

North Vancouver School District SCHOOL PLAN for 2013-2014

School: Lynn Valley Elementary
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, completed in 2006, 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, as well as for grade 5 swimming lessons and class field trips.

Argyle Secondary School is within two blocks, enabling our students to develop a strong bond to their future high school. Argyle students volunteer here, 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. The Virtues Program, Student Council, Peer Mediators 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 329 Male 174 Female 155

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	47	40	40	43	42	30	39	48

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17.63	2.43%	11.85%	<1%	6.38%

Progress Analysis: Review of School Goals – Previous Year(s)

Previous School Plan Goal 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. Goal is based on the performance standards of meeting and exceeding

Key Performance Measure	Baseline May 2012 (previous year’s cohort)	Target 90% in all grades by February	Actual Feb 2013
School Wide Write % of children meeting and exceeding expectations in meaning and form based on performance standards			
Kindergarten (2011- 2012) Grade 1 (2012-2013)		90%	87%
Grade 1 (2011- 2012) Grade 2 (2012-2013)	80%	90%	89%
Grade 2 (2011- 2012) Grade 3 (2012-2013)	91%	90%	95%
Grade 3 (2011- 2012) Grade 4 (2012-2013)	95%	90%	89%
Grade 4 (2011- 2012) Grade 5 (2012-2013)	93%	90%	92%
Grade 5 (2011- 2012) Grade 6 (2012-2013)	93%	90%	88%
Grade 6 (2011- 2012) Grade 7 (2012-2013)	90%	90%	88%
Grade 7 (2011- 2012) Grade 8 (2012-2013)	90%	90%	Will be in grade 8

Trend Data:

The move away from May baselines makes comparative data difficult this year, as we have moved from looking at year end information to mid-year information. This change was agreed upon by the SPC because the “writing” of the school plans is finalized in April and by dealing with May information, we were working with information from eleven months previous, rather than current information.

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Writing scores have improved based on School Wide Write information over the past three years. Focused remedial support for students identified as not yet meeting expectations in writing, and documented tracking of those students is of paramount importance. It is our expectation that all students can succeed and meet provincial performance standards. This perception is supported by the School District Achievement Plan.

Based on these results, we will change our Writing Goal in the 2013-2014 School Plan, to focus on the remedial support and tracking of the students who are not yet meeting expectations. Tracking of universal School Wide Write data will continue as a standardized baseline.

Opportunities for Further Development:

Suggested change to Targeted and Intensive remediation with the hope of moving the success rate to 100% of all students meeting and exceeding expectations in writing

Previous School Goal: 2.0: To improve students' knowledge and understanding of basic math facts.

This is the school's first year with a math goal One was to have been implemented in 2011-2012, but due to job action that year, the math goal was not initiated until the fall of 2012

Grade one though seven students were to use a school based, curriculum referenced assessment Kindergarten students were to be assessed using the School District Numeracy Assessment

- 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: *(Quantitative)*

Key Performance Measures Baseline data: Winter 2012	Baseline	Target for May 2013	Actual May 2013
% of students meeting or exceeding expectations regarding math facts mastery in grade 1	Winter 2012 69%	100%	
% of students meeting or exceeding expectations regarding math facts mastery in grade 2	Winter 2012 21%	100%	
% of students meeting or exceeding expectations regarding math facts mastery in grade 3	Winter 2012 79%	100%	
% of students meeting or exceeding expectations regarding math facts mastery in grade 4	Winter 2012 35%	100%	
% of students meeting or exceeding expectations regarding math facts mastery in grade 5	Winter 2012 80%	100%	
% of students meeting or exceeding expectations regarding math facts mastery in grade 6	Winter 2012 69%	100%	
% of students meeting or exceeding expectations	Winter	100%	

regarding math facts mastery at in grade 7	2012 96%		
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Kindergarten Baseline Data

% of students meeting or exceeding expectations regarding number sense on the N V S D Kindergarten numeracy assessment	February 2013	Target 100%	Actual 94%
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Baseline data was established this winter with our new math goal. Staff discussed ways to make the assessment information valuable for informing best instructional practice. Teachers originally identified weak knowledge of math facts as a concern, and were keen to remedy the problem and to assess student performance levels with math facts.

