

North Vancouver School District SCHOOL PLAN for 2013-2014

School: Lynnmour Elementary
Address: 800 Forsman
 North Vancouver, BC V7J 2G8
Phone: 604-903-3590

School/Community Context:

“Lynnmour strives to provide for all students, a safe and positive environment, where self-esteem, respect, academic achievement, and life skills are goals.”

Lynnmour Elementary is situated at the boundary between the city and Lynn Creek. The school is located in an area of increasing residential density. There are two new developments adjacent to the school. There are also plans for a high-rise development to be constructed across the highway and a townhouse complex adjacent to Lynnmour.

Commercial enterprises, light industry, heavy industry, retail, port facilities, lands of the Squamish Nation, and a busy rail corridor can be found within the school’s catchment area. Capilano University is nearby, and we continue to create links between the two institutions with Cap U students coming to work with students from Lynnmour as part of post-secondary studies.

The student population of Lynnmour is unique and diverse, with 18.9% of students being of aboriginal decent. The percentage of students with ministry designations is the highest in the district at 21.2%. Lynnmour prides itself on meeting the individual needs of all students. We have a thriving Learning Assistance Center that addresses the need for self-regulation through the use of several stationary bikes, rowing machine, exercise balls, weights and a variety of exercise equipment.

Lynnmour occupies a central place in the neighborhood. There are many evening groups that access the facility. Lynnmour is a “Strong Start” location, which provides early child development to 0-4 year olds in the neighbourhood. In addition, the Norvan Boys and Girls Club operate 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 (2012-2013 school year):

Total number of students: 135 Male: 75 Female: 60

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	19	17	11	16	16	12	19	25

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
10.1	18.9	21.2	0	6

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: Re-Test of Phonological Awareness through June TOPA testing		
	Baseline (January testing)	Actual (June testing)
2011	100%	100%
2012	89%	100%
2013	90%	

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

- Early intervention strategies were implemented in September 2012 with the additional support of the LIF grant. Resources in the form of full time SEA support and LSW support were directed at the Kindergarten class in order to support reading readiness. Immediate intervention is provided for students requiring support.
- We will continue to emphasize early intervention for students requiring
- Although the this year's cohort size was small – next year's cohort will be much bigger and we would like to continue our focus in this area

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

Trend Data Table:

Key Performance Measure: Dibels assessment for grade 1-3 / Report card data grade 4-7		
	Actual 2012	Actual 2013
Percentage of students in grade 1 "at risk" on Dibels testing results	22%	18%
Percentage of students in grade 2 "at risk" on Dibels testing results	16%	16%
Percentage of students in grade 3 "at risk" on Dibels testing results	14%	14%
Percentage of students in grade 1-3 meeting or exceeding expectations in Reading on 1 st term report cards	55%	59%
Percentage of students in grade 4-7 meeting or exceeding expectations in Language Arts on 1 st term report cards	87%	87%

Key Performance Measure: Scores on the Reading Assessment Device (RAD) for 2012-2013	Sept 2012 Actual				April 2013 Actual			
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 4	Grade 5	Grade 6	Grade 7
% Of students “not yet meeting” Target: reduce the percentage of students “not yet meeting” (<25%)								
Pre Reading Strategies	30%	25%	0%	11%	18%	0%	0%	0%
Comprehension	50%	25%	10%	11%	18%	.08%	.05%	15%
Inferences	30%	28%	.05%	15%	31%	0%	1%	12%
Analysis	30%	25%	53%	19%	18%	0%	32%	23%

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

- The style in which the data is presented for this school plan has been reformatted to better reflect the percentage totals in each of the strands of the RAD assessment. Last year’s table recorded students “moving” up from not yet meeting to meeting to fully meets to exceeds. By showing the percentage of students “not yet meeting” in each of the strands we are expecting the actual totals to be <25%, which would indicate that students have improved.
- The trend data for Dibels is seeing a decrease in students at risk
- Representing data in each of the 4 strands of the RAD helps teachers to target specific reading goals.
- A focus for grade 4 will be to improve “inferences” and 6 and 7 will be to improve “analysis”
- Little or no gains were made in the comprehension or inference target areas for RAD
- Reading will continue to be a goal for Lynnmour, but the staff would like the emphasis to focus on early intervention strategies and data collection for 2013-2014 school year
- Staff are concerned about the validity of the RAD and the inconsistency in scoring; continue objective for another year and focus on early intervention and data collection (TOPA and Dibels gr. 1-3)

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

Objective 2.1: 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 (administered by the classroom teacher) % of students in grade 4-7 responding “Many times” or “All the time”		
	May 2012	April 2013
I feel safe at school	79%	81%
I feel safe in my neighbourhood or community	86%	81%
Did you volunteer your time this year to help make the school a better place?	57%	50%
When I see bullying, I tell an adult at school	54%	55%
When I see bullying, I try to help the person being bullied	64%	70%

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

- All actual data improved, except for volunteer time. A greater emphasis will be placed on volunteering and opportunities for leadership for the 2013-2014 school year
- “Reporting bullying to an adult” showed very little growth and continues to be a concern for staff
- A greater emphasis will be placed on reporting any incident of bullying to an adult for the 2013-2014 school year – initiatives will focus on adult / student relationship building

Objective 2.2: To ensure that the school’s emergency supplies are up to date and able to support students for a protracted period on the event of a catastrophic disaster.

Trend Data Table:

Qualitative Evidence			
	Baseline	Target	Actual
2011-2012	Supplies are up to date	Conduct a full scale release in the fall of 2012 ensuring that all staff are involved and students	Administration changes July 2012 – release drill scheduled for May 2013.
2012-2013	Comfort kits and supplies are up to date	Lockdown drills added to routine safety drills. Staff comfort kits to be up to date	Lockdown 2 Drill March 2013, Student and Staff comfort kits are up to date
2013-2014	Student and staff Comfort kits and supplies are up to date	On going emergency drills planned; On going purchase of supplies	On going emergency drills planned; On going purchase of supplies

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

- This goal will be fulfilled with a full release drill planned for May 2013. In addition to yearly mandated fire and earthquake drills, lockdown drills have been added to the routine of Lynnmour’s emergency preparedness. As these drills become routine and an expected outcome of emergency preparedness, we can comfortably say that this goal has been met and has been completed as of June 2013.

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: Report Card Data		
% Of FN students meeting or exceeding	June 2011	June 2012
Math grade 1-7 meeting or exceeding expectations in Math on year end report cards	68%	65%
% 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%	71%
% Of FN students in grades 4-7 meeting or exceeding expectations in Language Arts on year end report cards	58%	54%

Trend Data Analysis:

- With the addition of a Squamish Language, First Nations Success Teacher and consistent support from our First Nations Support Worker, the aboriginal students at Lynnmour have shown moderate growth in their academic success – this data indicates significant growth at the primary level
- While many of our intermediate student report cards indicate letter grades of C or higher – these letter grades are based on significant adaptations and individual education plans
- Data collected for June 2012 was for grade 1-6 only
- This objective will be amalgamated and will be reflected in the 2013-2014 school plan as “improving the academic success of all students at risk”, rather than defining Aboriginal students as a separate cohort
- This objective is now considered completed as of June 2013

Objective 3.2: To increase the sense of ‘connectedness’ between elementary and secondary schools

Trend Data Table:

Key Performance Measure: Grade 7/8 Transition Survey, % of students responding “Quite comfortable” or “Very Comfortable” to the following question:		
	May 2012	April 2013
“How comfortable are you with the idea of starting secondary school”	42%	50%

Trend Data Analysis:

- While there are changes in cohort groups, there is a slight improvement with the grade 7 students feeling comfortable with starting high school
- Lynnmour has benefitted from the connections with Windsor in the areas of buddy reading and basketball coaching
- Greater efforts will be made in 2013-2014 to increase the sense of ‘connectedness’ between each of the grade 7 classes at Windsor’s feeder schools
- This objective is now considered completed as of June 2013

Opportunities for Further Development:

In order to move forward with our goals, and based on discussions with the School Planning Council and the Lynnmour staff, we will:

- Continue to place an emphasis on early intervention strategies for reading readiness and will continue to provide LAC / LSW / small group support for students at risk
- Continue to collect data using TOPA assessment and Dibels assessment to inform our practise and determine best placement of EA supports
- Discontinue RAD data collection for the purpose of the school plan, but will continue to use reading assessments to guide our teaching practise
- Continue to use district safe and caring school survey to inform our social / emotional instruction
- Continue to focus on students' sense of safety in order to increase the number of times a student reports bullying to an adult
- Implement more opportunities for students to volunteer at the school and in the community
- Close Emergency Preparedness goal, but continue to comply with district mandated emergency procedures
- Close Aboriginal goal as a specific cohort group, but continue to focus on improved academic achievement levels for all students at risk
- Close the grade 7 connectedness goal with Windsor High School but will continue to make efforts for grade 7 connectedness between Blueridge and Seymour Heights (Windsor Family of Schools)
- Include a math goal within our school plan in order to improve the overall achievement and feeling toward math at Lynnmour
- Continue with math collegial conferencing project that was submitted and approved for the 2012-2013 school year
- Include a technology goal in order to improve digital media awareness

School Goals for 2013-2014:

The Ministry of Education is in the process of finalizing the BC Education Plan. This plan, through its three competencies: thinking competency; personal and social competency; and communication competency, will influence future teaching practise in the Windsor Family of Schools. The Plan is based on the principles that education should lead to the development of the whole student-intellectually, personally and socially. The competencies are the set of intellectual, personal, and social skills that all students need to develop in order to engage in deeper learning—learning that encourages students to look at things from different perspectives, to see the relationships between their learning in different subjects, and to make connections to their previous learning and to their own experiences, as members of their families, communities, and the larger society.

For more information on the BC EdPlan please go to:

www.Bcedplan.ca

There are three cross-curricular competencies, each with a number of sub domains: Thinking Competency (Critical Thinking, Creative Thinking, Reflective Thinking), Personal and Social Competency (Positive personal and cultural identity, Personal awareness and responsibility, Social awareness and responsibility), Communication Competency (Use of language, Digital Literacy).

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

- 1. To improve the Thinking Competency in students gr. 1-3 and gr. 6, particularly those “at risk” of low achievement**
- 2. To improve the Personal and Social Competency of students in grades 4-7**
- 3. To improve the Communication Competency in students grades K-7**

School Goal 1:

To improve the Thinking Competency in students grade 2, 3 and 6, particularly those 'at risk' of low achievement

Goal Rationale:

Thinking competency represents the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific content and transform it into new understanding. Thinking competency includes specific thinking skills as well as habits of mind and meta-cognitive awareness. Together, these components of thinking competency represent the abilities students need to undertake deep and lifelong learning.

For the purpose of our school growth plan, the Thinking Competency will feature a math (numeracy) goal. The results of the school district's grade 6 math assessment (June 2012) indicated 24% of grade 6's received 50% or higher. The staff is concerned that math has not been a goal for several years, and decided to make this an area of focus.

Objective 1.1:

To increase the percentage of students in grade 2, 3, and 6 who are able to meet or exceed expectations in Math as measured by school district assessments.

Strategies/Structures/Resources:

- To provide intervention (small group instructions) for identified students based on assessments and School Based Resource Team recommendations
- Ensure the use of current and district approved resources for math instruction
- Continue to use cooperative learning strategies such as math games
- Make regular and continued to use of Math 44 documents – with an emphasis on the vocabulary of math
- Make use of iPads to provide an additional tool to enhance numeracy skills
- Develop a school wide collegial conferencing project to incorporate the use of board games as a means of learning basic number skills, patterning, estimation
- Implement strategies for teaching and learning based on Deakin University study during the 2012-2013 school year
- Create opportunities to incorporate the language of math through the implementation of regularly scheduled games days

Evidence: (Quantitative)

Key Performance Measure: District Math Assessments Gr. 2, 3, 6 (% of students who meet or exceed expectations >50%) Target: to have 70% of students score greater than 50%	Grade 2	Grade 3	Grade 6
April 2013	54%	60%	June 2013

School Goal 2:

To improve the Personal and Social Competency in students grade 4-7, particularly those 'at risk' of low achievement

Goal Rationale:

Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. Personal and social competency is a responsibility the school system shares with families and communities.

Lynnmour staff has engaged in discussions related to Positive School Climate and engaging students in volunteer activities. We believe that feelings of safety, and belonging, embrace both physical and emotional well-being. Lynnmour staff has noted that we need to make a continued effort to allow for volunteer opportunities and allow for opportunities that acknowledge positive behaviour.

Objective 2.1:

To increase the percentage of students who engage in socially responsible behaviours as measured by the school district Safe and Caring Survey.

Strategies/Structures/Resources:

- Promote and teach socially responsible behaviours through programs and activities such as: Second Step, class meetings, Focus on Bullying,
- Use resources from the community and school district to support teaching of positive behaviour
- Participate in in-service opportunities that promote Social Emotional learning
- Continue to promote community awareness of violence prevention curriculum through venues such as: bulletin boards, websites, PAC meetings, newsletters
- Recognize anti-bullying day with school wide assembly
- Highlight activities and responsible leaders on the digital display board in the main hallway and on the website
- Continue to provide district resources that promote Social Emotional learning

Evidence: (Quantitative)

Key Performance Measure: NVSD Safe and Caring Schools Social Responsibility Survey % of students in grade 4-7 responding "Many times" or "All the time"		
	Baseline (May 2013)	Target
I feel safe at school	81%	90%
I feel safe in my neighbourhood or community	81%	90%
Did you volunteer your time this year to help make the school a better place?	50%	75%
When I see bullying, I tell an adult at school	55%	75%
When I see bullying, I try to help the person being bullied	70%	80%

**School Goal 3:
To improve the Communication Competency in students grade K-7, particularly those 'at risk' of low achievement**

Goal Rationale:

Communication competency encompasses the set of abilities that students use to impart and exchange information /experiences, and ideas, to explore the world around them and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students learning, their personal and social identity and relationships and the world in which they interact.

At Lynnmour we recognize the value of early intervention. It is critical that we support at-risk beginning readers to increase their chances of long-term success. Lynnmour also acknowledges the need to effectively engage students in meaningful uses of digital media at the grade 4-7 levels. Objective 3.2 is new to Lynnmour's school plan for 2013-2014.

Objective 3.1:

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 and gr. 1-3 as measured by Dibels.

Strategies/Structures/Resources:

- To provide intervention for identified students as based on assessments and SBRT recommendations
- Continue with all components of Firm Foundations
- Track K students who score <25%ile in June retesting through grade 1 and provide Interventions as needed

Evidence: (Quantative)

Key Performance Measure: Test of Phonological Awareness (TOPA)		
	Baseline (January 2013)	Target June 2013
2013	90%	100%

Strategies/Structures/Resources:

- Continue to provide phonological awareness training for at-risk students, as identified through January TOPA
- Continue to use Cooperative Learning strategies such as: Book Buddies (North Vancouver district Public Library), Peer Reading, Reading with the Service Dog and Guided Reading, Buddy reading, Homework Club (supported by Norvan Boys and Girls Club)
- Continue to make use of parent volunteers in classrooms to help with Firm Foundations and Reading Readiness
- Continue to make effective use of LSW / LAC support time (as provided through LIF grant)
- Small group instruction and regular use of Reading 44 strategies

