

North Vancouver School District SCHOOL PLAN for 2015-2016

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. The high-rise development in the Seylynn area (across Hwy 1) is due to be completed shortly and a townhouse complex adjacent to Lynnmour. These developments will likely add to the overall enrollment of 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 their post-secondary studies.

The student population of Lynnmour is unique and diverse, with 15% of students being of aboriginal decent. The percentage of students with ministry designations is 14%. Lynnmour prides itself on meeting the individual needs of all students. We have a thriving Learning Assistance Center that addresses the ability to self-regulate through the use of several stationary bikes, tread mill, 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](#) operates out of a separate building adjacent to the school. The Boys and Girls club has a very competent staff and provides afterschool care for approximately 120 children from the community.

After completing grade 7 at Lynnmour, students continue their education at [Windsor Secondary School](#).

Demographics (2014-2015 school year):

Total number of students: 145 Male: 78 Female: 66

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	27	27	21	17	11	16	12	14

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ELL
9.81	15	14	0	8

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the Thinking Competency in students gr. 1-3 and gr. 6, particularly those “at risk” of low achievement

Trend Data Table:

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%	58%
April 2014	83%	63%	BCTF strike
April 2015	55%	58%	June 2015

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

- The BCTF strike at the end of June 2014 and including to the end of September 2014 impacted the regular administration of the district grade 6 math assessments. No data was collected.
- The BCTF strike also impacted the monthly implementation of school wide math games day. With the late start to the year, and a significant change in teaching staff, monthly school wide games day turned into one day per term with an in-class school wide themed math day.
- Our grade 7 students have noticed the lack of games day and have encouraged the staff to rethink the importance of multi-aged games days
- The grade 2 cohort from 2013 showed an improvement of 9%
- The grade 2 cohort from 2014 showed a significant decline of 25% that could be attributed to several new students in grade 3, change in teaching staff, and an impact of EA time in the classroom
- Based on SBRT discussions, we will begin to offer math learning assistance for intermediate students (based on teacher recommendations, report card data and district math assessment data)
- In order to align with the new BC Math Curriculum, we will continue to implement math concepts through monthly game days, with a new focus toward financial literacy
- A focus of our collaboration days for 2015-2016 will focus on the new BC Math Curriculum

Previous School Plan Goal 2: To improve the Personal and Social Competency in students grade 4-7, particularly those “at risk” of low achievement

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

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

Key Performance Measure: NVSD Safe and Caring Schools Social Responsibility Survey % of students in grade 4-7 responding “Many times” or “All the time”			
	May 2013	May 2014	May 2015
I feel safe at school	81%	96%	94%
I feel safe in my neighbourhood or community	81%	78%	87%
Did you volunteer your time this year to help make the school a better place?	50%	47%	35%
When I see bullying, I tell an adult at school	55%	61%	63%
When I see bullying, I try to help the person being bullied	70%	63%	78%

- Students reported a slight drop of feeling safe at school, while there was an increase in feeling safe in their neighbourhood or community in 2015
- Even though we have exceeded our target for “feeling safe at school” by 4%, we will continue to make this a priority as we strive for social/emotional safety (as well as physical safety) and connectedness amongst all staff and students
- Students who volunteer their time continues to be an area of concern amongst all staff and 2014-2015 saw a decline in leadership despite many opportunities available to students
- The results for volunteering around the school are surprising, as the staff are noticing that more students are offering to help MC assemblies, set up for events around school and help when asked
- We are pleased to note the slight increase in number of times students are reporting bullying to an adult
- Helping a student who is being bullied increased this year, but we are confident with the continued implementation of “Kids in the Know” in 2015, students will feel more empowered to help their peers

Previous School Plan Goal 3: To improve the communication Competency in students grade K-7, particularly those “at risk” of low achievement

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

Key Performance Measure: Test of Phonological Awareness (TOPA) students who score >25%tile		
	January	June
2013	90%	100%
2014	100%	TOPA Re-test N/A
2015	75%	Results available mid June

Key Performance Measure: Dibels assessment for grade 1-3				
	Fall 2013	Spring 2014	Fall 2014	Spring 2015
% of students in grade 1 “at risk” on Dibels testing results	55%	40%	77%	44%
% of students in grade 2 “at risk” on Dibels testing results	33%	22%	40%	35%
% of students in grade 3 “at risk” on Dibels testing results	18%	18%	18%	29%

Trend Data Analysis:

- Initial Fall TOPA and Dibels results for the 2014-2015 year are concerning but we are encouraged by the increase in results from the Fall of 2014 to Spring of 2015 (33% improvement in our grade 1’s)
- Lynnmour has a significant amount of diagnosed (but not designated or treated) ADHD students
- All primary teachers have been involved in the Ministry initiative “Changing Results for Young Readers” during the past two years which has had a positive impact on our students
- While the January 2014 TOPA cohort indicated that all students scored above the 25th percentile, 77% of students in grade 1 were at risk according to Dibels data collected in the Fall of 2014
- The grade 1 and 3 cohorts for the 2014-2015 year are showing good progress, while grade 2 had only moderate change
- In light of the Dibels results for Fall 2014, our SBRT has made the recommendation that Dibels assessments be conducted twice per year, and that the Fall assessment time frame occur atleast 4 weeks after the start of school to allow students to settle into routines
- In light of the Dibels results for Fall 2014, SBRT may make the recommendation to return to more emphasis placed on EA support in the primary years

Objective 3.2: To improve student confidence in Digital Literacy through the use of iPads and current technology

Key Performance Measure: Results from iPad survey (gr. 4-7) % Of students “most times or always” Target: increase the percentage of student confidence “most times or always” (>50%)	April 2014 Baseline				April 2015 Actuals			
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 4	Grade 5	Grade 6	Grade 7
I feel confident when using the iPad to improve my skills in math	85%	86%	66%	50%	92%	90%	86%	92%
I feel confident when using the iPad to improve my skills in reading	92%	57%	75%	38%	94%	94%	84%	94%
I feel confident when using the iPad to improve how I learn	92%	93%	83%	63%	98%	92%	98%	100%

Trend Data Analysis:

- Technology improvements have been a significant area of focus for the Lynnmour staff since implemented in the 2012-2013
- In June of 2013, Lynnmour received a technology grant that allowed each classroom to install a flat screen tv, including Apple TV which is supported by a classroom iPad.
- Lynnmour's 15 iPads are in circulation on a regular basis and are incorporated into every aspect of the curriculum
- The current grade 6 and 7 cohorts demonstrate the highest level of confidence which speaks to the increased frequency and consistency of use of iPads by our grade 3, 4 and 5 teachers
- The grade 7 cohort reported a significant increase in confidence in all areas and are often called upon to help other students in other grades
- The grade 4 cohort have been using iPads for several years at school and home, and have a very natural confidence with technology
- Lynnmour has had two very successful years of implementing various forms of technology, and all students are very "tech savvy"
- We are noticing that students now arriving to Kindergarten are more than likely to be familiar and comfortable with all forms of technology
- With the addition of a new computer lab in 2015, and the ever increasing availability to technology at home and school, the Lynnmour staff has recommended to conclude the technology goal as originally established in the 2013-2014 school plan

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 we will continue to provide LAC / LST / 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
- Continue to use a variety of reading assessments and new initiatives (Changing Results for Young Readers and Making Thinking Visible) 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 (physical and social/emotional) in order to increase the number of times a student reports bullying to an adult
- Implement more opportunities for students to give back to their school and their community
- Continue to emphasis active leadership amongst our intermediate students by their involvement with school wide assemblies, buddy activities, and lunch monitoring
- Continue to focus on improved academic achievement levels for all students at risk
- Continue to make efforts for grade 7 connectedness between Blueridge and Seymour Heights (Windsor Family of Schools)
- Continue with opportunities to improve our math goal within our school plan in order to improve the overall achievement and feeling toward math at Lynnmour
- Continue to improve digital citizenship and digital empathy awareness through *Kids in the Know* internet safety lessons
- Continue to improve our instructional practise and growth mindset
- Continue to apply for LIF allocations to support student achievement

School Goals for 2015-2016:

The Ministry of Education is in the process of finalizing the BC Education Plan. This plan, through its three competencies: communication competency; personal and social competency; and thinking 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

For more information on the BC Curriculum please go to:

www.curriculum.gov.bc.ca

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

In order to align with the Windsor Family of school plan formatting, changes to the 2015-2016 plan include a relocation in the placement of the Thinking Competency to goal 3 (previously goal 1) and a relocation in the Communication Competency to goal 1 (previously goal 3).