The assessment tools administered did not directly match the originally proposed content of the assessment suggested for each grade level. Students in grade 1 & 2 were given adding and subtracting drills. Students in grades 3 to 7 were given mixed assessments (grade appropriate) of all four basic math operations. Teachers wanted to know how their students could achieve in all operations rather than just those originally proposed for assessments.

One problem with a tool comprised of mixed questions from the four basic math operations was that some students skipped one type of question entirely, yet still achieved good overall scores. We decided that in future it would be worthwhile to administer separate assessments for each operation (add, subtract, multiply, divide) as appropriate per grade level. This May, teachers will administer new, separate math fact assessments to be used as a better starting point for planning interventions and designing classroom instruction and remediation.

Opportunities for Further Development:

In future years, we'll administer math fact assessments in October and February. Results will enable us to focus math interventions and targeted learning supports to specific students and cohort groups. Currently, we are in our first year with targeted LAC for Math, and we plan to target Math LAC on a term by term basis next year using assessments across grade groups.

Currently we are piloting IXL math on-line with our grade 2/3 class and our 6/7 split class. This is a tool that may be used to support this goal, depending on pilot results.

This year, we have purchased 18 iPads which has enabled classroom teachers and LAC staff to pilot various math applications to support students' mastery of math facts. Tracking and assessment of some of these applications is currently being undertaken.

Previous School Goal 3.0: To increase the numbers of students who report feeling safe at school, having 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 safe, connected 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 itself, 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
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%	Different Cohort 97%
% 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%	Different Cohort 90%
% 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%	Different Cohort 97%
% 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%	Different cohort 86%

School Based Survey Student Data (results reflect the same cohort groups)

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%	Current grade 5s 90%
% of students in grade 4 who report they "feel that I belong and am welcome at Lynn Valley School"	74%	100%	Current grade 5s 87%

% 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%	Current grade 6s 76%
% of students in grade 5 who report they "feel that I belong and am welcome at Lynn Valley School"	72%	100%	Current grade 6s 74%
% 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%	Current grade 7s 84%
% of students in grade 6 who report they "feel that I belong and am welcome at Lynn Valley School"	77%	100%	Current grade 7s 98%

Opportunities for Further Development:

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, clubs, library helpers, lunch monitors, Valet Program, etc.)

Future Considerations:

- Satisfaction Survey questions only grades 4 & 7 it would benefit us to use the school survey for a broader range of results including grade 3 children
- Tease out the data into clear objective areas safety, belonging and attachment to an adult of trust
- Pursue the option of utilizing the Satisfaction Survey for grades 3-7 in the areas of school climate and student belonging That way we can look at cohort groups that are consistent rather than comparing this years' grade 4s and 7s to last years' groups

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Lynn Valley Elementary School Plan for 2013-2014 are

1. To provide targeted and intensive intervention to students who are not yet meeting expectations in writing based on fall report card results and February School Wide Write information.
2. To improve students' understanding and fluency of basic math facts.
3. To increase the numbers of students who report a sense of safety and belonging at school, and who have at least one adult they trust to talk to if they have a problem.

School Goal 1

To provide targeted and intensive remedial instruction to students who are not yet meeting expectations in writing based on fall report card results and February School Wide Write assessment.

Goal Rationale: We have worked diligently on universal instruction in the writing strands for the past several years. In aligning our School Plan with the Four Pillars of Instruction in our School District, we will now work systematically to provide targeted classroom instruction and intensive remedial programming to students who require it.

Objective 1.1 To identify students who require targeted classroom support with writing and intensive remedial support with writing and to provide appropriate interventions.

Strategies/Structures/Resources:

- Report card data will be used in November to identify students who are not yet meeting grade level expectations in writing based on BC Performance Standards
- As intermediate students are assessed with a combined Language Arts grade for oral language, reading and writing, teachers will be asked to provide a class list with a performance rating for each student in the area of writing
- A portion of LAC teaching allocations will be specifically targeted to written output support
- Writing 44 targeted classroom lessons, and lessons from *Excellence in Writing* will be provided to classes and cohort groups
- Librarian teaching time will be allocated to collaborative writing instruction with classroom teachers in the area of research and expository writing, particularly with primary cohort groups
- The writing leadership team will provide collegial in-service and support with assessment in writing
- The School Wide Write will continue on an annual basis in February as a tool to examine trends and cohort groups and to target interventions and resources

