

North Vancouver School District SCHOOL PLAN for 2015-16

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. Wonderful amenities close at hand truly make Lynn Valley a natural place to learn. Within walking distance are: Lynn Canyon, the Ecology Centre, Rice Lake and local paths, parks and ponds. At Karen Magnussen Recreation Centre, the ice rink is utilized for annual skating events, and the swimming pool is used for our annual 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 "Live Differently", Santa's Breakfast, as well as concerts, sporting events and theatre productions. There are several events each year to support students in grade 7 to prepare to transition to grade 8.

Our School is supported by an active PAC in a mixed socio-economic demographic, with a population of diverse cultures and backgrounds. Student Council, Peer Mediators and intermediate lunch 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 (2014-2015 school year):

Total number of students: 335 Male: 174 Female: 161

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	44	38	48	45	41	45	42	32

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
18.22	3%	10.7%	-	5.6%

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Goal: 1.0: To provide targeted and intensive interventions to students who are not yet meeting expectations in writing based on fall report card results and February School Wide Write Data with a focus on Form and Meaning.

Trend Data Table:

Key Performance Measure:	Feb 2014 Baseline	Target	Actual Feb. 2015
% grade 1 students achieving “meeting” or “exceeding” performance standards on SWW(last yr.’s Ks)		100%	See specific tables by grade below.
% grade 2 students achieving “meeting” or “exceeding” performance standards on SWW (last yr.’s gr.1)	81%	100%	
% grade 3 students achieving “meeting” or “exceeding” performance standards on SWW (last yr.’s gr.2)	90%	100%	
% grade 4 students achieving “meeting” or “exceeding” performance standards on SWW (last yr.’s gr.3)	92%	100%	
% grade 5 students achieving “meeting” or “exceeding” performance standards on SWW (last yr.’s gr.4)	87%	100%	
% grade 6 students achieving 80% or more on school based curriculum referenced assessment(last yr.’s gr.5)	95%	100%	
% grade 7 students achieving 80% or more on school based curriculum referenced assessment (last yr.’s gr.6)	97%	100%	

Trend Data Table February 2015

Grade One:

Performance Indicator	Meaning	Form
Exceeding	6%	3%
Meeting	48%	58%
Approaching	31%	29%
Not Yet Meeting	14%	9%

Grade Two:

Performance Indicator	Meaning	Form
Exceeding	3%	0%
Meeting	47%	39%
Approaching	34%	45%
Not Yet Meeting	16%	16%

Grade Three:

Performance Indicator	Meaning	Form
Exceeding	16%	3%
Meeting	47%	58%
Approaching	23%	29%
Not Yet Meeting	14%	9%

Grade Four:

Performance Indicator	Meaning	Form
Exceeding	15%	7%
Meeting	60%	53%
Approaching	23%	33%
Not Yet Meeting	2%	7%

Grade Five:

Performance Indicator	Meaning	Form
Exceeding	8%	3%
Meeting	45%	41%
Approaching	39%	48%
Not Yet Meeting	8%	8%

Grade Six:

Performance Indicator	Meaning	Form
Exceeding	12%	9%
Meeting	45%	48%
Approaching	38%	31%
Not Yet Meeting	5%	12%

Grade Seven:

Performance Indicator	Meaning	Form
Exceeding	14%	14%
Meeting	55%	28%
Approaching	28%	48%
Not Yet Meeting	3%	10%

Trend Data Analysis

Snap-shots of overall writing scores have improved based on School Wide Write (SWW) information over the past four years. Focused remedial support for students identified as not yet meeting expectations in writing, and documented tracking of those students was new last year. 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 changed our Writing Goal in the 2013-2014 School Plan, to focus on the remedial support and tracking of the students and cohorts of children who are not yet meeting, or marginally meeting expectations. Targeted classroom instruction, support from our educational assistants and Learning Resource teachers, as well as class-wide instruction for selected classes from our LAC teacher and our librarian have supported this goal again this year.

This year, the writing assessment became more focussed on “meaning” and “form” as the weakest elements of writing, rather than the overall snap-shot. Our goal is further improvement in these two specific areas. In order not to identify individual students publically, we agreed to continue with the School Wide Write as our

source of data collection, thus enabling us to continue to track school wide results and identify classes and cohorts of students who can benefit from class-wide targeted instruction, as well as individual students who require intensive remedial support. Data includes students with designated learning disabilities. With further remediation and intervention, we hope to support students so they can improve performance standard levels prior to June 2015 report cards.

