

North Vancouver School District SCHOOL PLAN for 2012-2013

School: Lynn Valley Elementary School

Address: 3207 Institute Road
North Vancouver, BC V7K 3E5
Phone: 604-903-3620

School/Community Context:

Lynn Valley Elementary is the oldest school in North Vancouver, circa 1902. With a new building, we have the benefits of a modern structure, and a long historic connection as a hub of the Lynn Valley Community. Located at the cross roads of Lynn Valley Road and Mountain Highway, we are in close proximity to a new public library. It is truly a natural place to learn, with wonderful amenities close at hand. Within walking distance are: Lynn Canyon, the Ecology Centre, Rice Lake and local paths, parks and ponds. At Karen Magnussen Rec Centre, the ice rink is utilized for annual skating events, and the swimming pool is used for our annual triathlon each June, and for swimming lessons and class field trips.

Argyle Secondary School is within two blocks, enabling our students to develop a strong bond with their future high school. Senior students come to Lynn Valley to ref games, and volunteer in classes, and elementary students are invited to the secondary site for events such as Santa's Breakfast, as well as concerts and productions.

Our School is supported by an active PAC in a mixed socio-economic demographic, with a population of diverse cultures and backgrounds. Virtues Programs, Student Council, Peer Counsellors and intermediate monitors are some of the initiatives in place to promote and support a safe and inclusive school community for our students. We have dedicated teachers and wonderful support staff members who strive to offer diverse learning and extra-curricular opportunities for students, so that all students have the opportunity to work, learn and play. We are committed to make the school a place where all children are included, and all are supported to achieve their potential.

Demographics (2012-2013 school year):

Total number of students: 321 Male: 170 Female: 151

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	41	40	40	41	30	39	48	42
Fr. Imm.								

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17.27	1.6%	12.5%	0.0%	9.0%

Progress Analysis:

Review of School Goals – Previous Year(s) 2010-2012

Previous School Plan Goal 1:

To improve the writing skills of students in grades K-7 in the aspects of “Meaning” and “Conventions” assessed using the BC Performance Standards in any of the modes of writing (Narrative, Descriptive, Persuasive and Expository).

Previous Objective 1.1:

To track and improve the numbers of students who are meeting expectations in the areas of conventions and meaning on School Wide Writes, as assessed using the B.C. Performance Standards.

Trend Data Table:

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
School Wide Write	October 2010	May 2011	May 2011
% of students in grade 1 meeting or exceeding expectations as assessed using BC Performance Standards. (cohort G)	Did not write	90%	92.5%
% of students in grade 2 meeting or exceeding expectations as assessed using BC Performance Standards. (cohort F)	Oct 2010 33%	80%	94.3%
% of students in grade 3 meeting or exceeding expectations as assessed using BC Performance Standards.(cohort E)	Oct 2010 62%	80%	95.2%
% of students in grade 4 meeting or exceeding expectations as assessed using BC Performance Standards. (cohort D)	Oct 2010 39%	80%	97.3%
% of students in grade 5 meeting or exceeding expectations as assessed using BC Performance Standards. (cohort C)	Oct 2010 46%	80%	90.5%
% of students in grade 6 meeting or exceeding expectations as assessed using BC Performance Standards. (cohort B)	Oct 2010 51%	80%	91.7% *
% of students in grade 7 meeting or exceeding expectations as assessed using BC Performance Standards.(cohort A)	Oct 2010 20%	80%	91.2%
% TOTAL of all students in grades 2-7 meeting or exceeding expectations in writing	Oct 2010 42%	80%	93.5%

*One grade 6 teacher did not provide scores so data is based on 12 of 42 students.

Key Performance Measure:	Baseline	Target	Actual
School Wide Write	May 2010	May 2011	May 2011
% of students in K meeting or exceeding expectations as assessed using BC Performance Standards. (Cohort H)	-	90%	97.5%
% of students in grade 1 meeting or exceeding expectations as assessed using BC Performance Standards. (Cohort G)	-	90%	97.5%

Trend Data Analysis:

<ul style="list-style-type: none"> • Significant improvement in writing was achieved: targets were achieved. <p>Strategies implemented:</p> <ul style="list-style-type: none"> • School wide instruction in strands of writing was effective • LAC teacher provided writing lessons in most classes (for all students, not just those at risk) • Librarian purchased targeted resources such as published exemplars of the strands of writing being taught and worked on writing with several classes • Targeted lessons on specific strands were shared at staff meetings (2010-2011) • Professional day in-service on writing with Ross Road Staff (Primaries at Lynn Valley, Intermediate teachers at Ross Road) was well received • Collegial conference on writing was appreciated by staff and effective as Pro-D • Teachers and students displayed work on writing in the “Art of Writing” curriculum evenings on March 27th and 28th, 2012

Opportunities for Further Development:

Look specifically at one genre of writing. Expository writing in the content areas is suggested. Study specific cohort groups, especially those most concerning. Consider a “mid-year” assessment (such as February) so that we have the data for the current year when the school plans are due in May. Some confusion is generated with the current timing of School Wide Writes at the end of May which is after the date that the school plan is due for the current year. Include kindergarten and grade one students in some fall baseline assessments so they get used to the activity format, even though it would be unreasonable to expect them to meet performance standards at that time of the year.

Previous Objective 1.2:

To provide early intervention and academic remediation to students in kindergarten, grade 1 and grade 2 who do not demonstrate phonetic abilities linked to early writing (decoding, matching and encoding) and the necessary written fluency skills.

Evidence: *(Quantitative)*

Key Performance Measure: Kindergarten	Baseline	Target	Actual
TOPA results for identified “at risk” kindergarten students (Cohort I)	January 2011 7 of 41 students at risk (17%)	June 2011 Reduce to none	9.2%

# of at risk students in grade 1 (Cohort H)	Dec. 2010 11%	June 2011 0%	11%
# of at risk students in grade 2 (Cohort G)	Dec. 2011 19%	June 2011 0%	15%

Trend Data Analysis:

- Remedial intervention (LAC, LSW support and SEA supported 1:1 help) have mitigated many of the struggles of our at risk students.
- Of the “at risk” children, 2 in Cohort H have been identified as Students with Special needs.
- Of the “at risk” population 2 in Cohort J have been identified as Students with Special needs.
- We are striving to mitigate the gaps between the general population of students and those with special needs so that the learning needs of all children are being met, and so that all children can work to the extent of their potential.
- Intervention was provided by LAC teacher and LSW, as well as the LST.
- Our librarian did class wide writing instruction to support the classroom teacher with the diverse needs for written output support in the class.
- The G cohort will need continuing targeted support.

Previous School Plan Goal 2:

To improve students’ knowledge and understanding of basic math facts.

Objective 2 .1:

Students will work to understand and master basic adding and subtracting facts to 10 in Kindergarten and grade one.

Students will work to understand and master basic adding and subtracting facts to 20 in grades 2 and 3.

Students will work to understand and master basic multiplying and dividing facts in the 0, 1, 2, 3, 4, 5 and 10 times tables in grade 3.

Students will work to understand and master the basic multiplying and dividing facts in for all 12 times tables in grades 4 and 5.

Students will work to improve their speed and accuracy with math facts in grades 6 and 7.

Evidence:

Due to teachers' job action in the 2011-2012 school year, no base line data is available.

We will begin working on this goal in the 2012-2013 school year.

Previous School Plan Goal 3.0

To increase the numbers of students who report a sense of belonging and a feeling of safety at school.

Previous Objective 3.1:

To determine the numbers of students who feel welcome and safe at school and who have at least one adult at school whom they trust enough to talk to if they have a problem based on the Satisfaction Survey Results each Spring (grades 4 & 7) and the school based survey of intermediate students (attached)

Strategies/Structures:**Satisfaction Survey Student Data**

Key Performance Measure:	Baseline April 2011	Target	Actual April 2012
% of students in grade 4 who report feeling "safe at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	82%	100%	100%
% of students in grade 7 who report feeling "safe at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	83%	100%	93%
% of students in grade 4 who report feeling "welcome at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	76%	100%	92%
% of students in grade 7 who report feeling "welcome at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	78%	100%	68%
% of students in grade 4 who report having "3 or more adults in the school who care about you" on the Student Satisfaction Survey	87%	100%	80%
% of students in grade 7 who report having "3 or more adults in the school who care about you" on the Student Satisfaction Survey	80%	100%	59%

School Based Survey Student Data

Key Performance Measure: (increase one grade for each group as they have moved up since spring 2011.. cohort results)	Baseline April 2011	Target April 2012	Actual April 2012