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Prescribed learning outcomes	Nov 2013	100% of students meeting & exceeding	
Term report card data (November 2012)		at each grade level	
February School Wide Write Data (February 2013)	Feb 2014		

Qualitative Baseline

- The numbers of students who are now meeting and exceeding expectations in writing based on May School Wide Write results, has improved during the past few years
- In alignment with our expectation that all children can succeed, we would like to closely examine the small percentage of students who are not yet meeting expectations and allocate teaching expertise and resources to explicitly support those children who are at risk
- Successful universal instructional practices will continue

Qualitative Target

- It is our expectation that we can further improve student results in the meeting and exceeding expectations categories
- Ideally, we would like 100% of children to be able to meet expectations and increase the proportion of students who are exceeding expectations

**School Goal 2.0:
Improve students' mastery of, and fluency with, basic math facts.**

Goal Rationale:

A good understanding of basic mathematical operations and fluency with the speed and accuracy of math facts is foundational to success across the mathematical strands, and enables students to think mathematically, to see patterns and relationships easily, and to find math easier and more enjoyable as a subject area. It also facilitates their ability to perform complex, multi-step math procedures and enables students to perform better across mathematical strands.

Objective 2.1: To increase students' mastery and understanding of basic math facts.

Strategies/Structures/Resources:

- Encourage/model effective universal strategies for teaching math facts
- Encourage/model effective universal strategies to support student understanding of basic operations
- Encourage/model daily math-fact drills/games and practise activities in classrooms
- Provide in-service and resources to support math fact games and technological applications
- Pursue new technological applications for mastering math facts (apps, websites, etc)
- Current pilot with IXLmath.com will be reviewed in May as a consideration for classroom or possibly targeted use in the 2013-2014 school year
- Target Math LAC instruction on a term by term basis to grade groups or cohorts based on on-going assessments throughout the year

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
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	Winter 2012/13		May 2013
% grade 1 students achieving 80% or more on school based curriculum referenced assessment	69%	100%	
% grade 2 students achieving 80% or more on school based curriculum referenced assessment	21%	100%	
% grade 3 students achieving 80% or more on school based curriculum referenced assessment	79%	100%	
% grade 4 students achieving 80% or more on school based curriculum referenced assessment	35%	100%	
% grade 5 students achieving 80% or more on school based curriculum referenced assessment	80%	100%	
% grade 6 students achieving 80% or more on school based curriculum referenced assessment	69%	100%	
% grade 7 students achieving 80% or more on school based curriculum referenced assessment	96%	100%	

The May 2013 data collected will be on two assessments (add and subtract) for grades 1 and 2, three assessments (add, subtract, multiply) for grade 3, and four assessments (add, subtract, multiply, divide) for grades 4, 5, 6, & 7

School Goal 3.0:

To increase the numbers of students who report a sense of safety and belonging at school, and who have at least one adult they trust to talk to should they have a problem.

Goal Rationale:

Students who feel safe at school, have a sense of belonging, and who feel supported by adults in their school environment have been shown to have better attendance, better academic performance and a greater sense of belonging than students who do not have connections in their school setting. A positive school climate is paramount to students' success in school.

Objective

3.1 To increase the number of students who feel safe at school.

Strategies/Structures:

- Virtues Program
- Peer Mediators
- Class wide programs such as "Friends"
- Roots of Empathy
- Buddy class activities so students connect with children older or younger than themselves, and so that they attach to another teacher
- Safety drills and discussions with students so they know what to expect in an emergency

- Counsellor instructed lessons and availability to support interpersonal problem solving
- Extend use of Satisfaction Survey so that cohort groups can be tracked accurately over time

Provincial Satisfaction Survey Student Data

Key Performance Measure:	Baseline April 2013	Target	Actual April 2014
% of students in grade 4 who report feeling "safe at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	97%	100%	
% of students in grade 7 who report feeling "safe at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	90%	100%	

School Based Survey Results

Key Performance Measure:	Baseline April 2013	Target	Actual April 2014
% of students in grade 4 who report feeling "safe at Lynn Valley School"	97%	100%	Current grade 5s
% of students in grade 5 who report feeling "safe at Lynn Valley School"	97%	100%	Current grade 6s
% of students in grade 6 who report feeling "safe at Lynn Valley School"	76%	100%	Current grade 7s
% of students in grade 7 who report feeling "safe at Lynn Valley School"	95%	100%	Will be in grade 8

Baseline information indicates that there is a significant difference in the sense of safety experienced by our grade 6 students

Objective 3.2

To increase the number of students who have a sense of belonging and engagement at school.