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

Trend Data Table:

Percent of Students Achieving 80% or Better on a Timed Drill

November, 2014

	Addition	Subtraction	Multiplication	Division
Grade 7	97%	81%	84%	62%
Grade 6	73%	68%	63%	58%
Grade 5	25%	16%	35%	42%
Grade 4	78%	53%	88%	
Grade 3	51%	54%		
Grade 2	23%	27%		
Grade 1				

Percent of Students Achieving 80% or Better on a Timed Drill

April, 2015

	Addition	Subtraction	Multiplication	Division
Grade 7	83%	68%	71%	48%
Grade 6	54%	44%	65%	50%
Grade 5	68%	56%	16%	20%
Grade 4	49%	44%	34%	55%
Grade 3	76%	55%	79%	
Grade 2	65%	42%		
Grade 1	94%	47%		

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

This is the third year for this goal. Improvement has been noted, in that almost all teachers have recognized the importance of basic math facts and are coaching students to learn them fluently. Overall students have better math fact fluency.

However, the data itself has not been as valuable in measuring our actual progress, due to strong discrepancies between grade-level classrooms. Data is skewed by one very weak cohort or one very strong cohort. Sometimes a cohort overall is not doing well with math facts because they are not being taught regularly. In some instances, we may have clustered students requiring modified or adapted programs or LAC students into one classroom to provide intensive support, and those students' scores can affect the average. So we've found that a grade-level average has not been the best tool for giving us a whole-school picture of progress.

For future it seems reasonable to accept that with increased teaching and practice, math fact skill fluency improves. We can now move toward to a focus on encouraging and implementing teaching strategies and consistent practice across all classrooms.

Opportunities for Further Development:

- Increase use of card games, dice games, and other basic-fact building activities, especially at the Intermediate grade levels
- Support the use of ipad aps that develop math fact skills and practice
- Continue to encourage regular practice of all four mathematical functions - adding, subtracting, multiplying and dividing, as some teachers focus primarily on the components "introduced" at their grade level and don't continue to practice facts acquired in earlier grades.

School Goal 3.0:

To implement a Positive Behaviour Support behaviour matrix and positive and consistent approaches to dealing with student behaviour, and the explicit teaching of Zones of Regulation so that students have a strong sense of accountability, belonging, safety and school culture.

Objective 3.1 Complete a PBIS Behaviour Matrix for September 2015 implementation as aligned with the School Code of Conduct.

Trend/Data Analysis (indicators of progress over time)

Job action between April and June 2014 prevented committees of administrators and teachers working collaboratively. We reconvened in October to begin our work to create a draft behaviour matrix and set

targeted behaviour goals for the year. This was a delay from the original plan. The matrix has been re-examined and adjusted twice. Use of Collaboration time for teachers on the topic of student behaviour occurred four times this year.

Behaviour targets addressed this year were **hallway behaviour** and **lunch-time behaviour** while students were eating.

- Rubrics of targeted behaviour were created, taught to classes, and implemented school wide
- Monthly targeted behaviour goals: goals took more than a month to accomplish
- Creating common language and rubrics for teaching and assessment took longer than anticipated in part due to the late start of the school year, and the fact that this content was new for the majority of the staff
- Student in-put into goals included presentations and instruction at assemblies, videos of student hallway behaviour, support of the goals while they lunch monitored.
- Students made a video on bullying/not bullying
- Which was shared at an assembly, and a student video on volunteer appreciation was also created and shared at the Volunteer Tea
- Provision of a more consistent staff approach to behaviour in the school is in progress
- Focusing on positive exemplars of pro-social behaviour which results in fewer incidents of negative behaviour and consequences continues.

Objective 3.2 Provide Staff Development on the topic of Executive Functioning Skills, and the impacts of classroom environments and routines on student behaviour

Strategies/Structures/Resources:

- Instruction in the use of Zones of Regulation to all teachers and support staff working in classrooms (one school based professional day on Self-regulation in the classroom; another on classroom environments and the impacts on student learning and behaviour)
- Instruction of Zones of Regulation in all classes in the school (will be completed by April 30th)
- Targeted small group instruction in Zones of Regulation for students with classroom or school needs for additional support with behaviour began in late October with weekly sessions
- Greater consistency throughout the staff in their responses to behaviours and a greater understanding of why some children are not able to focus and learn if they are escalated and emotional
- Clarity of the connections between learning and behaviour at school
- Targeted small group Zones instruction for students whose self-regulation skills require intensive support was provided and we saw an increase in the use of the Zones language and a reduction in the numbers of negative behaviours within that cohort of students.
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School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Lynn Valley School Plan for the 2015-2016 school year are:

- 1. To improve the writing skills of students in grades K-7 in the aspects of *meaning* and *form* assessed using the BC Performance Standards in any of the content subject areas. This will be expository writing.**
- 2. To improve all students' mastery of, and fluency with, basic math facts.**
- 3. To finalize and share a Positive Behaviour Support behaviour matrix and the explicit teaching of Zones of Regulation so that students have a strong sense of accountability, belonging, safety and school culture.**

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: The communication competency, in the new BCED plan, requires students to exchange ideas, experiences, and information to explore the world around them. They need to understand and effectively use digital media. The communication competency bridges the students' learning and the world in which they interact. 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 Language Arts is one subject area in Intermediate, intermediate teachers will be asked for a class list indicating writing as an area requiring additional supports
- A portion of LAC teaching allocations will specifically targeted to written output support
- Writing 44 targeted classroom lessons, and lessons from *Excellence in Writing* or another writing supplement will provided to some classes and specific cohort groups in the LAC
- Librarian teaching time will be used to support collaborative writing instruction with classroom teachers in the area of research and expository writing, particularly with primary cohort groups
- The School Wide Write will continue on an annual basis in February as a tool to examine trends and cohort groups and to further target interventions and resources prior to the end of the school year.

Quantitative Baseline:

Please see tables in last year's goal section.

Qualitative Baseline:

- The numbers of students who are now meeting and exceeding expectations in writing based on School Wide Write results, had improved during the past few years; form and meaning are the areas needing the most explicit teaching and intervention.
- In alignment with our expectation that all children can succeed, we would like to closely examine the 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.
- Team teaching and class-wide targeted instruction will happen for classes in need. Support with writing and research will be provided with support of LAC/LST teachers and the Teacher Librarian.
- Use of small group targeting instruction will continue
- EA support will be prioritized for remediation as the schedule allows

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.
- There is an understanding that benchmarks and expectations at each grade level increase as the grades progress so for some of our students with significant learning disabilities closing this gap is a lofty goal.

School Goal 2: To encourage and support teachers to use a variety of methods for teaching math facts including: cards, dice, games, apps, and hands-on manipulatives. We would like to see 100% of teachers working on fact fluency a minimum of three times per week.

Goal Rationale:

Fluency with basic math facts is crucial to support complex and multi-step math procedures. Numeracy, which includes a combination of mathematical knowledge, problem solving, and communication skills, is a foundational skill for all students. The BCED plan Thinking Competency encompasses the knowledge, skills and processes we associate with intellectual development. Teachers observed that as children progressed through the grades and were required to perform more and more complex mathematical procedures, they were being hampered by weak recall of basic math facts. For example, they were having difficulty with operations with decimal numbers, fractions, and integers, because they were still using their fingers to calculate simple addition or subtraction facts. Students were unable to see patterns and solve algebraic equations because they did not have a firm grasp of their multiplication tables and division facts.

As a whole school, teachers decided to focus on improving students' fluency with basic math facts. They asked that data be collected separately for each of the four math operations, so that they could target specific remediation as needed.

Objective 2.1: Teachers will use an increased variety of strategies to teach basic math facts, so that students will have opportunities to learn in multiple ways.

Rationale: Knowledge of basic math facts is essential for patterning, reasoning in math, and executing multi-step math algorithms. Knowing math facts allows students to estimate solutions, form equivalents, and gain a deeper understanding of math in our world. By using a variety of strategies, rather than just drills, teachers will support students with different learning styles to improved success.

Strategies: Teachers will be encouraged to use a variety of strategies to teach math facts, such as: chanting, drills, card and dice games, board games, iPad apps, and hands-on activities. Math facts should ideally be taught or revisited every day; at least 3 or 4 days a week is necessary for progress.

Cards, dice, etc., will be purchased to support the math-fact activities.

Families will be encouraged to support student practice of math facts as part of regular homework routines.

New baseline data to be collected in October, 2015:

Key Performance Measure:	Baseline	Target	Actual
# teachers teaching math facts at least 3 times a week	n/a	100%	
# of teachers using more than 1 method of teaching facts	n/a	100%	

School Goal 3: To continue to use a Positive Behaviour Intervention & Supports (PBIS) behaviour maxtrix, and the explicit teaching of Zones of Regulation so that students have a strong sense of accountability, belonging, safety and school culture.

Goal Rationale:

- The BCED Plan for personal and social responsibility: Students understand that their relationships help shape who they are. Students define themselves in terms of their relationship to others and their relationship to the world around them.
- PBIS has been proven to support students with increased accountability for their pro-social behaviour. When students need to learn a new skill we teach that skill explicitly.
- Teaching behaviour in the same ways that other skills are instructed is pro-active and reduces the need to punish or mediate negative behaviour and its impacts
- PBIS schools work on connectedness and a strong sense of pride and belonging which enhances each child’s sense of belonging in the school community
- Adults handle positive and negative behaviours consistently so that there is a greater sense of involvement by all adults with all children in the school community.
- School-wide explicit teaching of expected behaviours and self-regulation skills on a monthly basis supports our goal so that all students know what is expected of their behaviour at school and this will help them to feel self-assured, and connected to the school community

Objective 3.1 Publish a PBIS Behaviour Matrix for September 2015 implementation as aligned with the School Code of Conduct and extent the matrix to further areas of the school.

Strategies/Structures/Resources:

- Monthly targeted behaviour goals: targets addressed next year will review hallway behaviour and lunch-time behaviour and extend into playground behaviour and encompass all areas of the school
- Rubrics of targeted behaviour will be created, instructed, and implemented school wide
- Student in-put into goals included presentations and instruction at assemblies will continue
- Provision of a parent education evening on PBIS and Zones of Regulation will take place in the fall
- Focusing on positive exemplars of pro-social behaviour results in fewer incidents of negative behaviour

Objective 3.2 Continue Staff Development on the topic of Executive Functioning Skills, and the impacts of classroom environments and routines on student behaviour

Strategies/Structures/Resources:

- Use of Collaboration Time to provide staff development on how to explicitly teach Executive Functioning and in particular self-regulation skills to student and to reflect on it in context, while working with students
- Provide a workshop for parents in the fall to support consistency between home and school
- Instruction in the use of Zones of Regulation in all classes in the school

- Targeted small group instruction in Zones of Regulation for students with classroom or school needs for additional support with behaviour
- Consistency throughout the staff in their responses to behaviours and a greater understanding of why some children are not able to focus and learn if they are escalated and emotional
- Clarity of the connections between learning and behaviour at school
- Targeted small group Zones instruction for students whose self-regulation skills require intensive support.

Evidence: *(Qualitative)*

Qualitative Baseline:

- Students attending the Zones groups had a significant reduction in behaviour incidences this year and better social connections on the playground
- Students were able to articulate their feelings and needs based upon their emotional states.

Qualitative Target:

- Establish a survey of a cohort of students in the fall identified for targeted intervention in self-regulation. Survey the same students in the spring with the same questions and record comments

Connections:

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

The academic 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. We share the value of promoting leadership and engagement as a way to foster in students a sense of belonging and responsibility toward their school community. That same sense of connectedness is also promoted across the Family of Schools. Additionally, our goals align with the new curricular competencies as outlined in the BCED Plan for Communication, Numeracy and Social Responsibility. Our school has maintained a writing goal for another year, as successful writers tend to achieve well across the academic subject areas. Our math fluency goal supports universal and cross-grade mastery of math facts. This should support easier computation of math problems in all subject areas. Our goal for students to support positive student behaviour and self-regulation at school also aligns with the District Achievement Plan. Providing targeted and intensive intervention to students, and careful allocation of 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 Lynn Valley Elementary School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 13th, 2015

	Name	Signature
Chairperson (Principal)	Deborah Wanner	<i>Original Document Signed by SPC Members</i>
Parent	Matina Spiropoulos	
Parent	Mike Sexsmith	

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015

Date: May 13th, 2015