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

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

School Goal 1:

To improve the Communication Competency in students K-3, particularly those ‘at risk’ of low achievement in Literacy

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.

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 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 <25thile in June retesting through grade 1 and provide Interventions as needed

Evidence: (Quantative)

Key Performance Measure: Test of Phonological Awareness (TOPA) (Data represents % of students scoring above the 25thtile)			
	Baseline (January)	Actuals (June)	Target
2014	100%	TOPA re-test N/A	100%
2015	75%		100%
2016			100%

Strategies/Structures/Resources:

- Continue to provide phonological awareness training for at-risk students, as identified through January TOPA (<40thtile)
- Continue to use Cooperative Learning strategies such as: buddy reading, peer reading, 1 to 1 reading
- 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
- Small group instruction and regular use of Reading 44 strategies

Evidence (Quantative)

Key Performance Measure: Dibels assessment for grade 1-3				
	Baseline (Fall 2013)	Actuals (Fall 2014)	Actuals (Fall 2015)	Target
% of students in grade 1 “at risk” on Dibels testing results	55%	77%		12%
% of students in grade 2 “at risk” on Dibels testing results	33%	40%		12%
% of students in grade 3 “at risk” on Dibels testing results	18%	18%		10%

School Goal 2:

To improve the Personal and Social Competency in students 4-7, particularly those “at risk” of low achievement in social responsible behaviours

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: Kids in the Know, class meetings, Focus on Bullying, Erase 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
- Recognize anti-bullying day (Pink Shirt Day) with school wide Kindness assembly that students host and perform
- School nurse to provide “kindness” workshops for classes during February
- Participate in the D.A.R.E. program as sponsored by the RCMP (Grade 5)
- Highlight activities and responsible leaders on the digital display board in the main hallway and on the website
- Encourage our grade 6/7 cohorts to engage in leadership roles, including opportunities to be lunch monitors, peer helpers, etc.
- Train and implement Peer Counsellors to support students on the playground

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 2015	Actuals May 2016	Target
I feel safe at school	94%		90%
I feel safe in my neighbourhood or community	87%		90%
Did you volunteer your time this year to help make the school a better place?	35%		75%
When I see bullying, I tell an adult at school	63%		75%
When I see bullying, I try to help the person being bullied	78%		80%

School Goal 3:

To improve the Thinking Competency in students 1-3 and gr. 6, particularly those 'at risk' of low achievement in Mathematics

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.

Objective 3.1:

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
- Make regular and continued to use of Math 44 documents – with an emphasis on the vocabulary of math
- Continue to use cooperative learning strategies such as math games
- Use Collaboration time to focus on new math curriculum; using technology in math through the use of appropriate iPad apps
- Make use of iPads to provide an additional tool to enhance numeracy skills
- Create opportunities to incorporate the language of math through the implementation of regularly scheduled games days
- Create opportunities to incorporate Financial Literacy through the implementation of regularly scheduled games days

Evidence: (Quantitative)

Key Performance Measure: District Math Assessments Gr. 2, 3, 6	Grade 2	Grade 3	Grade 6
(% of students who meet or exceed expectations >50%)			
Target: to have 70% of students score greater than 50%			
April 2014 Baseline	83%	63%	BCTF strike
April 2015 Actuals	55%	58%	June 2015
April 2016 Actuals			

Connections:

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

The Windsor Family of School, (Windsor Secondary, Blueridge Elementary, Seymour Heights Elementary and Lynnmour Elementary) have chosen to use current language as set out by the Ministry in the "K-12 Transformation & Curriculum Directions" document as presented at the Coast Metro Consortium. (January 2013)

1. To improve Communication Competency 4-7

This goal aligns with the District Goals: 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

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

This goal aligns with the District Goals: Focus on emphasizing safe, caring, and relational aspects of instruction to improve completion rates

This goal also aligns with Windsor's Goal #2

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

This goal aligns with District Goals related to numeracy goals #2

This goal also aligns with Windsor's Goal #3

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, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2015

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

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015