Rationale:

Students' sense of belonging in schools can also be linked to participation in extra-curricular activities, leadership opportunities, and school-based clubs and programs (e.g. sports, band, choir, student council, clubs, library helpers, lunch monitors, Valet Program, etc.). It is also linked to them feeling welcome at the school by having a sense of belonging in a group or team

Strategies/Structures:

- 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
- Student leadership opportunities for a greater sense of belonging and engagement in our upper intermediate students and a sense of responsibility for younger students by our older students, which research shows can reduce bullying

Satisfaction Survey Results

Key Performance Measure:	Baseline April 2013	Target	Actual April 2014
% of students in grade 4 who report feeling "welcome at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	97%	100%	Different Cohort
% of students in grade 7 who report feeling "welcome at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	86%	100%	Different cohort

School Based Survey Results

Key Performance Measure:	Baseline April 2013	Target	Actual April 2014
% of grade 4 student who answered yes to "I feel that I belong and am welcome at Lynn Valley School "	97%	100%	Current grade 5s
% of grade 4 students participating in at least one sports teams, volunteer group or extra-curricular activity	86%	100%	Current grade 5s
% of grade 5 student who answered yes to "I feel that I belong and am welcome at Lynn Valley School "	87%	100%	Current grade 6s
% of grade 5 students participating in at least one sports teams, volunteer group or extra-curricular activity	97%	100%	Current grade 6s
% of grade 6 student who answered yes to "I feel that I belong and am welcome at Lynn Valley School "	74%	100%	Current grade 7s
% of grade 6 students participating in at least one sports teams, volunteer group or extra-curricular activity	87%	100%	Current grade 7s
% of grade 7 student who answered yes to "I feel that I belong and am welcome at Lynn Valley School "	98%	-	Will be in grade 8
% of grade 7 students participating in at least one sports teams, volunteer group or extra-curricular activity	95%	-	Will be in grade 8

Evidence: (Qualitative)

- most students are engaged in extra-curricular events, teams or volunteer groups
- the grade 6 cohort had the lowest scores in both “feeling belonging and welcome” and in participation in extracurricular opportunities, despite the fact that the grade 4s have the fewest opportunities for teams, clubs and volunteer opportunities provided to them.

Objective 3.3: To increase the numbers of students who have at least one adult they trust enough to talk to should they have a problem.

Strategies/Structures/Resources:

- monthly assemblies or school wide events so that students get to know staff members other than their classroom teachers and NIT providers
- Multi-age group events increased from one event to three next year, so that students have some quality time with a adult that may not be their classroom teacher
- Consistent school counselling staff so that students can build a trusting relationship with our school counsellor
- Consider additional platooning so students build relationships with additional staff

School Based Survey Results

Key Performance Measure:	Baseline April 2013	Target	Actual April 2014
% of students in grade 4 who report having at least one adult they trust to talk to if they have a problem	86%	100%	Current grade 5s
% of students in grade 5 who report having at least one adult they trust to talk to if they have a problem	90%	100%	Current grade 6s
% of students in grade 6 who report having at least one adult they trust to talk to if they have a problem	76%	100%	Current grade 7s
% of students in grade 7 who report having at least one adult they trust to talk to if they have a problem	84%	100%	Will be in grade 8

Baseline data from all of the objectives related to Goal 3 (safety, feeling welcome and a sense of belonging, and having at least one trusted adult) indicate a need to work most diligently with the current grade 6 cohort in all three targeted objectives

Connections:

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

The goals of Lynn Valley Elementary School's Plan are 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. Previously, all of the schools 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 also aligns with the District Achievement Plan. Additionally, our goal to provide targeted and intensive intervention to students, and to carefully allocate LAC support to individuals and specific cohort groups, aligns with Learning Services' Four Pillars of Instruction.

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 Ecole Boundary Elementary School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: April 30th, 2013

	Name	Signature
Chairperson (Principal)	Deborah	<i>Original Document signed by SPC Members</i>
Teacher	n/a	
Parent	Matina Spiropoulos	
Parent	Mike Sexsmith	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent