

North Vancouver School District SCHOOL PLAN for 2015-2016

School: Dorothy Lynas Elementary School
Address: 4000 Inlet Crescent
 North Vancouver, BC V7G 2R
Phone: 604-903-3430

School/Community Context:

École Dorothy Lynas Elementary, the largest elementary school in North Vancouver School District, is a dual-track French Immersion/English school that serves a diverse community of learners. Situated at the base of Mount Seymour, Dorothy Lynas is nestled against a backdrop of forest and district parkland creating a wide range of opportunities for outdoor play and exploration.

Dorothy Lynas is supported by a strong involved parent community, an active leadership-oriented student body, and an experienced and pro-active staff who work together to “inspire success for every student and bring communities together to learn, share and grow”.

Recognizing the link between academic and social-emotional learning, Dorothy Lynas staff are currently engaged in collaborative projects in the area of self-regulation and project-based learning. Students enjoy a wide variety of extra-curricular athletic opportunities which are coached by staff and parents. We emphasize inclusion, participation, fitness and enjoyment and have a huge percentage of our students involved. There is also a strong collegial bond within our Family of Schools (Seycove and Windsor), and we take every opportunity to strengthen the connections between the elementary and secondary schools.

Dorothy Lynas has a culture of altruism which is evident in its support of caring initiatives within its school community and beyond - both locally and globally. A spirit of volunteerism and giving is the foundation not only for our Student Council and Free The Children Committee but also for the many student leadership opportunities which include Peer Counsellors, Peer Tutors, Grade 7 Buddies, Recycling Club, and Lunch Monitors, to name a few.

Dorothy Lynas staff and students work in partnership with parents to follow the Code of the Dragon which is founded on the key understandings of respect, responsibility and safety. There is a strong bond between the older and younger students built through regular opportunities for buddy activities and leadership and reinforced by the Code of the Dragon. Students at Dorothy Lynas feel safe, respected and valued.

Demographics (2014-2015 school year):

Total number of students: 534 Male: 251 Female: 283

| Number of students per grade | | | | | | | | |
|------------------------------|----|----|----|----|----|----|----|----|
| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| English | 31 | 24 | 36 | 36 | 34 | 40 | 34 | 35 |
| Fr. Imm. | 38 | 28 | 24 | 41 | 36 | 25 | 29 | 44 |

| # FTE Teachers & Administrators | % Aboriginal Students | % Special Needs Students | % International Students | % ESL |
|---------------------------------|-----------------------|--------------------------|--------------------------|-------------|
| 27.42 | 3.37 | 6.4 | .56 | 4.11 |

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To increase students' respectful, responsible and safe behaviour

Objective 1.1 To increase the percentage of students who act respectfully, responsibly and safely

Trend Data Table:

| Key Performance Measure: Safe and Caring Schools Social Responsibility Survey: I know how I am expected to behave (Many Times/All the time) | | | |
|--|-----------------|---------------|---------------|
| | Baseline | Target | Actual |
| Grade 4 | 88% | 97% | 86% |
| Grade 5 | 97% | 97% | 97% |
| Grade 6 | 97% | 97% | 96% |
| Grade 7 | 97% | 97% | 83% |

Qualitative Baseline:

- Staff notes that most students know how they are supposed to behave, yet some do not act respectfully, responsibly or safely in the moment

Qualitative Target:

- Staff will notice an increase in students' ability to act responsibly, respectfully and safely within the school and on the playground

Qualitative Actual:

- Most office referrals are generated now by a core group of students indicating that most students are able to use the Dragon Code independently
- EA's note that students are able to follow the Dragon Code outside when there are clear consistent expectations reinforced with front-loading and positive reinforcement
- There is more willingness by students to ask for help with peer issues
- There is evidence of the reporting of serious issues by upper intermediates
- Behaviour is improving as we focus on goals as a staff
- There is acknowledgement by staff for the continued need to focus on issues of respect for authority, transitions and exclusion

Objective 1.2: To increase students' use of self-regulation strategies in the classroom and on the playground

Qualitative Baseline:

- Teachers and support staff are noticing that the direct teaching of self-regulation strategies is beginning to have a positive effect on student behaviour and on students' ability to sustain attention and be calm, alert and ready to learn

Qualitative Target:

- Staff will notice an increase in students' ability to self-regulate

Qualitative Actual:

- Many students are able to self-regulate outside when problem-solving with peers; some continue to need adult support
- Students are demonstrating an increased understanding of what self-regulation is
- Students are beginning to demonstrate an ability to use their strategies effectively
- It is more difficult for primary students to self-regulate in the afternoon

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

- Grades 5 and 6 responses on the Survey met the target while the Grade 4 and 7 responses did not. (Year 1 using this data)
- It would be interesting to gather data from the primary grades in order to look at the results from a whole-school perspective.
- Qualitative data indicates that students are beginning to demonstrate an increased understanding of self-regulation and how and when to implement their strategies

ACTION: Retain Goal 1 and develop targeted strategies for Grades 4 and 7.

