

North Vancouver School District SCHOOL PLAN for 2012-2013

School: Upper Lynn Elementary
Address: 1540 Coleman Road
 North Vancouver, BC V7K 1W8
Phone: 604-903-3820

School/Community Context:

“The Upper Lynn School Community serves to assist each and every student in realizing their full potential in an atmosphere that promotes healthy intellectual, emotional, social and physical growth.”

Upper Lynn School is located in upper Lynn Valley, in a medium density residential neighbourhood. The school was built in 1959, on a 2.2 hectare site, with additions and renovations completed in late 2001. The school is located on a north-south sloping site, with the primary (K-3) classrooms, Learning Achievement Centre, Student Services, Library, main administration offices, multipurpose room and gymnasium on the main floor and intermediate (4-7) classrooms, ESL, Computer Lab, and music room located upstairs.

There is a well-established Parent Advisory Committee, that has an Executive (table officers, and Members-at-Large). Through parent-teacher meetings, PAC meetings, open houses, parent assemblies, and newsletters parents indicate their interest in being involved in school activities.

In addition to comprehensive academics, Upper Lynn School places an emphasis on athletics, including; an extracurricular ski program for grades 4-7 students at Grouse Mountain, mountain bike club, kilometre club, full track and field program, tennis program (alternating years), and volleyball and basketball. In addition we value our student leadership programs that include; a Grade seven leadership program, Peer Mediators, Crossing Guard Program, and Recycling Program. Several classes also participate in a district sponsored Salmonid Enhancement program. Positive student behaviour at the school is based largely on the principles of Effective Behaviour Support, and is successfully maintained at our school through consistent application, and discussion of our Code of Conduct by all members of the school. Regular and ongoing community based events, such as our annual Spring Carnival, Family Fun Night, Band Performances, Christmas Concerts, and Talent Shows highlight the value placed on school and community interaction. Please visit our web site at <http://upperlynn.nvsg44.bc.ca> to learn more about the school.

Demographics (2011-2012 school year):

Total number of students: 475 Male: 239 Female: 236

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	52	48	52	62	68	59	57	69

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
25.22	2	7	2	2

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the reading proficiency of all students who are not yet meeting expectations for reading as measured by ministry performance standards

Objective 1.1: To increase the percentage of students who meet the expectations for reading readiness and early literacy by the end of Kindergarten and Grade 1 as measured by the Test of Phonological Awareness (TOPA) and report cards

Trend Data Table:

Key Performance Measure: Test of Phonological Awareness – Students meeting reading readiness requirements (above 35%)			
	Baseline	Target	Actual
2010-11	93% Jan 2011	100% June 2011	98%
2009-10	77% Jan 2010	82% June 2010	98%
2008-09	92% Jan 2009	95% June 2009	98%

Trend Data Table:

Key Performance Measure: Report Card Marks - Students meeting or exceeding expectations for Reading - Kindergarten			
	Baseline	Target	Actual
2010-11	87% Term 1	90% June 2011	93%
2009-10	64% Term 1	69% June 2010	84%
2008-09	93% Term 1	96% June 2009	86%

Trend Data Table:

Key Performance Measure: Report Card Marks - Students meeting or exceeding expectations for Reading – Grade 1			
	Baseline	Target	Actual
2010-11	81% Term 1	84% June 2011	84%
2009-10	83% Term 1	88% June 2010	86% June 2010
2008-09	89% Term1	92% June 2009	92%

Trend Data Analysis:

- Excellent progress has been made on a consistent basis over the past three years
- Consistently high results on TOPA provide rationale for removing this as a key performance measure and making an adjustment to objective 1.1 for the 2012-13 plan.
- Due to teacher strike, unable to gather qualitative data

Objective 1.2: To increase the percentage of students in grades 2-7 able to identify the main idea and summarize main ideas in written passages (reading skills) as measured by the Reading Assessment Device (RAD).

Trend Data Table:

Key Performance Measure: RAD Fall Grade 2 fully meeting or exceeding expectations – Comprehension component			
	Baseline	Target	Actual
2010-11	47% Fall 2010	75% Spring 2011	66%
2009-10	24% Fall 2009	29% Spring 2010	69%
2008-09	77% Fall 2008	80% Spring 2009	N/A

Trend Data Table:

Key Performance Measure: RAD Fall Grade 3 fully meeting or exceeding expectations – Comprehension component			
	Baseline	Target	Actual
2010-11	61% Fall 2010	75% Spring 2011	67%
2009-10	69% Fall 2009	74% Spring 2010	71%
2008-09	52% Fall 2008	55% Spring 2009	N/A

Trend Data Table:

Key Performance Measure: RAD Fall Grade 4 fully meeting or exceeding expectations – Comprehension component			
	Baseline	Target	Actual
2010-11	76% Fall 2010	85% Spring 2011	72%
2009-10	58% Fall 2009	63% Spring 2010	40%
2008-09	81% Fall 2008	84% Spring 2009	N/A

Trend Data Table:

Key Performance Measure: RAD Fall Grade 5 fully meeting or exceeding expectations – Comprehension component			
	Baseline	Target	Actual
2010-11	52% Fall 2010	75% Spring 2011	65%
2009-10	39% Fall 2009	44% Spring 2010	68%
2008-09	46% Fall 2008	49% Spring 2009	N/A

Trend Data Table:

Key Performance Measure: RAD Fall Grade 6 fully meeting or exceeding expectations – Comprehension component			
	Baseline	Target	Actual
2010-11	30% Fall 2010	75% Spring 2011	37%
2009-10	40% Fall 2009	45% Spring 2010	56%
2008-09	57% Fall 2008	60% Spring 2009	N/A

Trend Data Table:

Key Performance Measure: RAD Fall Grade 7 fully meeting or exceeding expectations – Comprehension component			
	Baseline	Target	Actual
2010-11	62% Fall 2010	75% Spring 2011	74%
2009-10	46% Fall 2009	51% Spring 2010	46%
2008-09	43% Fall 2008	46% Spring 2009	N/A

Trend Data Analysis:

- Noted that many of the strategies identified in the 2011-12 plan have been successfully implemented and need to be sustained over time in order to evaluate effectiveness
- Due to teacher’s strike, specific cohort (grade 5 in 2011-12) will be tracked using the RAD for the 2012-13 plan
- Due to the teacher strike, unable to consider other assessment measures to either complement or replace the RAD or collect qualitative data

Previous School Plan Goal 2: To increase Intermediate student sense of physical and emotional safety and Intermediate student sense of belonging at Upper Lynn as measured by the Ministry Satisfaction Survey and School District Social Responsibility Survey

Objective 2.1: To increase the percentage of grade 4 &7 students who report feeling a sense of belonging to Upper Lynn as measured by the Ministry’s Satisfaction Survey

Trend Data Table:

Key Performance Measure: Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “Do you feel welcome at your school?”			
	Baseline	Target	Actual
	86% April 2009	91% April 2012	

** Note: the “actual” data reported from the Ministry’s Satisfaction Survey is from the same general cohort in grade 7.

Trend Data Analysis:

- Cohort database continues to be developed that will help with trend data analysis of this objective in the future
- Noted that many of the strategies identified in the 2011-12 plan have been successfully implemented and need to be sustained over time in order to evaluate effectiveness

Objective 2.2: To increase student sense of physical and emotional safety as measured by the Ministry’s Satisfaction Survey and school district Social Responsibility Survey for Intermediate Students

Trend Data Table:

Key Performance Measure: Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “I feel safe at school.”			
	Baseline	Target	Actual
	89% April 2009	94% April 2012	

Trend Data Table:

Key Performance Measure: Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “At school, are you bullied, teased, or picked on?”			
	Baseline	Target	Actual
	6% April 2009	3% April 2012	

** Note: the “actual” data reported from the Ministry’s Satisfaction Survey is from the same general cohort in grade 7.

Trend Data Table:

Key Performance Measure: School District Social Responsibility Survey – Grade 4 students responding “All the time” or “Many times” to “I feel safe at school.”			
	Baseline	Target	Actual
	85% Fall 2010	90% Fall 2011	

Trend Data Table:

Key Performance Measure: School District Social Responsibility Survey – Grade 4 students responding “All the time” or “Many times” to “I am bullied/teased at school.”			
	Baseline	Target	Actual
	17% Fall 2010	12% Fall 2011	

Trend Data Table:

Key Performance Measure: School District Social Responsibility Survey – Grade 5 students responding “All the time” or “Many times” to “I feel safe at school.”			
	Baseline	Target	Actual
	92% Fall 2010	97% Fall 2011	

Trend Data Table:

Key Performance Measure: School District Social Responsibility Survey – Grade 5 students responding “All the time” or “Many times” to “I am bullied/teased at school.”			
	Baseline	Target	Actual
	13% Fall 2010	8% Fall 2011	

Trend Data Table:

Key Performance Measure: School District Social Responsibility Survey – Grade 6 students responding “All the time” or “Many times” to “I feel safe at school.”			
	Baseline	Target	Actual
	86% Fall 2010	91% Fall 2011	

Trend Data Table:

Key Performance Measure: School District Social Responsibility Survey – Grade 6 students responding “All the time” or “Many times” to “I am bullied/teased at school.”			
	Baseline	Target	Actual
	11% Fall 2010	6% Fall 2011	

****Note:** the “actual” data from the district’s *Social Responsibility Survey for Intermediate Students* to be reported for grade 4 students will be the grade 5 data from the next year. The same method of data reporting is used for grades 5 and 6.

Trend Data Analysis:

- Cohort database continues to be developed that will help with trend data analysis of this objective in the future
- Noted that many of the strategies identified in the 2011-12 plan have been successfully implemented and need to be sustained over time in order to evaluate effectiveness
- Due to the teacher strike, unable to collect data for analysis

Opportunities for Further Development:

- Goals and objectives will carry over for the 2012-13 plan with the following notes
- Pursue opportunities to gather qualitative data for objectives 1.1 and 1.2
- Continue to build a cohort database of assessment results to assist with the identification and development of goals, objectives, and strategies

School Goals for 2012-2013:

Due to the teacher strike, the SPC decided to “roll-over” the 2011-12 goals, objectives and key performance measures with minor adjustments. Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Upper Lynn Elementary School Plan for 2012-13 are:

- 1. To improve the reading proficiency of all students who are not yet meeting expectations for reading as measured by ministry performance standards**
- 2. To increase Intermediate student sense of physical and emotional safety and Intermediate student sense of belonging at Upper Lynn as measured by the Ministry’s Satisfaction Survey**

School Goal 1:

To improve the reading proficiency of all students who are not yet meeting expectations for reading as measured by ministry performance standards

Goal Rationale:

A consensus of opinion at Upper Lynn was that maintaining a standard where ALL students were above the 'at risk' marker was a very worthwhile goal, and one that would establish a foundation for reading readiness that would provide long term support for each learner.

Following an analysis of the data, a particular cohort emerged to be followed in order to monitor improved progress.

Objective 1.1:

To increase the percentage of students who meet the expectations for reading readiness and early literacy by the end of Kindergarten and Grade 1 as measured by the Test of Phonological Awareness (TOPA) and report cards

Strategies/Structures:

Administer the Test of Phonological Awareness (TOPA) to all Kindergarten students during January of each school year

- In the fall, continue to administer DIBELS (Oral Reading Fluency) assessments to grade 1 students identified as at risk in June TOPA re-assessment or based on teacher referral
- Identify and track students who are not meeting expectations (scoring up to the 35th percentile) on the TOPA test for Kindergarten.
- Investigate further tool(s) to assess grade 1 reading progress
- Provide individualized instruction and intervention programs for identified students through the Learning Assistance Teachers, Special Education Aides and Learning Support Worker (e.g. Phonographix, Orton Gillingham, Phonemic Awareness programs, Readwell, *Launch Into Reading Success*, *Our Turn to Talk*)
- Implement support programs (Learning Achievement Centre, Learning Support Worker, classroom programs) for students identified through the DIBELS assessment as being at-risk
- Continue to implement all components of *Reading 44* and *Firm Foundations* in all Kindergarten and Grade 1 classes
- Continue to provide phonological awareness training for at-risk students, as identified through the TOPA
- Continue to use Cooperative Learning strategies (Buddy Reading, Peer Reading)
- Provide home reading program for kindergarten and grade 1 students

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target June 2012	Actual June 2012
Test Of Phonological Awareness (TOPA) 2011-12 Students meeting reading readiness requirements (above 25 th %ile)	90% Jan. 2012	96%	

Report Card Marks 2011-12 Students meeting or exceeding expectations for Reading - Kindergarten	Not available 1 st term		
Report Card Marks 2011-12 Students meeting or exceeding expectations for Reading – Grade 1	Not available 1 st term		

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> – Kindergarten and grade 1 teachers will provide anecdotal comments at November 2012 Primary Team meeting regarding the development of reading readiness and early literacy skills by kindergarten students. An example question might be, “Given your experience, how do you feel about your students’ reading readiness and early literacy skills?”
<p>Qualitative Target:</p> <ul style="list-style-type: none"> – Kindergarten and grade 1 teachers will provide anecdotal comments at June 2013 Primary Team meeting regarding the development of reading readiness and early literacy skills by kindergarten students and the effectiveness of strategies. An example question might be, “Given your experience, how do you feel about your students’ reading readiness and early literacy skills?”
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> –

Objective 1.2:

To increase the percentage of students in grade 6* able to identify the main idea and summarize main ideas in written passages (reading skills) as measured by the Reading Assessment Device (RAD).

