

North Vancouver School District SCHOOL PLAN for 2012-2013

School: Lynnmour Elementary
Address: 800 Forsman Avenue
 North Vancouver, BC V7J 2G6
Phone: 604-903-3590

School/Community Context:

Lynnmour Elementary is situated at the boundary between the city and the wilderness in an area of increasing residential density. There are two new developments adjacent to the school. The first is a 55-unit townhouse development (which quickly sold out); the second is a 29-unit project presently under construction (already 50% sold). There are also plans for other projects including a high-rise development of hundreds of units that will be constructed across the highway. This year we saw a substantial increase in Kindergarten registration; next year is equally promising.

Commercial enterprises, light industry, heavy industry, retail, port facilities, lands of the Squamish Nation, and a busy rail corridor can also be found within the school's catchment area. Capilano University is nearby, and in recent years there have been links forged between the two institutions with Cap students coming down to work with students from Lynnmour as part of post-secondary studies. The school was constructed in 1969 as a temporary building. Much of the original structure is still being used, and a permanent addition of 5 classrooms was built in 2000. Lynnmour is #4 on the priority list for new capital projects. Given the recent and anticipated future residential developments construction of a new school is a distinct possibility.

The student population of Lynnmour is unique and diverse. Lynnmour prides itself on meeting the individual needs of all students. In a recent survey, it was found that over 21 different languages are represented and spoken at home by Lynnmour families. We also have many First Nations students.

At one time Lynnmour was designated a 'Community School'. Although community school funding is gone, the school still occupies a central place in the neighbourhood. There are many evening groups that access the facility. In addition, the Norvan Boys and Girls Club operates out of a separate building adjacent to the school. The Boys and Girls club has a very competent staff and services approximately 120 children from the community. Students leave Lynnmour at the end of grade 7 and feed into Windsor Secondary School.

Demographics (2011-2012 school year):

Total number of students: 154 Male: 86 Female: 67

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	21	13	15	16	13	22	28	25
Fr. Imm.								

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
9.16	18	18	1	12

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve reading proficiency in students K-7, particularly those ‘at risk’ of low achievement.

Objective 1.1: To improve the percentage of students who meet the expectation for reading readiness and early literacy by the end of kindergarten as measured by the TOPA (>25%).

Trend Data Table:

Key Performance Measure: Test of Phonological Awareness			
	Baseline (Jan. Testing)	Target	Actual (June Testing)
2010	80%	100%	100%
2011	100%	100%	100%
2012	89%	100%	

Trend Data Analysis:

One needs to remember that the TOPA measures the ‘cohort effect’—we have little or no control over the academic strengths of who shows up in kindergarten. We do have some ability to influence this with those students who previously had participated in our Strong Start program, but there is no direct link between participating in Strong Start and registration at a particular school. One also needs to remember that with small classes in previous years, a swing of one student represents a change of +/- 10%. Keeping that in mind for future years, a few of the students in the current kindergarten cohort scored at a level where immediate interventions in kindergarten would be required. All strategies and structures are fully implemented. Although the TOPA is only a measure of reading readiness for kindergarten, it is a useful reminder for future years when looking at where funds would be best spent.

More importantly, the TOPA systematizes testing throughout the year so that resources can be directed where needed within an academic cycle. We will be using this concept of monitoring progress within the year in a new objective.

Objective 1.2: To improve the reading skills of students in grades 1 –7

Trend Data Table:

Key Performance Measure: Dibels testing, Reading Assessment Device			
	Baseline	Target	Actual
Enter year			
Enter year			
Enter year			

Trend Data Analysis:

This is the first of a few areas where the strike affected the ability to collect data. Excellent teaching continued in classrooms, but the data we had hoped that teachers would gather was not collected. We intended to have teachers in grades 1-7 complete the Dibels and Reading Assessment device in their classrooms. Use of the RAD creates a system of tracking within the year and across the years. The Dibels provides an additional focus on grades 1 to 3. Particularly of concern are students who scored low on the TOPA testing, but not so low as to trigger the need for immediate assistance (>25%).

We will try again next year.

Previous School Plan Goal 2: To increase students' sense of safety, responsibility and belonging.

Objective 2.1: To increase student participation in leadership and extracurricular activities to develop a greater sense of belonging and empowerment.

Trend Data Table:

Key Performance Measure: Percentage of students grade 1-3 involved in school leadership opportunities (Student Council, AV set up, Peer Counselling, Leading Assemblies, Buddy Reading, Lunch Monitors, Library monitors, Recycling, classroom helpers, garbage pickup, class meetings)			
	Baseline	Target	Actual
2009	87	95	
2010			100
2011			100

Key Performance Measure: Percentage of students grade 4-7 involved in school leadership opportunities (Student Council, AV set up, Peer Counselling, Leading Assemblies, Buddy Reading, Lunch Monitors, Library monitors, Recycling, classroom helpers, garbage pickup, class meetings)			
	Baseline	Target	Actual
2009	98	100	
2010			100
2011			100

Key Performance Measure: Percentage of students grade 4-7 involved in activities at school such as; sports activities clubs etc...			
	Baseline	Target	Actual
2009	88	90	
2010			93
2011			90

Trend Data Analysis:

Although the strike curtailed some of the activities in which teachers would normally engage, many events and activities still took place and our student engagement was high. Students are included in the life of the school and participate in meaningful ways. As this authentic participation has become part of the fabric of Lynnmour and will continue in the future, we can comfortably say that this goal has been met and has been 'retired'.

Objective 2.2: To develop socially responsible student behaviours through the use of preventative and proactive programs.

Trend Data Table:

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey 2010 / 2011 % of students in grades 4-7 responding "Many times" or "All the time"			
1. I feel safe at school.			
	Baseline	Target	Actual
2012	79%	85%	
2013			
Enter year			

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey 2010 / 2011 % of students in grades 4-7 responding "Many times" or "All the time"			
2. I feel safe in my neighbourhood or community.			
	Baseline	Target	Actual
2011	71%	75%	
2012			86%
2013			

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey 2010 / 2011 % of students in grades 4-7 responding "Many times" or "All the time"			
3. Did you volunteer your time this year to help make the school a better place?			
	Baseline	Target	Actual
2012	57%	75%	
2013			
2014			

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey 2010 / 2011 % of students in grades 4-7 responding "Many times" or "All the time"			
4. When I see bullying, I tell an adult at school.			
	Baseline	Target	Actual
2011	67%	80%	
2012			57%
2013			

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey 2010 / 2011 % of students in grades 4-7 responding “Many times” or “All the time”			
4. When I see bullying, I try to help the person being bullied.			
	Baseline	Target	Actual
2011	64%	80%	
2012			67%
2013			

Trend Data Analysis:

We have encountered two problems here. The first is the changing nature of surveys. We have had, in the past, some very detailed surveys that provided rich information. Unfortunately, a) they have not been administered on a yearly basis, and b) the questions asked have changed. The second is that we have observed students not taking the electronic surveys particularly seriously.

We have settled on having classroom teachers administer a paper-based version of the Safe and Caring Schools Social Responsibility survey. This ensures that we can collect the same data from year to year. It also helps to improve the reliability of the data as students can have questions clarified as they provide their responses.

Additionally, the lack of staff meetings due to the strike made it impossible to look at the data during the year.

One point that needs to be reinforced with the students next year is the importance of doing things like talking to adults ‘many times’ or ‘all of the time’, as opposed to ‘sometimes’. The more consistently pro-active the students are in this regard, the easier it will be for us to model and guide behaviour. This needs to be reviewed and reinforced at staff meetings and class meetings throughout the year.

Objective 2.3: To ensure that the school’s emergency supplies are up-to-date and able to support students for a protracted period in the event of a catastrophic disaster.

Trend Data Analysis:

Looking at our supplies, it appears that most of the necessities are now in place. One area that needed upgrading was the student comfort kits. We have instituted a small school fee to cover the basic necessities of a comfort kit. This will allow us to take advantage of ‘economy of scale’ and ensure that all students will have access to similar materials in their comfort kits.

Once again, the strike prevented us from meeting with staff to discuss a) how we were going to organize a full scale release, and b) debrief afterwards. We have therefore postponed the release until early in the fall. This will allow us to train grade 5 and 6 students as helpers, meaning that we will then have trained volunteers for 3 years. It will also act as a bit of a ‘deadline’ to help encourage parents to return the emergency contact forms.

Once the drill is complete, an analysis done, and additional supplies purchased, it is likely that this goal can be ‘retired’.

Previous School Plan Goal 3: To improve the achievement for each Aboriginal student.

Objective 3.1: To improve academic success of Aboriginal students.

Trend Data Table:

Key Performance Measure: Percentage of FN students meeting or exceeding expectations in Math on year end report cards			
	Baseline	Target	Actual
2008	53%	55%	
2009			55%
2010			61%
2011			68%
2012		70%	
2013			

Key Performance Measure: Percentage of FN students in Grades 1-3 meeting or exceeding expectations in Reading on year end report cards. Note: Sample size is 7.			
	Baseline	Target	Actual
2010	33%	50%	
2011			57%
2012		60%	
2013			

Key Performance Measure: Percentage of FN students in grades 4-7 meeting or exceeding expectations in Language Arts on year end report cards			
	Baseline	Target	Actual
2010	67%	75%	
2011			58%
2012		60%	
2013			

Trend Data Analysis:

We continue to make progress with improving the academic success of our First Nations students. The additional First Nations literacy time has been a great support, as has the addition of Latash Nahanee as our First Nations Support Worker. Latash has added a cultural piece that has helped many of our students bring meaningful expressions of FN culture into the school—and as a result feel more connected to the school and the academic work that goes on in classes.

Collecting year-end report card data does not present the clearest picture of academic progress—some of the individuals for whom we collect data are designated, or on adapted or modified programs, and in those cases the report card mark is based on those factors. Collecting data at the individual level would be much more powerful, but it is not the kind of thing that can be shared in a public document.

Objective 3.2: To enhance Aboriginal students' sense of belonging by involving the school community in opportunities to appreciate the history, traditions, and culture of First Nations people.

Trend Data Analysis:

This has been a tremendous success. All students in all classes have been involved in a weaving project with First Nations elders. Additionally, Some of our First Nations students have helped to design and paint 4 large (8X10) murals. The outside of Lynnmour will be painted this year, and we will lose some of the external artwork painted by students more than 15 years ago. However, we will have the new murals ready for installation in the fall. They will be mounted in a place of honour at the front of the school—wonderful that the first thing one sees when approaching the school will be authentic cultural pieces that link Lynnmour to those on whose ancestral lands the school is situated. And, because the murals are painted on plywood, they can be removed and re-installed if and when a new school is constructed.

Lastly, a wonderful video project is underway with a First Nations filmmaker. Using funds from the District of North Vancouver (provided through the community amenity fee from new developments) First Nations and other students are helping making a movie that features a modern 'spin' on a traditional legend.

These projects have integrated First Nations culture into the regular life of the school in a meaningful and authentic way. As this is now part of the fabric of the school, we can declare that this goal has been met and can be retired. Of course, that does not mean we stop doing these sorts of things!

Objective 3.3: To improve the attendance of Aboriginal students.

Trend Data Analysis:

An analysis of the attendance data from the past few years leads us to an inescapable fact: while there are some First Nation students whose attendance is a concern, the same can be said for others in the school population as well. Poor attendance is not related to being First Nations, but to the specific family dynamics in play in a few cases. As such, we will retire this goal, not because it has been met per se, but because we are collecting data on something that won't make a difference.

What we hope will make a difference, particularly in high school, is a feeling of connectedness to school. We have replaced this goal with the new one. Hopefully, the information we collect from the students as they make the transition from grade 7 to grade 8 will provide us with ideas as to how to increase their individual motivation to stay in school.

Opportunities for Further Development:

Once again, we were able to carry over block budget funds that we then used to purchase items we cannot ask our PAC for. These funds were used to buy much needed socials and science resources. Additionally, an accounting change that returned to the school a percentage of funds from the rental of the gym provided more funds for curricular purposes. We need to continue to use these funding sources in that way. Our generous PAC has provided funds to purchase additional classroom materials used to enrich and support literacy at all levels. This year, they purchased 12 iPADS. We continue to be grateful to our PAC for their assistance in this regard.

For the second year in a row we started the year with 20 fewer students than we ended with in the previous June. However, we have steadily picked up students as the year has progressed and our enrolment, although down, is not down as much as it otherwise might have been. Although it is hard to be substantially creative in class organization in a smaller school, it will be important to ensure that we leave room for growth at every grade level. We hope that the steady influx of students that we experienced this year continues next. This year our Kindergarten class ended up with 21, and we already have 18 for the fall.

There continues to be hope for more students on the horizon. Our 6 students from the Polygon condo development will be joined (we hope) by a similar number from new project on Orwell. The real estate market is picking up, and additional new construction in the immediate neighbourhood is a distinct possibility. Polygon sold out their development in a few months, a fact that we hope will spur others to start additional projects. Although it is a few years away, the high-rise development across the highway will substantially increase the density in this catchment area. We will continue our 'open door' policy with potential buyers—all will be welcomed into the school without needing to make an appointment. We might not be able to provide a fancy tour, but we will find a way for someone to have a quick chat. As mentioned previously, there is a warm, inclusive, and welcoming feeling at this school—something we have to maintain so that it is still there when the student population begins to once again increase to the point where we can add a division.

The District of North Vancouver requires developers to pay a 'community amenities fee'—money that can be used by the community to enhance the neighbourhood. Previously, these funds were used to help construct the new Boys and Girls Club. This year, we were able to get the District to fund a First Nations literacy project in which some of our students will use iPads to re-create a traditional legend. Hopefully this can be an on-going source of additional funds and cooperation.

During the year, students from the Human Kinetics program at Capilano University visited Lynnmour to observe our students as part of a 'lab' assignment. We now have a solid working relationship between Lynnmour and this department at CAP. Our students get the benefit of working with university students, and the Cap students get access to 'live' subjects as part of their studies. We hope to expand this relationship beyond this department. Perhaps, when the time comes to build a new school here, we can tap into funds through Cap to do something above and beyond what would otherwise be possible and create a school that will have additional amenities. Perhaps a post-modern spin on the old 'Normal School' model (!)

We are very excited that Mary Sparks, our counsellor, will also be assigned to Windsor next year. She will be able to provide information that will ease the transition for our students from grade 7 to grade 8. She will also be able to provide us with feedback to help our planning here.

Most importantly, it is our sincere hope the strike is settled and things return to 'normal' in public schools. The inability to have conversations in staff meetings and collect data has hindered reflective analysis. Having said that, we have, through a lot of effort, been able to keep the relationship between staff, administration, students, and parents a positive one with no lingering acrimony. We hope that this provides a springboard for the next academic year.

School Goals for 2012-2013:

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

- 1. To improve reading proficiency in students K-7, particularly those 'at risk' of low achievement.**
- 2. To increase students' sense of safety, responsibility and belonging.**
- 3. To improve the achievement for each Aboriginal student**

School Goal 1:

To improve reading proficiency in students K-7, particularly those ‘at risk’ of low achievement.

Goal Rationale:

Reading proficiency is a key foundation for student achievement in all areas. In reviewing the data from past plans the staff and community believe that there is a need to continue to address a focus on improving reading proficiency. We have decided to focus more on those students ‘at risk’ or ‘low achievement’. The TOPA does allow us to identify students who need extra assistance in a very timely manner—and, guided by the results, allows us to direct resources to those who will greatly benefit from additional academic help.

Objective 1.1:

To improve the percentage of students who meet the expectation for reading readiness and early literacy by the end of kindergarten as measured by the TOPA (>25%).

Strategies/Structures:

- To provide intervention for identified students as based on assessments and SBT recommendations
- Continue with all components of Firm Foundations
- Continue to provide phonological awareness training for at-risk students, as identified through January TOPA
- Continue to use Cooperative Learning strategies such as: Buddy Reading, Peer Reading, Reading with the Service Dog
- Continue to make use of parent volunteers in classrooms to help with Firm Foundations and Reading Readiness
- Track K students who score <25%ile in June retesting through grade 1 and provide interventions as needed
- Make use of iPads to provide an additional avenue to enhance reading readiness

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
TOPA testing percentage of kindergarten students >25%ile	89% (January 2012)	100%	(June 2012)

Objective 1.2:

To improve the reading skills of students in grades 1 –7

Strategies/Structures:

- Continue to provide small group guided reading instruction for all grade one students
- Continue to provide reading intervention for identified students through Learning Assistance Teachers (LAC)
- Continue using school-wide use of District Reading Assessment tool in grades 2-7 (to be replaced over time with district assessment tool, RAD)
- Continue school-wide Guided Reading grades 2 - 7
- Continue to focus on implementing Reading 44 components related to reading in the content area grades 1 – 7
- Use of Instructional Intelligence activities to support students' understanding of non-fiction text
- Continue to dedicate funds towards resources
- Continue to provide access to Academy of Reading for students who would benefit from that kind of extra practice
- Begin using iPads as an additional tool to enhance reading skills, particularly in the upper intermediate grades where motivation can be an issue

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percentage of students in grade 1 'at risk' On 'Dibels" testing results	(Feb. 2013)	20%	(June 2013)
Percentage of students in grade 2 'at risk' On 'Dibels" testing results	(Feb. 2013)	15%	(June 2013)
Percentage of students in grade 3 'at risk' On 'Dibels" testing results	(Feb. 2013)	10%	(June 2013)
Percentage of students in grade 1- 3 meeting or exceeding expectations in Reading on 1st term report cards	(Sept. 2013)	60%	(Sept. 2013)
Percentage of students in grade 4-7 meeting or exceeding expectations in Language Arts on 1st term report cards	(Sept. 2013)	75%	(Sept. 2014)

Evidence: (Quantitative)

Key Performance Measure: Scores on the Reading Assessment Device (RAD) for 2010-2011. % of students within each category. Target: to have at least 25% of the students who score in categories 1, 2, or 3 on any of the 4 sections of the first test move up a category once the test is administered a second time during the same year.	September 2012 Baseline				June 2013 Actual**			
	1. Not Yet Within Expectations	2. Minimally Meets Expectations	3. Fully Meets Expectations	4. Exceeds Expectations	1. Not Yet Within Expectations	2. Minimally Meets Expectations	3. Fully Meets Expectations	4. Exceeds Expectations
Grade 1 (n=)								
Pre-Reading Strategies								
Comprehension								
Analysis								
Grade 2* (n=)								
Pre-Reading Strategies								
Comprehension								
Analysis								
Grade 3* (n=)								
Pre-Reading Strategies								
Comprehension								
Analysis								
Grade 4 (n=)								
Pre-Reading Strategies								
Comprehension								
Analysis								
Grade 5 (n=)								
Pre-Reading Strategies								
Comprehension								
Analysis								
Grade 6 (n=)								
Pre-Reading Strategies								
Comprehension								
Analysis								
Grade 7 (n=)								
Pre-Reading Strategies								
Comprehension								
Analysis								

School Goal 2:

To increase students' sense of safety, responsibility and belonging.

Goal Rationale:

Through past years' Safe School audits, violence prevention and crisis management have been identified as areas for focus. A key ingredient for positive change in the elementary school is the effective involvement of students. Student opportunity, engagement, and recognition within the school community can shape a school's climate and facilitate constructive change. There has been a noticeable amount of economic stress on the education system this year. The increased monetary pressures on families, uncertainty over parental jobs and other factors add another layer of difficulty that some of our students have to deal with. As a result, we will continue with this important goal for another year.

One of the problems that we have faced has been the changing nature of surveys. Some have offered great promise, but questions have changed and/or not been completed from year to year at the district level. Also, we have witnessed students sabotaging on-line surveys and the FSA exams. We were provided with a paper copy of survey questions, which we will use as the basis of data going forward. A survey that is administered and collected by the classroom teacher offers a much richer and reliable source of data as questions will not change from year to year and can be explained and discussed in detail.

The use and misuse of social media continues to be an issue at all schools across the province. It may be time to have a separate goal dedicated to internet safety and social media for the 2013-2014 school plan.

We have discovered that our emergency preparedness supplies are inadequate to sustain a prolonged school closure due to a catastrophic disaster. Having witnessed how difficult it has been for a nation as prepared as Japan to deal with the effects of a large earthquake, we need to ensure that we have a reasonable amount of supplies on hand to keep our kids safe in a disaster until such a time as their parents can come to the school and pick them up.

Objective 1.1:-+

To develop socially responsible student behaviours through the use of preventative and proactive programs.

Strategies/Structures:

- Promote and teach socially responsible behaviours through programs and activities such as: Second Step Program, class meetings, Focus on Bullying etc...
- Use resources from the community and School District to support teaching of positive behaviour
- Participate in in-service opportunities such as: district in-service, ed leadership time, peer teaching/modeling, school professional days
- Continue to promote community awareness of violence prevention curriculum through venues such as: bulletin boards, websites, PAC meetings, newsletter etc....
- School-wide review of assessment, evaluation and reporting of Social Responsibility performance
- Recognize anti-bullying day and other significant dates and or events have an anti-bullying day assembly and take a school wide commitment not to bully
- Highlight activities and responsible leaders on the digital display board in the main hallway and on the website
- Continue work on education students on how to avoid and prevent cyber-bullying
- Continue with presentations by high school students and the RCMP liaison officers on internet safety

Evidence: (Quantitative)

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey (administered by the classroom teacher) % of students in grades 4-7 responding "Many times" or "All the time"	Baseline (May 2012)	Target	Actual (April 2013)
I feel safe at school.	79%	90%	
I feel safe in my neighbourhood or community.	86%	90%	
Did you volunteer your time this year to help make the school a better place?	57%	75%	
When I see bullying, I tell an adult at school.	54%	75%	
When I see bullying, I try to help the person being bullied.	64%	80%	

Objective 2.2:

To ensure that the school's emergency supplies are up-to-date and able to support students for a protracted period in the event of a catastrophic disaster.

Strategies/Structures:

- Using the Emergency Management Manual, ensure that all of the supplies needed are in place and accessible. This includes a new container outside.
- Work cooperatively with the Boys and Girls Club to share expenses as they may be the ones required to look after our students should a disaster happen when school has been dismissed for the day but when students are still at the Club.
- Conduct a student release early in the fall of 2012—this will provide parents with a deadline to return forms by.

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Supplies are up-to-date
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Conduct a full scale release in the fall of 2012 ensuring that all staff are involved and students at grades 5 and 6 are trained so that there is a cadre of trained helpers available for the next 3 years.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

School Goal 3: To improve the achievement for each Aboriginal student.

Goal Rationale:

18% of Lynnmour's population are of Aboriginal background. Provincially, graduation rates of aboriginal students are of great concern. This goal addresses some of the unique needs of the Aboriginal student population along with the explicit needs of each student.

We have added a new objective about 'connectedness' between elementary and secondary. We have listed the objective here due to the concern about graduation rates. However, it is applicable to all students. As the number of First Nations students is so small that individuals could be identified in the data, we will collect surveys from all grade 7 students and re-administer the survey once they reach grade 8.

Objective 3.1:

To improve academic success of Aboriginal students.

Strategies/Structures:

- Continue to provide intervention for identified students through Learning Assistance Teachers (LAC) and Support Staff
- Continue to identify at risk students through a variety of assessment tools
- Continue, Guided Reading, the teaching of Reading 44 strategies, and/or Reading for Lifelong Learning (First Nations Reading 44) strategies in place for identified students
- Continued contact with parents from the FN community
- Make use of the First Nations Book Bin
- Provide computer assisted reading and writing programs for identified students such as: Academy of Reading and Academy of Math
- Make use of NEOs and Laptops for selected Aboriginal students
- Provide more opportunities to support students through Math interventions individually and in small groups emphasising Math 44
- Explore ways to coordinate events/support with District 44's First Nations Support workers/teachers
- Use iPads as another tool to facilitate learning

Key Performance Measure:	Baseline	Target	Actual
Percentage of FN students in grades 1-7 meeting or exceeding expectations in Math on year end report cards	68% (2011)	70%	(2012)
Percentage of FN students in grades 1-3 meeting or exceeding expectations in Reading on year end report cards * Note: sample size is 7 students	57% (2011)	60%	(2012)
Percentage of FN students in grades 4-7 meeting or exceeding expectations in Language Arts on year end report cards	58% (2011)	60%	(2012)

Objective 3.2:

To increase the sense of 'connectedness' between elementary and secondary schools.

Strategies/Structures:

- Arrange for more visits from high school teachers, admin, and counsellors earlier in the academic year
- Arrange for visits from Fine Arts groups
- Ensure that information on athletic events (basketball games, etc) is shared with the existing grade 7 class
- Use Mary Sparks, counsellor at both Lynnmour and Windsor, as a link between the two schools
- Post high school newsletters near the grade 7 classroom

Key Performance Measure:	Baseline	Target	Actual
Grade 7/8 Transition Survey. % of students responding 'Quite comfortable' or 'Very Comfortable' to the following question:			
How comfortable are you with the idea of starting secondary school?	42% (May 2012)	60% (May 2013)	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Students in grade 8 will be given a similar questionnaire. One of the questions on that survey is "What are some activities that might be helpful in making the transition to secondary school easier for you." Results will be collected early in the school year for analysis so that changes can be made within the calendar year.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Click here to type qualitative TARGET comments

Qualitative Actual:

- [Click here to type qualitative ACTUAL comments](#)

Connections:

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

- 1. To improve reading proficiency in students K-7, particularly those 'at risk' of low achievement.**

This goal lines up with the District Goal #1: To improve the success rates of students who are not yet meeting expectations for reading, writing, listening, and/or speaking as measured by performance standards. Specifically, the focus on early literacy success is one of the '4 pillars' of literacy. This goal also aligns with the Windsor's Goal #2: To improve the percentage of students who are meeting expectations in Literacy (reading, writing, and oral).

- 2. To increase students' sense of safety, responsibility and belonging.**

This goal also lines up nicely goals at both the district and family of schools level. The alignment with District Goal #2, which focuses on emphasizing safe, caring, and relational aspects of instruction to improve completion rates. Additionally, there is also a close fit with Windsor's first goal, which focuses on increasing the number of students who feel that they belong and are valued.

- 3. To improve the achievement for each Aboriginal student.**

Along with early literacy, reading success for Aboriginal learners is another of the 4 pillars of literacy. This is also a specific District Goal (#3) and a Goal at Windsor (#1); additionally, there are numerous references to increased academic success of Aboriginal learners sprinkled throughout the District Achievement Contract and the Windsor School plan.

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

School Planning Council Approval of Proposed School Plan:

Date: 28MAY12

Name	Signature
Chairperson (Principal) Ross Bligh	<i>Original Document signed by SPC Members</i>
Teacher	
Parent Janice Fletcher	
Parent	
Parent	
Student <i>(Gr 10, 11, 12 schools only)</i>	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent
June 18, 2012