Previous School Plan Goal 2: To increase students' ability to demonstrate their knowledge successfully through digital technology

Objective 2.1: To increase student engagement and motivation for learning through digital technology

Qualitative Baseline:

- Staff members acknowledge that digital technology offers a variety of powerful learning opportunities for students. Students remark that learning through technology is captivating

Qualitative Target:

- Staff and students will identify the positive impacts that technology is having on students' learning, motivation and engagement

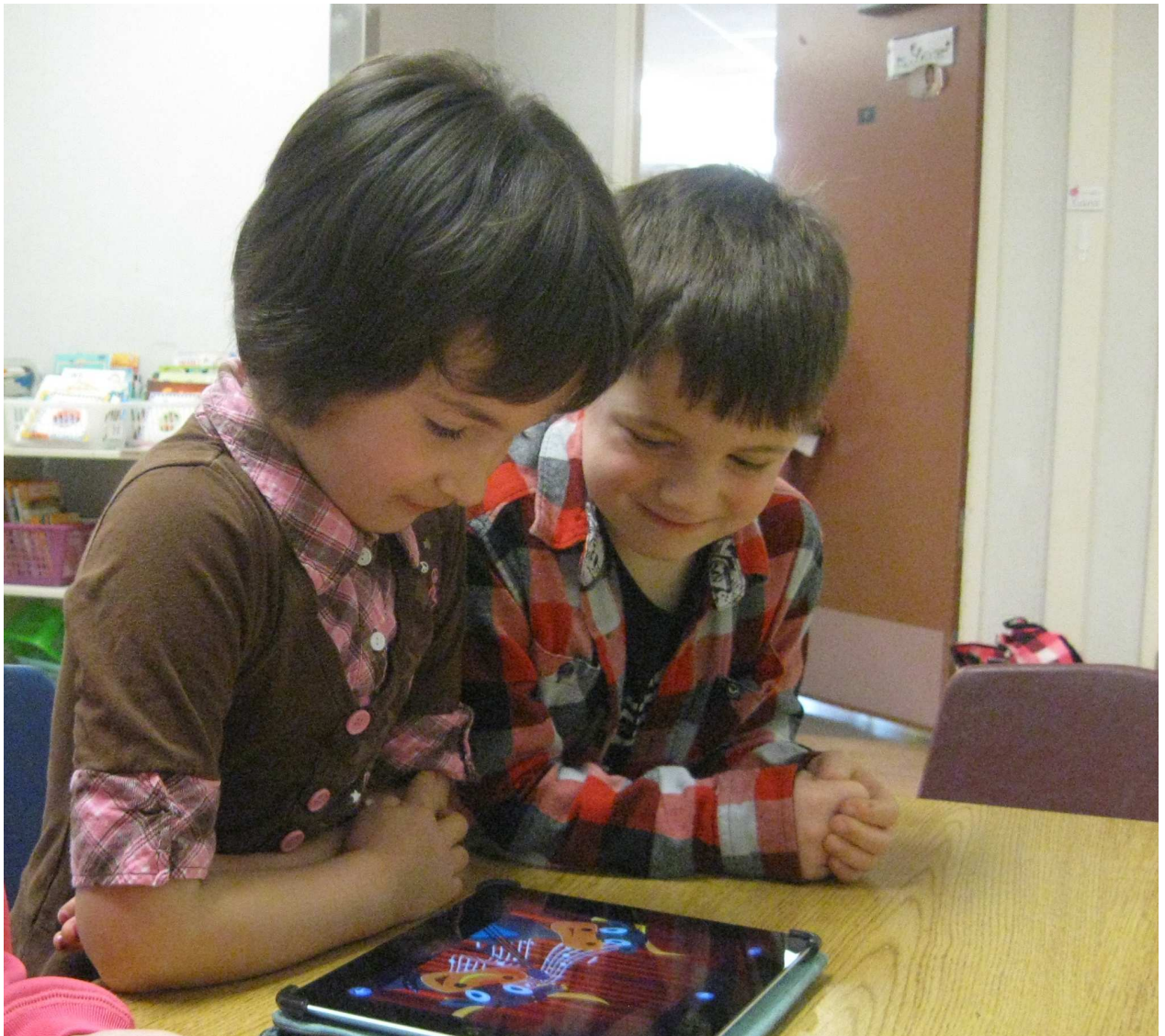
Qualitative Actual:

Students comment that they like using technology at school because:

- iPads have lots of games on them; they are fun and make it easier to learn (Gr. 5)
- if you don't know certain words you can look them up faster on the computer (Gr. 6)
- there are apps which help with learning differently (Gr. 6)
- it is exciting to look up stuff and learn (Gr. 3)
- you can watch videos and look at pictures and read what the titles are (Gr. 3)
- you can learn way more than (you can) with just one book (Gr. 3)
- it's funner than a pencil; you get to explore more (Gr. 4)

Staff comment that:

- kids prefer using technology over a break
- technology allows for spontaneous immediate access
- students become the experts
- students will practice a concept for longer; they are motivated by it being a game
- students get the practice they need without the stress of having to print
- it promotes face-to-face interaction and collaboration
- you can see folks angling to be first to get the laptop
- no one pushes anyone out of the way to get a Math textbook
- just being able to engage with the computer gets students interested in what they're going to be doing



Objective 2.2:

To increase the responsible use of digital technology by students

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| <p>Qualitative Baseline:</p> <ul style="list-style-type: none"> Staff has noticed cavalier attitudes towards the safe handling of electronic devices. Some students take liberties with files and settings on school computers. Some students flaunt the rules regarding safe use of phones, iPads and laptops |
| <p>Qualitative Target:</p> <ul style="list-style-type: none"> Staff will see an improvement in the safe and responsible treatment of electronic devices by most students |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none"> Staff note that students do not consistently log off all applications and continue to change settings on school computers Compliance with the signing of a phone contract has increased this year with more students aware of their responsibilities with respect to cell phones Incidents with social media have been few in number but serious and have involved many students |

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

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| <ul style="list-style-type: none"> Students are motivated and engaged by technology Students perceive technology as enabling faster and easier access to learning Continued need for direct teaching and reinforcement of protocols is evident Cell phone contract has been a successful tool for increasing compliance and responsibility Continued need for education in the area of social media is evident <p>ACTION: Retain Goal 2</p> |
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Previous School Plan Goal 3: To improve students’ transition to Secondary School

Objective 3.1 To increase the number of Grade 7 students reporting that they feel confident (positive) about their transition to secondary schools

| Key Performance Measure: | Baseline | Target | Actual |
|--|-----------------|---------------|---------------|
| Grade 7/8 Transition Survey administered in September 2014 (baseline) and again in April (actual), Question: "Are you feeling confident entering into the larger school community of secondary school?" (Confident/Very confident) | 44% | 75% | 52% |

Evidence: (Qualitative)

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| <p>Qualitative Baseline:</p> <ul style="list-style-type: none">Grade 7/8 Transition Survey administered in September 2014 (baseline) and again in April (actual), comments expressing level of confidence |
| <p>Qualitative Target:</p> <ul style="list-style-type: none">Grade 7/8 Transition Survey administered in September 2014 (baseline) and again in April (actual), comments expressing level of confidence will demonstrate an increased level of confidence since September |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none">Students continue to express concerns about homework and tests to the same level as the fallConcerns about getting lost have increased significantly since the fallConcerns about bullying/older students/being accepted have decreased significantly since the fallNew concerns in the Spring Survey include lockersMost of the students express excitement and readiness about going to high school |

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

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|---|
| <ul style="list-style-type: none">Quantitative indicators increased in a positive direction but target was not metThere was an increase of “somewhat” and “very confident” responses; “not at all” responses were reduced from 16% in the fall to 0%Qualitative indicators suggest that although concerns still persist in the spring, students are becoming more confident regarding social/emotional concernsConcerns shift over the year; strategies should shift with those concerns <p>ACTION: Retain Goal 3</p> |
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Opportunities for Further Development:

- Link Goal 1 and Goal 2 more concretely and deliberately through our Dragon Code recognition program.
- Develop and administer a Social Responsibility Survey for primary students; include this data in the 2015-16 School Plan
- Continue to explore opportunities to connect the schools within the FOS at various grade levels

School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Dorothy Lynas School Plan for 2015-16 are:

- To increase students’ respectful, responsible and safe behaviour**
- To increase students’ ability to demonstrate their knowledge successfully through digital technology**
- To increase students’ confidence in transitioning from Grade 7 into Grade 8**

School Goal 1:

To increase students' respectful, responsible and safe behaviour

Goal Rationale:

The Dorothy Lynas School Code of Conduct focuses on the core values of respect, responsibility and safety. Students' feelings of emotional and physical safety at school affect their sense of belonging and determine the degree to which they are able to learn to their potential. Staff and students have been learning self-regulation strategies in order to provide students with key skills to help them be calm, reflective, supportive and focused students.

Objective 1.1:

To increase the percentage of students who act respectfully, responsibly and safely

Strategies/Structures/Resources:

- Develop attractive visuals for the Code of Conduct and post in prominent places throughout the school
- Continue "Dragon Tales" recognition program & promote it with greater emphasis
- Use values in Code of Conduct to provide focus for outside presenters and assemblies
- Continue Peer Counselling and Grade 7 monitor programs
- Continue focus on self-regulation
- Send home the Code of Conduct to be reviewed and signed by students and parents
- Continue Roots of Empathy program
- Introduce Zones of Regulation into more classrooms

Evidence: (Quantitative)

| Key Performance Measure: | Baseline | Target | Actual |
|---|----------|--------|--------|
| Safe and Caring Social Responsibility Survey 2015: % of students who responded Many Times/All of the Time to "I know how I am supposed to behave" | | | |
| -Grade 4 | 86% | 97% | |
| -Grade 5 | 97% | 97% | |
| -Grade 6 | 96% | 97% | |
| -Grade 7 | 83% | 97% | |

| Key Performance Measure: | Baseline | Target | Actual |
|---|----------|--------|--------|
| Dorothy Lynas Survey 2015: % of students who responded Many Times/All of the Time to "I know how I am supposed to behave" | | | |
| -Grade K | 66% | 97% | |
| -Grade 1 | 87% | 97% | |
| -Grade 2 | 89% | 97% | |
| -Grade 3 | 95% | 97% | |

Evidence: *(Qualitative)*

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|--|
| Qualitative Baseline: <ul style="list-style-type: none">• Staff notes that most students know how they are supposed to behave, yet do not act respectfully, responsibly or safely in the moment |
| Qualitative Target: <ul style="list-style-type: none">• Staff will notice an increase in students' ability to act responsibly, respectfully and safely within the school and on the playground |
| Qualitative Actual: <ul style="list-style-type: none">• |

Objective 1.2:

To increase students' use of self-regulation strategies in the classroom and on the playground

Strategies/Structures:

- Continue to teach self-regulation strategies
- Weave self-regulation strategies and activities into the school day
- Share self-regulation strategies and activities with parents
- Continue to provide opportunities for staff to share and learn around the topic of self-regulation
- Support acquisition of self-regulation resources
- Introduce Zones of Regulation into more classrooms

Evidence: *(Qualitative)*

| |
|---|
| Qualitative Baseline: <ul style="list-style-type: none">• Teachers and support staff are noticing that the direct teaching of self-regulation strategies is beginning to have a positive effect on student behaviour and on students' ability to sustain attention and be calm, alert and ready to learn |
| Qualitative Target: <ul style="list-style-type: none">• Staff will notice an increase in students' ability to self-regulate |
| Qualitative Actual: <ul style="list-style-type: none">• |

School Goal 2:

To increase students' ability to demonstrate their learning successfully through digital technology

Goal Rationale:

Digital technology has the power to excite and motivate students thereby positively influencing both teaching and learning. Students who are engaged and motivated develop the desire to persevere through learning challenges and become empowered by opportunities to personalise their learning. Students will benefit by exploring technology through the lenses of collaboration, critical thinking, communication, creativity and innovation.

Objective 2.1:

To increase student's ability to use digital technology skilfully, flexibly and strategically to deepen their learning

Strategies/Structures/Resources:

- Implement the Technology Plan which is aligned with the new Core Competencies
- Provide in-service in the area of Core Competencies for staff
- Continue to expand the technology resources in the school
- Offer personalised learning opportunities for students
- Support diverse student learning needs through technology
- Continue to include technology as a standing item on staff meeting agendas
- Create opportunities for staff to collaborate and share
- Continue to advocate for increased broadband width at the District level
- Build student leadership in the area of technology

Evidence: *(Qualitative)*

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| Qualitative Baseline: <ul style="list-style-type: none">• Staff members acknowledge that digital technology offers a variety of powerful learning opportunities but that students equate technology learning with games |
| Qualitative Target: <ul style="list-style-type: none">• Staff and students will identify an increase in students' abilities to use digital technology skilfully to personalize and deepen learning |
| Qualitative Actual: <ul style="list-style-type: none">• |

Objective 2.2:

To increase the responsible use of digital technology by students

Strategies/Structures:

- Offer presentations on Internet safety and appropriate use of social media to parents and students (e.g., Jesse Miller and Seycove leadership students)
- Reinforce and promote the Technology Acceptable Use Agreement
- Reinforce and promote the school Cell Phone Contract
- Teach responsible behaviour on the internet and using social media
- Teach responsible safe handling of electronic devices
- Build student leadership in the area of technology
- Teach protocols and reinforce consistently
- Introduce Technology Dragon Tales recognition program

Evidence: *(Qualitative)*

| |
|--|
| <p>Qualitative Baseline:</p> <ul style="list-style-type: none">• Staff has noticed cavalier attitudes towards the safe handling of electronic devices. Some students take liberties with files and settings on school computers. Some students flaunt the rules regarding safe use of phones, iPads and laptops |
| <p>Qualitative Target:</p> <ul style="list-style-type: none">• Staff will see an improvement in the safe and responsible treatment of electronic devices by most students |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none">• |

School Goal 3:

To increase students' confidence in transitioning from Grade 7 into Grade 8

Goal Rationale:

The transition from elementary school into secondary school can be challenging for many students not only academically but also socially and emotionally. An increasing number of Grade 7 students are presenting with anxiety and adjustment difficulties in Grade 8, which can have an adverse effect on their attendance, academic achievement and social success. A grade 7/8 Transition Survey administered to our current Grade 7s showed that only 67% of students felt confident about entering into the larger school community of secondary school.

Objective: 3.1

To increase the percentage of students who report feeling confident about their transition from Grade 7 to Grade 8

Strategies/Structures/Resources:

- Communicate important student information to secondary through articulation process
- Provide many opportunities for students (especially Grade 7s) to visit Seycove and Windsor
- Survey Grade 7s in fall to determine how best to support them through this transition
- Invite secondary students to assist at elementary (e.g., library, athletics)
- Facilitate meetings between Grade 7 and 8 teachers to discuss strategies and supports
- Provide a 7/11 program
- Connect the grade 7 students from the Windsor and Seycove families during the school year (e.g., Parkgate Dance, Cultus Lake trip...)
- Implement the Safe Teen program for Grade 7 students
- Encourage parents to attend the District 7/8 transition meetings and to become well-informed about options for their child's secondary school experience
- Communicate important transition information to parents in a comprehensive and timely fashion
- Provide opportunities for students to practice opening a combination lock

| Key Performance Measure: | Baseline | Target | Actual |
|--|-----------------|---------------|---------------|
| Grade 7/8 Transition Survey administered in September 2015 (baseline) and again in April (actual), Question: "Are you feeling confident entering into the larger school community of secondary school?" (Confident/Very confident) | TBA | TBA | |

Evidence: *(Qualitative)*

| |
|--|
| <p>Qualitative Baseline:</p> <ul style="list-style-type: none"> Grade 7/8 Transition Survey administered in September 2015 (baseline) and again in April (actual), comments expressing level of confidence |
| <p>Qualitative Target:</p> <ul style="list-style-type: none"> Grade 7/8 Transition Survey administered in September 2015 (baseline) and again in April (actual), comments expressing level of confidence will demonstrate an increased level of confidence since September |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none"> |

Connections:

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

The administrators from the four schools in the Seycove Family of Schools (Cove Cliff Elementary, Dorothy Lynas Elementary, Seycove Secondary, and Sherwood Park Elementary) meet on a regular basis to discuss school directions, instructional initiatives and issues that affect the schools and the school communities. School Plan goals are shared and efforts to connect the schools in meaningful ways are discussed.

School Planning Councils in the Seycove Family of Schools meet annually for in-service regarding the process of developing a school plan. This in-service also provides an opportunity to share and discuss current goals and objectives. The four schools within the Seycove FOS share a focus on one or more of the goal areas of Grade Transition (Dorothy Lynas, Cove Cliff, Seycove), Math (Cove Cliff, Sherwood Park), and Social/Emotional Growth (Cove Cliff, Dorothy Lynas, Seycove, Sherwood Park).

Consultation Process of Dorothy Lynas 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 Dorothy Lynas School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 15, 2015

| | Name | Signature |
|----------------------------|-----------------------|--|
| Chairperson (Principal) | Arlie Thompson | <i>Original Document Signed by SPC Members</i> |
| Parent | Kirsten Bradshaw | |
| Parent | Carla Crozier | |
| Parent | Giulia Desrochers | |
| Vice- Principal | Christie Breakingbury | |

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015