* Limited data available due to teacher strike, thus the focus on grade 5 cohort only

Strategies/Structures:

- Implement *Reading 44* strategies related to determining the most important ideas and events and the relationship between them and summarizing what has been read
- Provide parents with activities through class notices and school newsletters to support their child’s skill development
- Use November RAD results to assist with identifying students for additional support through the Upper Lynn Learning Achievement Centre

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
RAD Fall Grade 5 fully meeting or exceeding expectations – Comprehension component	66% Fall 2011	71% Fall 2012	

Evidence: *(Qualitative)*

Qualitative Baseline:

Qualitative Baseline:

- grade 2-7 teachers have been using the RAD, but would like to look at alternative assessment tools

Qualitative Target:

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)

Qualitative Actual:

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School Goal 2:

To increase Intermediate student sense of physical and emotional safety and Intermediate student sense of belonging at Upper Lynn as measured by the Ministry's Satisfaction Survey

Goal Rationale:

Following the analysis of the Safe and Caring Schools assessment and the school district's Social Responsibility Survey it was determined that providing a **Positive School Climate** is critical to the success of Upper Lynn Elementary School. Fostering and maintaining a sense of student belonging is critical to a positive school climate.

Objective 2.1:

To increase the percentage of grade 4 & 7 students who report feeling a sense of belonging to Upper Lynn as measured by the Ministry's Satisfaction Survey

Strategies/Structures:

- Continue to engage grade 7 students in grade 7 leadership program and seek opportunities to enhance the program
- Increase the number of peer mediators available at recess and lunch through training provided by the school counsellor
- Collaborate with Parent Council (PAC) to provide parent workshops on the topic of developing a sense of safety and belonging in children
- Support and expand the initiatives that were introduced by classroom teachers and behaviour support worker in 2010-11 (e.g. class meetings, TRIBES)

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “Do you feel welcome at your school?”	79% April 2010	85% April 2013	

** Note: the “actual” data reported from the Ministry's Satisfaction Survey will be from the same general cohort in grade 7.

Objective 2.2:

To increase student sense of physical and emotional safety as measured by the Ministry's Satisfaction Survey and school district Social Responsibility Survey for Intermediate Students

Strategies/Structures:

- Enhance the school's emergency procedures with a particular focus on earthquake preparedness
- With PAC support, provide St. John Ambulance First Aid training to grade 6 students
- Collaborate with Parent Council (PAC) to provide parent workshops on the topic of developing a sense of safety and belonging in children

- Expand the use of the ideas in “the school’s “Morning Messages” (based on the ideas in “The Virtues Project” and “Building Moral Intelligence”) by establishing monthly bulletin board displays and school newsletter contributions from students
- Recognize “Pink Shirt Day” in February to draw attention to the importance of developing a safe and caring community

Key Performance Measure:	Baseline	Target	Actual
Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “I feel safe at school.”	80% April 2010	85% April 2013	
Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “Do you feel welcome at school?”	79% April 2010	85% April 2013	

** Note: the “actual” data reported from the Ministry’s Satisfaction Survey will be from the same general cohort in grade 7.

Connections:

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

Argyle Family of School's School Plans

- The Principals of the Argyle Family of Schools meets on a bimonthly basis to discuss matters pertaining to the Family of Schools, including the goals, objectives, and strategies identified in our school plans and to make connections between schools
- Each of the schools in the Argyle Family of Schools shares a similar goal related to establishing and maintaining a safe and caring school

District Achievement Contract

- Upper Lynn's Goal 1 aligns with 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*
- Upper Lynn's Goal 2 aligns with District Goal 2: *To Improve completion rates for students in the school district by emphasizing the safe, caring, and relational aspects of instruction in our schools. District Objective 2.1: Increase numbers of elementary schools and/or families of schools participating in Collegial Conferencing projects on specific instructional practices that suit the needs of students transitioning to grade 8 and enhance their sense of belonging in school, in particular, is closely aligned with Upper Lynn Goal 2*

District Literacy Plan

- Upper Lynn's Goal 1 aligns with Pillar #2: *Reading Success in Schools* of the District Literacy Plan

North Shore Community Literacy Plan

Upper Lynn's Goal 1 aligns with one of the North Shore Community Literacy Plan's vision achievement indicators: *Reading is part of every child's life supported by their families and community*

Consultation Process of Upper Lynn 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 Upper Lynn 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 1, 2012

	Name	Signature
Chairperson (Principal)	Todd Henderson	<i>Original Document signed by SPC Members</i>
Teacher	Teachers not participating	
Parent	Alexandra Best	
Parent	Michelle Potts	
Parent	Louise Watson	
Student (Gr 10, 11, 12 schools only)		

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 11, 2012

Glossary of Terms

BC Performance Standards

The BC Performance Standards describe and illustrate four levels of student performance in terms of prescribed learning outcomes relevant to the key areas of reading, writing, numeracy, social responsibility and information and communication technology.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS is a formative early literacy assessment that can be used to identify students who may be at risk of reading difficulty, and to monitor student progress and guide instruction. DIBELS measures: recognizing initial sounds, naming the letters of the alphabet, segmenting the phonemes in a word, reading nonsense words, oral reading of a passage, retelling, and word use.

Firm Foundations

This document provides the learning continuum that early primary teachers need to facilitate their students' acquisitions of early literacy skills, in a play-based and socially interactive classroom. Key components of Firm Foundations are the instructional timeline, materials, and assessments for the teaching of early literacy skills such as rhyming, segmenting and blending, concept of print, and letter sound mastery.

Goals and Objectives

School Plan Goals and Objectives are statements about improving student learning or achievement. Goals and Objectives should be SMART (specific, measurable, achievable, relevant and timely). Goals are more general (e.g. to improve intermediate students' reading skills). Objectives are aligned with Goals but are more specific with respect to: the group of students, the subject area or specific aspect of curriculum, and the performance measure (e.g. to improve grade four students' proficiency in the area of reading for information, as measured by the RAD).

Our Turn to Talk

This oral language resource supports early primary educators in their efforts to increase the expressive language fluency of all young learners. The classroom component of the document provides strategies and activities to support oral language development. The intervention component is a developmental series of interactive small group sessions designed for students with specific language needs.

Performance Measures – Baseline, Target and Actual

Assessments or other evidence used to determine progress with respect to School Plan Goals and Objectives. Performance measures can include both qualitative and quantitative evidence. In the School Plan, performance measures should include: baseline data (starting point or pre-assessment), target data (estimated measure of increased/improved student achievement or growth) and actual data (measure of real growth or improvement).

Qualitative Evidence

Data that can be observed, but not necessarily measured; often anecdotal or descriptive data. Based on softer, more subjective data such as views, observations or feedback of participants or observers (e.g. comments from students, parents, observations by staff).

Quantitative Evidence

Data that can be measured (quantifiable). Deals with numbers. Generally hard, standardized or more objective data (e.g. TOPA, CCAT, DIBELS, Provincial Exam results, Grad rates, attendance), but can also include non-standardized assessment data (School Wide Writes, Report Cards).

Reading 44

Reading 44 is a classroom program written by the teachers of the North Vancouver School District. This resource outlines an explicit classroom reading program for all students K-10. The heart of the Reading 44 program lies in the "Daily Dozen," twelve reading strategies that good readers use. Instructional activities and graphic organizers are included in the document to encourage diverse learners to recognize, learn and practice these twelve strategies in order to become effective, critical readers.

Reading Assessment Device (RAD)

The RAD is a formative assessment tool that focuses on informational reading for grades 1 through 9. The RAD is designed to give teachers descriptive feedback in three aspects of reading described in the BC Performance Standards: strategies, comprehension and analysis. The primary purpose of the RAD is to help students learn more about themselves as readers and to help teachers plan for systematic reading comprehension instruction.

Strategies

School Plan Strategies are statements of what adults (staff, admin, parents, community) will do to support student learning. Strategies begin with a verb: (to provide, assess, identify, resource, research, in-service, implement, encourage, etc.) Strategies should align directly with objectives (e.g. provide resources and in-service to staff in the area of reading instruction).

Test of Phonological Awareness (TOPA)

The Test of Phonological Awareness (TOPA) assesses young children's phonological awareness. Because of its predictive relationship to reading acquisition, the TOPA is used as an early screening device in Kindergartens in the North Vancouver School District.