grade 6 & 7 students and Math Academy opportunities for Grade 4 & 5 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 (eg. Math Arcade)

Evidence: (*Qualitative*)

<p>Qualitative Baseline: Starting points for Cohort: Grade 5 & 6 - Numeracy performance standards (Aspect: Strategies and Approaches and Accuracy) in June 2009 <i>and/or Math Makes Sense Unit Specific Rubrics</i></p>
<p>Qualitative Target: Benchmark March 2010 – increase the number of students fully meeting expectations for numeracy: self and teacher assessment using performance standards for Numeracy</p>
<p>Qualitative Actual:</p>

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

Goal Rationale:

In reviewing performance data from 2009 Grade 4 Foundation Skills assessment and RAD assessments Grade 1-3, there is evidence to support a focus on reading comprehension. Although FSA results indicate a weakness in student ability to make connections, inferences and explain character relationships, further evidence needs to be gathered to target specific aspects within the broader category of comprehension (eg. Reading for Information or Reading Literature. We are in our first year of using the Dibels as an assessment tool with Grade 1's screened in September 2008, and plans for screening of Grade 1-3 each June. The Dibels can provide information on oral fluency which can be a predictor for level of comprehension. We have had significant success rate for substantial and strategic intervention with our Grade 1 students, and would like to expand our screening practices.

Objective 2.1:

To increase the number of primary students meeting expectations for reading by the end of Grade 3 as measured by Dibels assessment and report card data.

Strategies/Structures:

- provide phonological awareness training to Kindergarten students identified as at risk by the TOPA assessment, through Learning Assistance, targeted classroom instruction using *Firm Foundations*, and parental involvement (home review packages)
- provide substantial intervention and additional intervention to Grade 1 and 2 students identified by Dibels assessment through LAC pull out program
- implement teacher assessment of Grade 1 students (Rapid Naming and Cancellation Task) as a further screen to target specific early intervention
- provide Reading Academy to Grade 2-3 students identified as not yet meeting or minimally meeting expectations
- Provide opportunities to educate parents on how to assist children at home in practicing reading skills as defined in reading 44: Daily Dozen
- Establish Home Reading programs K-3: specific strategies parents can use at home to further success published on our Eastview website

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
	June 2009		June 2010
Dibels: Oral Fluency Grade 2 Cohort (25% or above) <i>Track individual students 25% or below through to Grade 5</i>			
Report Card Performance			
Grade 3 Cohort: Meeting Expectations			

Objective 2.2:

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 “at risk”

- explore the use of Dibels Passages: Oral Fluency Assessment Grade 4 & 5 as a tool to determine guided reading groups and as an initial screen for reading comprehension

- create opportunity for staff discussion of ways to support reading comprehension in content areas (possible starting points: Reading Power Non-Fiction: Teaching Methods and Materials)

- 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: *(Qualitative)*

<p>Qualitative Baseline: Starting points Grade 2 and 4 through Reading performance standards aspects <i>Strategies and Comprehension</i> both in Reading Literature and Reading for Information in November 2009 and June 2010</p>
<p>Qualitative Target:</p>
<p>Qualitative Actual:</p>

Evidence: *(Qualitative)*

<p>Qualitative Baseline: Starting points for Grade 4 & 5 students through the use of an assessment for Oral Fluency in June 2009 (If Dibels is used, this will become a quantitative measure)</p>
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Qualitative Target:

Qualitative Actual:

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

Goal Rationale:

We began a focus on improving writing achievement of students this past year. Grade 4 FSA Analysis of student results (2009) recommended further development in specific aspects in Personal Impromptu writing (*Style and Form*). In review of results from the school-wide write more specific school based targets may require further investigation.

Objective 3.1:

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

Strategies/Structures:

- explore an alternative model for school-wide writing assessment in the Fall to target specific grade level trends in order to provide focused instruction
- explore the use of new programs (eg. Writing 44, Six Traits, Write Traits) 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
- investigate professional development opportunities/speakers on practical instructional approaches to enrich student writing
- explore the use of technology to enhance written output and differentiate instruction
- implement Writing 44 strategies school-wide and opportunities for collegial discussion

Evidence: *(Qualitative)*

<p>Qualitative Baseline: Starting point for Grade 5 & 6 students meeting expectations for writing through the use of writing performance standards with a focus on aspects of <i>Style and Form</i> for Personal Impromptu writing May/June 2009</p>
<p>Qualitative Target:</p>
<p>Qualitative Actual:</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 *Contributing to Classroom and School Community and Valuing Diversity*.

Goal Rationale:

Although, the Safe Schools Responsibility Survey and Satisfaction Survey results indicate an improvement in how students feel at school and interact with others at school, targets were not met. It is felt that further improvement is needed in the area of respect, relationships, conflict resolution, and valuing all members of our community. In our Safe School Audit April 2009, staff and parents identified the aspect of Violence Prevention for further growth. Violence Prevention programs teach pro-social skills such as: getting along with others, empathy, problem solving, anger management and assertiveness. This further supports our objective of improving socially responsible behaviour toward one another.

Objective 4.1: To increase the number of students in Grade K-3 who have a sense of belonging and contribution at school

Strategies/Structures:

- Continue to promote and support Buddy Activities with older students mentoring and encouraging younger students in both academic areas and contribution to the school (eg. Green Team Recycling: Grade 7 Mentors with Grade 3's)

- Explore ways to foster in younger students a sense of ownership and contribution beginning with their classroom and school environment
- Explore the implementation of a primary sports/activity program such as in Action Schools, led by student leaders in Grade 4 & 5 to encourage inclusion, active free play, and introduction to new play opportunities
- Embrace and promote awareness of diverse cultural perspectives through presentations, performances and school-wide activities
- Connect our school code to specific virtues and explore new ways to highlight and put into action our everyday interactions with one another
- Actively involve all stakeholders in caring for our school building and grounds, and taking responsibility for maintaining a clean environment that promotes a sense of pride and ownership (eg. School-wide enhancement projects such as the Litter Free Clean-up Day, Stream of Dreams and Mural)

Evidence: *(Qualitative)*

<p>Qualitative Baseline: Starting Point for Grade 2 and 3 students September 2009 through the use of Social Responsibility performance standards: <i>Contributing to Classroom and School Community and Valuing Diversity</i></p>
<p>Qualitative Target:</p>
<p>Qualitative Actual:</p>

Objective 4.2: To increase the number of Grade 4-7 students who demonstrate socially responsible behaviour towards one another

Strategies/Structures:

- Directly teach the difference between 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 and Focus on Bullying

- Explore gender specific issues (eg. Boy Smarts: Mentoring Boys for Success at School, Girls Will Be Girls: Raising Confident and Courageous Daughters)
- 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
- 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
- Build partnerships with parents to foster common approaches to pro-social interactions both in and out of school, and shared understanding of the programs being used to develop social responsibility

Key Performance Measure: Satisfaction Survey Gr.4 2009	Baseline	Target	Actual
	Most of the time		2010 Cohort Survey
Students indicate they feel safe at school	90%	95%	
Students indicate they are bullied, teased or picked on at school	6 %	3 %	
Students indicate they know behavioural expectations	80%	100%	
Students respect people who are different from them	74%	95%	
Key Performance Measure: Safe Schools Social Responsibility Survey Spring 2008 Grade 4-7	Most of the time	Target	2010 Results
Students indicate they work together to solve problems	63%	80%	
Students indicate they learn to solve problems in peaceful ways	65%	80%	
Students indicate if they have a problem other students will help them	79%	90%	
Students indicate they feel like they belong	78%	90%	
Students at school really care about each other	69%	80%	
Students take an active role in improving the classroom and community	62%	80%	

Evidence: *(Qualitative)*

Qualitative Baseline:

Gather student input from Grade 5 & 6 students October 2009 using a short student survey based on specific questions around belonging, safety, acceptance of and by others, level of caring by students and adults, fair treatment and empowerment

<i>Qualitative Target:</i>
<i>Qualitative Actual:</i>

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
 Department heads invited to address specific common needs
 Grade 7/8 Transitions
 Elementary and Secondary connections and opportunities for cross grade conversations regarding curriculum and instruction, programs, and student success rates
 Code of Conduct/ School Expectations
 Students with Special Needs
 Emergency procedures
 School Based Assessments (sharing of ideas/ Grade 1 assessment proposal)
- SPC Training opportunity at Brooksbank
 FOS Administrator’s discussed what is common to our elementary schools and our carry over to Sutherland as the majority of our students enter grade 8 – mathematics was a topic of interest with a possible focus on computational skills to improve student success rates in Grade 8

District Achievement Plan:

- exploring options for tracking students through grades to determine success of interventions
- implemented school-wide write in September 2008 (evaluating and revising format)
- use of Safe School Social Responsibility Survey to determine improvement in student belonging and respect for one another
- 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, Drum Making at Plymouth Elementary)

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, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 8, 2009

	Name	Signature
Chairperson (Principal)	Colleen Elderton	_____
Teacher		_____
Parent	Michelle Partridge	_____
Parent	Carla Craddock	_____
Parent	Karen Hamilton	_____
Alternate	Barb Martineau	_____
Student (Gr 10, 11, 12 schools only)		_____

Board Approval of School Plan:

	Name	Signature
Assistant Superintendent	Bryn Roberts	_____

Date:

