

North Vancouver School District SCHOOL PLAN *for* 2011-2012

School: École Dorothy Lynas Elementary
Address: 4000 Inlet Crescent
 North Vancouver, BC V7G 2R2
Phone: 604.903.3430

School/Community Context:

Dorothy Lynas is a vibrant dual track, English and French Immersion School in the Seycove Family of Schools. Students in the English stream will transition to Seycove Secondary School for their high school years; students in the French stream will transition to Windsor Secondary School. Education at Dorothy Lynas is directed toward the celebration of the wonder of childhood, and a commitment to the development of personal, social and academic potential of each and every student. No area takes precedence over another and their interdependence should be evident through each child's educational experience. We believe in the importance of building a school culture where all members feel valued as unique individuals who share a collective stewardship of both our local and extended world community.

Demographics (2010-2011 school year):

Total number of students: 533 Male: 230 Female: 303

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		19	34	30	33	44	26	44	56
Fr. Imm.		42	26	32	43	32	21	28	22

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
25.97	1.5	7.5	2.1	3.0

Progress Analysis:

Review of School Goals – Previous Year

Goal 1: To improve student sense of social responsibility

1.1 To increase student sense of responsibility and empowerment to contribute to a safe and caring school environment

- It was difficult to get the actuals for this objective as the Safe School & Social Responsibility Survey used different measures and questions for 2010 than used in 2006,08 and 09
- The school district Safe and Caring School Audit was not done this year
- Change in administration and counselling for 2010-2011 year brought about some changes in implementing some programs
- About 1/4 of the staff report they are using Tribes strategies, but are not fully trained
- Librarian and classroom teachers report they are using read-a-louds based on empathy and developing moral courage
- Activities to have a student-led voice in the school included: green team, peer counsellors, Finn's friends, grade 7 leadership activities
- First Nations Awareness/Culture was addressed through performing groups and a First Nations Support Worker working with 8 divisions
- Students in grade 4-7 reporting that they take an active role to help make the classroom and school a better place: Sometimes: 30%, Many times: 40%, All the time: 20%
- Students in grade 4-7 reporting that others take an active role to help make the classroom and school a better place: Sometimes: 33%, Many times: 43%, All the time: 11%
- The School Planning Council feels this objective has been achieved

1.2 To Improve student sense of safety at school for students in Grades 4-7

- Staff report they are using a variety of programs and literature to teach violence prevention using age appropriate resources
- Opportunities for students to work together with students and staff from other classes: peer tutoring, peer counsellors, lunch monitors, Core French classes having buddy activities with Immersion classes, cross grade buddy classes
- School wide teaching and reinforcing positive behaviours: frequent assemblies, spelling-bee, Finn's Friends, lunch hour floor Hockey, extra curricular sports
- Students in grade 4-7 who report feeling safe at school: Sometimes: 7%, Many times: 40%, All the time: 48%
- Students in grade 4-7 who report that they solve problems in peaceful ways: Sometimes: 20%, Many times: 44%, All the time: 30%
- Students in grade 4-7 who report that there is an adult in the school that they can go to for support or advise to talk about problems or worries: Sometimes: 18%, Many times: 20%, All the time: 42%
- Students in grade 4-7 who report that when there is a problem, they tell an adult: Sometimes: 11%, Many times: 37%, All the time: 19%
- Students in grade 4-7 who report that when they see bullying, they tell an adult: Sometimes: 25%. Many times: 30%, All the time: 28%
- Students in grade 4-7 who report that when they see bullying, they try to help the person being bullied: Sometimes: 25%, Many times: 32%, All the time: 28%
- The School Planning Council feels this objective has been achieved

Goal 2: Improve Reading Proficiency of Students

2.1 To identify, monitor and improve the reading proficiency of students in Grades 3, 4 and 5 who are risk in learning to read, and

2.2 To develop students' ability to identify and use the strategies they are using to get meaning from text (metacognition)

- Teachers report that students are becoming fluent readers, with a focus on non-fiction and fiction. They report that students may understand what they have read and responses orally are strong, but the written reading/writing connections are weak.
- The baseline measure used was 93% of grade 3 students fully meeting and exceeding expectations in reading- with a target of 90%- this was confusing to the new School Planning council members and an actual of the same cohort could not be reported as those students are now in grade 4 and the grade 4 mark is a letter grade with a blended grade of reading, writing, speaking and listening
- Teachers report that the written output hinders the students ability to explain their thinking; drawing a picture often helps; students need to stick with a book and choose books at a more appropriate level
- Percentage of grade 4, 5 and 6 students receiving LAC help (French and English) in first and second term 2010-2011: 15% -with another 6% identified as needing service for the third term
- DIBELS: Fall 2009 Grades 2-4 % of students with Some Risk was 16%. The Actual for Fall 2010 Grades 3-5 was **19%**
- Classroom Reading Assessment: % of students meeting expectations in Reading grade 3 80% for Spring 2010 –actual for grade 4 in Spring 2011 –we were not able to compare the data as some teachers used the 2nd term assessment and some the 3rd term; not sure which of the 5 areas were measured ; and not sure if meeting included minimally meeting. % of students meeting expectations in Reading grade 4 77% for Spring 2010- actual for grade 5 in Spring 2011 - we were not able to compare the data as some teachers used the 2nd term assessment and some the 3rd term; not sure which of the 5 areas were measured; and not sure if meeting included minimally meeting.
- The School Planning Council feels that the strategies for this goal have helped move these objectives along and we will look continuing the goal with some variation to the objectives and strategies

Opportunities for Further Development:

The areas of identifying the main idea and providing inferences and conclusions were the weakest areas on the Classroom reading assessment. Planning for and executing a school wide write is another area that the staff feels could be developed further.

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the École Dorothy Lynas Elementary School Plan for 2011-2012 are:

- 1. To increase literacy skills**
- 2. To improve students' sense of social responsibility**
- 3. To improve students' transition to Secondary School**

**School Goal 1:
To increase literacy skills**

Goal Rationale:

The ability to read is a cornerstone for success in school and life. It is important to develop capable readers who are knowledgeable about the reading process, who are able to successfully make meaning from text, who enjoy reading, and who regularly choose to read. The areas of semantics (relationship between ideas and words), syntax (relationship between words), and graphophonics (representation of ideas on a page) all need to be taught with the goal in mind that reading is always about making meaning, and that each of these systems supports that goal.

Objective 1.1:

Increase focus on Reading Comprehension and Fluency for students at risk in grades 1-6

Strategies/Structures:

- Strategies that support comprehension: accessing prior knowledge; predicting; asking questions before reading, during reading and after reading; visualizing and creating images using the senses; drawing inferences before, during, and after reading; distinguishing important from less important ideas in the text; summarizing; synthesizing information within and across texts and reading experiences
- Use Adrienne Gear’s Reading Power and Reading 44 for lessons on comprehension
- For students to develop fluency, teachers must model fluency, give feedback and provide opportunities for repeated oral reading and independent reading
- Use choral reading, reading in role, readers’ theatre, paired reading, and buddy reading
- Peer tutoring and “Elder” tutoring
- Use PAWS for reading program to encourage reluctant readers to read for longer periods
- At risk and delayed readers have the best chance for success if classroom instruction and remedial instruction are congruent
- Successful family-school partnerships improve student literacy learning: home reading, community library programs
- Professional learning communities support a comprehensive and co-ordinate literacy program
- Assessment tools: anecdotal record, checklists, developmental continuum, rubrics, running records, Benchmarks, Jerry Johns or Alberta Diagnostic, DIBELS
- Investigate interactive computer programs to support literacy

Evidence: (Quantitative)

Key Performance Measure:	Baseline Nov 2010	Target	Actual March 2012
# of primary students identified at risk (through Resource Team) –French and English	38	Lower by 15%	
# of intermediate students identified at risk (through Resource Team) –French and English	30	Lower by 15%	

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Most teachers are using the RAD or the District Reading Assessment
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Broaden performance-based assessment approaches that engage teachers and students in assessment for and as learning: DART(District Assessment of Reading Team- Faye Bownlie); QCA (Quick Comprehension Assessment- Sharon Jeroski –Reaching Readers and Writers); Reading and Responding (Faye Brownlie and Sharon Jeroski); SmartReading (Susan Close); Standard Reading Assessment (Faye Brownlie); ORCA (Oral Reading Comprehension Assessment- Greater Victoria School District)- Investigate French RAD and other French Assessments- Investigate Rubric Central to see how that will align with assessment for learning
<p>Qualitative Actual:</p>

Objective 1.2:

To increase the reading/writing connections in grades 4 and 5

Strategies/Structures:

- Use writing and representing to express personal response and relevant opinions in response to experiences and texts:
 - respond to experiences and texts in writing or representing by expressing feelings, or thoughts (about a text they have read or heard, a schoolyard incident, a play, a film, or a story)
 - incorporate new vocabulary into their own writing
 - use various forms of response (written, visual, kinaesthetic, electronic)
- Daily writing and structured practice and modelling
- Reader Response activities
- Use numerous activities from resources like reading and writing 44
- Break writing up into parts (i.e. class reads, everyone writes for 5 min. stop. Repeat, etc)
- Identify and work with the students who have Not Yet Meeting in Writing on the Grade 4 FSA
- Use writing and representing to extend thinking by developing explanations, expressing alternative viewpoints, creating new understandings:
 - Explain the logic of the sequence and conclusions in their own writing and representing
 - After participating in structured activities, explain and give examples of how their understanding has been extended
 - Transpose information from one form into another (organize information from prose into charts or organizers)
 - Clarify assumptions in their own writing and representing (identify things a reader or viewer needs to know in order to understand the point)
 - Evaluate the impact of their language choices
 - Express more than one viewpoint on a topic

Evidence: (Quantitative)

Key Performance Measure:	Baseline April 2011	Target	Actual April 2012
% of grade 4 students Fully Meeting or Exceeding Expectations in the area of Main Idea on the Classroom Reading Assessment	55%	70%	
% of grade 4 students Fully Meeting or Exceeding Expectations in the area of Making Inferences and Conclusions on the Classroom Reading Assessment	53%	70%	
% of grade 5 students Fully Meeting or Exceeding Expectations in the area of Main Idea on the Classroom Reading Assessment	71%	75%	
% of grade 5 students Fully Meeting or Exceeding Expectations in the area of Making Inferences and Conclusions on the Classroom Reading Assessment	63%	75%	

Key Performance Measure:	Baseline 2011	Target	Actual 2012
% of grade 4 students Not Yet Meeting Expectations in Writing on the 2011 FSA (use a rubric to reassess their writing in grade 5)	10%	0%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Some teachers are using Ministry Quick Scales to evaluate the reading/writing connection - Discussions at staff meetings indicated that teachers felt that students could make the reading connections orally, but were unable to connect in the written form
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Teachers work in professional learning communities to develop rubrics for reading/writing assessment using Rubric Central
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

**School Goal 2:
To improve students' sense of social responsibility**

Goal Rationale:

While social responsibility is not assigned to a specific grade or curriculum, the social responsibility standards do address selected outcomes from several curriculum areas, including English language arts, fine arts, career and personal planning, physical education, and social studies. Socially responsible individuals show “community-mindedness” in their responses to school, local, national, and global issues and events. Human and social development is one of the goals of the BC school system. This broad goal further specifies that students are expected to “develop a sense of social responsibility and a tolerance and respect for the ideas and beliefs of others”. This is a goal that is shared by families and communities.

Objective 2.1:

To increase grades 4, 5, 6 students awareness of the school code of conduct

Strategies/Structures:

- Buddy class activities: art projects, drama
- Post the code in class and teach in class
- Referred to the code when problem solving or “praising”
- Assemblies to focus on different aspects of the code of conduct
- Recognition assemblies: several students are recognized for conduct and attitude each month from each class
- Dragon Tales
- Journaling on the code of conduct
- Weekly announcements on a theme and focus on that theme for the week
- Review the code and make it more concise and easier to understand- use kid friendly terms
- Get families to learn the code and send home quizzes and have prizes
- Share Code of Conduct at PAC meetings

Evidence: (Quantitative)

Key Performance Measure:	Baseline 2011	Target	Actual 2012
Safe and Caring Schools Social Responsibility Survey 2010/2011			
Students in Grade 6 who responded I know how I am expected to behave- All the Time	48%	80%	
Students in Grade 5 who responded I know how I am expected to behave- All the Time	65%	80%	
Students in Grade 4 who responded I know how I am expected to behave- All the Time	70%	80%	
Students in Grade 6 who responded I know the school code of conduct- All the Time	40%	80%	
Students in Grade 5 who responded I know the school code of conduct- All the Time	69%	80%	
Students in Grade 4 who responded I know the school code of conduct- All the Time	57%	80%	

Students in Grade 6 who responded I follow the school code of conduct- All the Time	47%	75%	
Students in Grade 5 who responded I follow the school code of conduct- All the Time	40%	80%	
Students in Grade 4 who responded I follow the school code of conduct- All the Time	57%	80%	

School Goal 3: To improve students' transition to Secondary School

Goal Rationale: Students, parents and staff talk about the transition from grade 7 to grade 8 as being a cause for concern, if not anxiety. Grade 8 students have reported, anecdotally, that they still began their first year at secondary school with a certain level of trepidation. This feedback has prompted both elementary and secondary schools to further examine ways in which they might work together to ease the transition for grade 7 students.

Objective 3.1: To increase the number of grade 7 students reporting that they feel confident (positive) about their transition to secondary school

Strategies/Structures:

- Discuss with Windsor Secondary the possibility of starting a 7/11 program like the one run at Seycove Secondary
- Organize intake meetings with secondary school counsellors to discuss current grade 7's
- Organize peer visits from secondary students (eg.-cyber bullying workshops delivered by students, band/choral presentation); Grade 8 students return to elementary feeder school in January and May to answer questions for grade 7 students
- Facilitate grade 7 and grade 8 teachers meeting to discuss strategies
- Establish "check-in" routines to track student adjustment in the first 6 months of grade 8
- Organize an opportunity for the grade 7 students to spend an afternoon at their secondary school- have lunch their, rotate through classes, meet the grade 8 teachers
- Students with IEP's to meet individually with secondary school counsellors
- Give the grade 8 students a chance to offer feed back on their first few months of secondary school by completing a similar questionnaire to the one they completed in grade 7

Key Performance Measure:	Baseline	Target	Actual
Locally Developed student survey (pre and post transition) % of students who state they are quite comfortable or very comfortable with starting secondary school	45%		

Evidence: (Qualitative)

<p>Qualitative Baseline: Things that students listed on the survey that they are most worried about in secondary school:</p> <ul style="list-style-type: none">- Won't have any friends/losing touch with old friends- Too much homework/many projects- Teachers won't like me/Getting along with the teachers- Being pressured to take drugs- Being teased or bullied- The grade 12's- Being the new kid at the school- Getting lost in the school- Forgetting the locker combination- Everything will be too challenging
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Reduce the number of items that students are worried about for secondary school
<p>Qualitative Actual:</p>

Connections:

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

Family of Schools:

- We participate in Family of Schools Administrators' meetings and review topics throughout the year:
 - Grade 7 to 8 transitions
 - Code of Conduct
 - School Expectations
 - Emergency Procedures
- We have started a common goal in Transitions to look at improving grade 7's transition to secondary school

District Achievement Plan:

- We are using many of the supports listed in the District Achievement Plan
- Teachers are starting to use and implement Writing 44
- A collegial group attended the Understanding by Design workshop series

Consultation Process of École Dorothy Lynas Elementary School Planning Council:

- School administrators, staff, and parents have been actively involved in the development of the School Plan.
- A summary of the approved École Dorothy Lynas Elementary School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: April 27, 2011

Name		Signature
Chairperson (Principal)	Joan Martins	<i>Original Document signed by SPC Members</i>
Parent	Lynne Belzile	
Parent	Cheryl Learmonth	
Parent	Lindsay Witham	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 12, 2011**