% of students in grade 4 (cohort E) who report having “at least one adult at school that I trust enough to talk to if I have a problem”	n/a grade 3s not polled last year	100% Grade 4	80%
% of students in grade 4 (cohort E) who report they “feel that I belong and am welcome at Lynn Valley School”	n/a	100% Grade 4	74%
% of students in grade 4 (cohort D) who report having “at least one adult at school that I trust enough to talk to if I have a problem”	89%	100% Grade 5	90%
% of students in grade 4 (cohort D) who report they “feel that I belong and am welcome at Lynn Valley School”	83%	100% Grade 5	90%
% of students in grade 5 (cohort C) who report having “at least one adult at school that I trust enough to talk to if I have a problem”	88%	100% Grade 6	69%
% of students in grade 5 (cohort C) who report they “feel that I belong and am welcome at Lynn Valley School”	88%	100% Grade 6	72%
% of students in grade 6 (cohort B) who report having “at least one adult at school that I trust enough to talk to if I have a problem”	62%	100% Grade 7	71%
% of students in grade 6 (cohort B) who report they “feel that I belong and am welcome at Lynn Valley School”	87%	100% Grade 7	88%

Trend Data Analysis:

- **We feel we need to reconsider the effectiveness of the Satisfaction Survey question regarding 3 or more adults that care about me.” So long as a child has at least one adult that they trust with a problem, they will report concerns. We would like to set the goal to at least one adult they really trust to talk to about a problem or concern, on the Satisfaction Survey.**
- **Fewer extra-curricular activities due to teachers’ job action has limited the amount of contact that intermediate have with teachers other than their own.**

Evidence: (Qualitative)

- Qualitative Baseline:**
- Results from a school based survey of students in April 2011 demonstrated that all but 10 of our intermediate students participate in at least one extra-curricular activity. Primary students were not surveyed, though many students are asking for opportunities to participate in activities
- Qualitative Target:**
- To continue to provide a variety of extra-curricular activities for intermediate students
 - To increase the roll of intermediate students in providing games, sports or activities for the primary students

Qualitative Actual:

- Peer counsellors are providing some games and activities for our primary students.
- Unfortunately, due to job action and fewer events and activities being offered, the number increased to just over 40 students who did not participate in at least one extra-curricular activity.
- Suggest more activities for the grade 4 & 5 "middle years" cohorts.

Trend Data Analysis:

- It is too early to see a trend as this is the second year with this goal, and this year has been impacted by teachers' job action.
- Cohorts shift from one group of grade 4s and 7s to the next on the Satisfaction Survey. We need to be able to convert this to specific cohort results.
- Focus more on school survey results and consider the use of school based Satisfaction Survey questions for grades 3-7 so that we can study specific cohorts over time.
- Would like to see greater attachment to key adults, and more extra-curricular opportunities for the middle years (grades 4 & 5)

School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Lynn Valley School Plan for 2012-2013 are:

1. **To improve the writing skills of students in grades K-7 in the aspects of "Meaning" and "Form," in particular sentence structure and variety, assessed using the BC Performance Standards in any of the content subject areas. This will be expository writing.**
2. **To improve students' knowledge and understanding of basic math facts.**
3. **To increase the numbers of students who report a sense of belonging and school and who have at least one adult they trust to talk to if they have a problem.**

School Goal 1.0:

To improve the writing skills of students in grades K-7 in the aspects of “Meaning” and “Form,” in particular sentence structure and variety, assessed using the BC Performance Standards in any of the content subject areas. This will be expository writing.

Goal Rationale:

Writing is a skill essential to success in all academic areas. Content area writing skills will support academic success across subject areas. **Writing 44** identifies that writing is developmental and that with effective instruction in a supportive environment, all students can move through the stages of writing development. Students with learning disabilities and written output issues, often find the task of writing overwhelming. Additionally, ELL learners need multiple opportunities to learn new vocabulary and work through the writing process. Expository writing is a specific skill which enables students to reflect knowledge and understanding of specific content in written form. This form of writing is meaningful to students unlike disconnected skill based practice books that are disconnected from the content explored in the classroom environment.

Expository writing activities in the classroom can provide students open-ended activities that require them to develop critical thinking skills, examine ideas and opinions of other and explore additional content when students’ interests are sparked. Students from Kindergarten through grade 7 can be successful with this goal.

Objective 1.1:

To improve the writing skills of students in grades K-7 in the aspects of “Meaning” and “Form,” in particular sentence structure and variety, assessed using the BC Performance Standards in any of the content subject areas. This will be expository writing.

Strategies/Structures:

- Targeted lessons at all grades in expository writing
- Continue use of Writing 44
- Librarian focusing on writing style and sentence variety for all classes
- Implement the primary team’s collegial study of Lori Jamison Rog’s Book, *Marvellous Mini-lessons for Teaching Beginning Writing K-3*, and her book on Writing in the Kindergarten Classroom and reflect on the expository writing lessons.
- Use a consistent team for assessment, as teachers vary in marking writing which can be more subjective to mark than a subject such as math.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
School Wide Write K-7 (to take place May 28 th -May 31 st , 2012)	May 2012	90% in all grades	Feb 2013

Evidence: (Qualitative)

Qualitative Baseline:

- To be determined in at the end of May 2012. The school wide write will take place in the week of May 28th – June 1st 2012.
- Sentence variety and clarity of meaning are areas for improvement in writing.
- We will shift our writing assessment to February so that we have results in time for the school plan deadline in May, for use as a baseline for the ensuing year.

Qualitative Target:

- 90% of all students meeting to exceeding performance standards indicators for writing in expository writing using the rubrics for Meaning and Form.
- Students will write with clarity of meaning and a variety of lengths and forms of sentence (sentence variety)

Qualitative Actual:

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School Goal: 2.0

2. To improve students' knowledge and understanding of basic math facts.

Goal Rationale:

Knowledge and understanding of basic math facts and functions (adding, subtracting, multiplying and dividing) enable students to perform mental math problems accurately, and enable students to understand the relationships between numbers. Accuracy with basic facts facilitates mathematical thinking across the strands of math (e.g. statistics and probability, measurement, fractions and decimals, geometry, etc.)

Objective 2.1

Students will work to understand and master basic adding and subtracting facts to 10 in Kindergarten and grade one.

Students will work to understand and master basic adding and subtracting facts to 20 in grades 2 and 3.

Students will work to understand and master basic multiplying and dividing facts in the 0, 1, 2, 3, 4, 5 and 10 times tables in grade 3.

Students will work to understand and master the basic multiplying and dividing facts in for all 12 times tables in grades 4 and 5.

Students will work to improve their speed and accuracy with math facts in grades 6 and 7.

Strategies/Structures:

Research Shows that:

- Students cannot simply memorize math facts but need to master the concepts of adding, subtracting, multiplying and dividing using manipulatives and other hands on and visual supports to facilitate their understanding
- Hands on learning opportunities in the formative years are fundamental to mathematical learning and achievement in math
- Teachers will use the strategies and activities in Math 44, the Provincially Prescribed Learning Outcomes, Math Makes Sense, Math to the Max, and other resources to support students' mastery of math facts
- All children learn in different ways and at different rates using various modalities (visual, auditory, kinesthetic)
- Mastering math facts cannot be undertaken by demand, but necessitates on-going practice in a relaxed atmosphere in which students feel supported
- Games and activities to support the learning of math facts make it enjoyable and less stressful for students
- Practice is best when it is "little and often" and consistently supported at both home and school
- Students do best with memory driven work when they are not competing against their peers, but setting goals for themselves that are attainable and supported (buddies, parents, teachers, older students, etc.)

School Structures:

- Students will do a minimum of five minutes of drill and/or practice of math facts each school day (could be flash cards, a game, chanting, drill practice, corrections, buddy practice etc.)
- Home based practice with parents will support this learning
- Baseline data will be collected for each grade cohort from school developed, timed assessments of the students' knowledge, speed and accuracy of the math facts to be mastered at each grade level in the fall and reassessed in the following spring
- We will target a portion of our LAC allocation to support students who are struggling in math.

Evidence: (Quantitative)

Key Performance Measures	Baseline	Target for May 2013	Actual May 2013
# of students meeting or exceeding expectations regarding math facts mastery at the Kindergarten level (K numeracy assessment)	October 2012	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 1	October 2012	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 2	October 2012	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 3	October 2012	100%	

# of students meeting or exceeding expectations regarding math facts mastery in grade 4	October 2012	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 5	October 2012	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 6	October 2012	100%	
# of students meeting or exceeding expectations regarding math facts mastery at in grade 7	October 2012	100%	

School Goal 3.0:

3. To increase the numbers of students who report a sense of belonging and who have an adult they trust enough to talk to when they have a problem.

Goal Rationale:

Research demonstrates that students who have a sense of belonging at school, and feel connected to and cared about by adults in their school, are happier at school, do better academically, have better rates of attendance, and therefore have better rates of achievement. Student engagement in extra-curricular activities is also strongly linked to a sense of belonging and is, of its self, a form of engagement at school.

Objective 3.1:

To determine the numbers of students who feel welcome and safe at school, and who have at least one adult at school whom they trust enough to talk to if they have a problem based on the Satisfaction Survey of grade 4 & 7 students, and the School Survey Results each Spring (grades 3-7 will be included.) The current baseline data is based on April 2012 Satisfaction Survey which only included grades 4 and 7. Since the grade 7s will be gone to high school next year, we will establish our baseline next year by surveying students in grades 3-7.

Strategies/Structures:

- Virtues Program
- Peer Counsellors
- Class wide programs such as "Friends"
- Roots of Empathy
- Buddy class activities so students connect with children older, and younger than themselves, and so that they attach to another teacher
- Counsellor instructed lessons and availability to support interpersonal problem solving
- Providing a wide variety of extra-curricular clubs, sports and activities so that students have a sense of belonging and engagement at school
- Regular assemblies so students share common virtues, values and expectations and get to know other adults in the building

Satisfaction Survey Student Data

Key Performance Measure:	Baseline April 2012	Target	Actual April 2013
% of students in grade 4 who report feeling "safe at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	100%	100%	
% of students in grade 7 who report feeling "safe at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	76%	100%	Will be in grade 8
% of students in grade 4 who report feeling "welcome at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	92%	100%	
% of students in grade 7 who report feeling "welcome at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	52%	100%	Will be in grade 8

School Based Survey Student Data

Key Performance Measure:	Baseline April 2012	Target	Actual April 2013
% of students in grade 4 who report having "at least one adult at school that I trust enough to talk to if I have a problem"	80%	100%	
% of students in grade 4 who report they "feel that I belong and am welcome at Lynn Valley School"	74%	100%	
% of students in grade 5 who report having "at least one adult at school that I trust enough to talk to if I have a problem"	69%	100%	
% of students in grade 5 who report they "feel that I belong and am welcome at Lynn Valley School"	72%	100%	
% of students in grade 6 who report having "at least one adult at school that I trust enough to talk to if I have a problem"	77%	100%	
% of students in grade 6 who report they "feel that I belong and am welcome at Lynn Valley School"	77%	100%	

Evidence: *(Qualitative)*

Students' sense of belonging in schools can also be linked to how many students participate in extra-curricular activities, school-based clubs and programs (e.g. sports, band, choir, student council, knitting club, library helpers, lunch monitors, Valet Program, etc.)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Results from a school based survey of students in April 2012 demonstrated that just over 40% of our intermediate students did not participate in at least once extra-curricular activity. This number was higher than anticipated due to fewer extra-curricular activities being offered in this year of teachers' job action. - Primary students were not surveyed, though many students are asking for opportunities to participate in activities. We will consider a survey of primary students in the fall next year.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - To continue to provide a variety of extra-curricular activities for intermediate students - To increase the role of intermediate students in providing games, sports or activities for the primary students - Ensure that students can describe a teacher or adult in the building whom they feel they can trust enough to discuss a problem
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

Connections:

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

The goals of this year's Lynn Valley School Plan are closely aligned with both the goals of other schools in the Argyle Family of Schools, as well as the District Achievement Plan. The Argyle Family of schools is well connected and meets regularly. For the past several years, we have all included goals to improve students writing in our school plans. Many of the feeder schools feel that a writing goal is worthy to continue as successful writers tend to achieve well across the academic subject areas. Last year, feeder schools added a math goal to support Argyle Secondary School with their goal to improve students' achievement in math. Our goal for students to feel a sense of safety and belonging at school, and to have a trusting relationship with at least one adult in the building, also aligns with the District Achievement Plan.

Consultation Process of Lynn Valley 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 Lynn Valley Elementary School Plan will be posted on the school web site by October 31, 2012.

School Planning Council Approval of Proposed School Plan:

Date: May 8th, 2012

	Name	Signature
Chairperson (Principal)	Deborah Wanner	<i>Original Document signed by SPC Members</i>
Teacher	n/a	
Parent	Tracey Burgess	
Parent	Danielle Moore	
Parent	n/a	
Student (Gr 10, 11, 12 schools only)	n/a	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 11, 2012**