Evidence (Quantative)

Key Performance Measure: Dibels assessment for grade 1-3		
	Baseline (Fall 2012)	Target
% of students in grade 1 “at risk” on Dibels testing results	18%	12%
% of students in grade 2 “at risk” on Dibels testing results	16%	12%
% of students in grade 3 “at risk” on Dibels testing results	14%	10%

Objective 3.2:

To improve student confidence in Digital Literacy through the use of iPads and current technology

Strategies/Structures:

- Increase student confidence with technology by incorporating the use of iPads in the classroom
- Increase teacher confidence with technology by incorporating the use of iPads in the classroom
- Provide “lunch and learns” for staff
- Encourage staff to attend District iPad workshops and Ed Camps
- Create “train the trainer” student leadership groups
- Provide internet safety presentations (district personnel / high school students and the RCMP liaison officers to present)
- Improve access to technology through the goals set in 2012-2013 Lynnmour Tech Plan

Key Performance Measure: Results from iPad survey (gr. 4-7)	April 2013 Baseline				Target
	Grade 4	Grade 5	Grade 6	Grade 7	
% Of students “most times or always” Target: increase the percentage of student confidence “most times or always” (>50%)					
I feel confident when using the iPad to improve my skills in math	71%	77%	82%	45%	80%
I feel confident when using the iPad to improve my skills in reading	57%	89%	65%	41%	80%
I feel confident when using the iPad to improve how I learn	86%	89%	71%	59%	95%

Connections:

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

The Windsor Family of Schools, (Windsor Secondary, Blueridge Elementary, Seymour Heights Elementary and Lynnmour Elementary) are working toward using current language as set out by the Ministry in BC EdPlan. This is reflected in the following ways:

1. To improve Thinking Competency K-3 and grade 6, particularly those 'at risk' of low achievement.

This goal aligns with the District Achievement Plan:

- Key areas, goals, and objectives in numeracy
- Aligned with instructional practices as referenced in the NVSD Vision (Personalized Learning, Assessment For / As / Of Learning)
- Aligned with District measurement / data collection tools (Math Assessments)

2. To improve Personal and Social Competency K-7, particularly those 'at risk' of low achievement

This goal aligns with the District Achievement Plan:

- Key areas, goals, and objectives in numeracy
- Aligned with instructional practices as referenced in the NVSD Vision (Personalized Learning, Assessment For / As / Of Learning)
- Aligned with District measurement / data collection tools (Math Assessments)
- Focus on emphasizing safe, caring, and relational aspects of instruction to improve completion rates

This goal also aligns with Windsor's Goal #2: To increase the number of students reporting that they feel they belong and are valued and respected by the school culture

3. To Improve Communication Competency 4-7

This goal aligns with the District Achievement Plan:

- Key areas, goals, and objectives in literacy
- Aligned with instructional practices as referenced in the NVSD Vision (Personalized Learning, Assessment For / As / Of Learning)
- Aligned with District measurement / data collection tools (TOPA, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and letter grades / report card data)
- 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.

This goal also aligns with Windsor's Goal #1: To improve the number of students demonstrating success in literacy

Other Connections:

- The FOS Principals and Vice Principals meet regularly and part of these meetings always focuses on discussions of issues and ideas regarding improvement of student achievement.
- The Windsor FOS Parent Executive group continues to be an instrumental group in expanding the connections between all schools in the Windsor catchment. Through their hard work and commitment, they have fostered parental connection to each elementary school and to Windsor

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, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2013

	Name	Signature
Chairperson (Principal)	Kelly La Roue	<i>Original Document Signed by SPC Members</i>
Parent	Janice Fletcher	
Parent	Victoria Gates	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent