

North Vancouver School District
SCHOOL PLAN for 2015-2016

School: Upper Lynn Elementary School
Address: 1540 Coleman Street
 North Vancouver, BC V7K 1W8
Phone: 604-903-3820

School/Community Context:

The mission of Upper Lynn School is to actively promote and foster the growth of each child toward becoming a responsible and contributing member of our school and community. The *Code of the Bear* is an understanding that allows us to work together in a safe and caring environment.

Upper Lynn Elementary is a vibrant school within the Argyle Family of Schools. We are located in Upper Lynn Valley with ample creative play areas; natural forests, open fields, garden plots and playgrounds surround the building. The school is the centre of a strong community of families, and as such we have an active Parent Advisory Committee (PAC). The PAC supports the school through a variety of fundraising and community-building initiatives throughout the school year. Students are an active part of this community as well, and they are encouraged to take on leadership roles at all ages, particularly in Grade 7 when they participate in a Student Leadership program. As we aim to develop well-rounded students, we also offer a dedicated music teacher and room with a variety of instruments, and an optional extra-curricular band program. Athletic programs are diverse, and can include track and field, basketball and volleyball teams. Clubs such as knitting, Lego, skiing, mountain biking and kilometer club are also offered throughout the year.

Please visit the school web site at: <http://www.sd44.ca/SchoolSites/UpperLynn.aspx> to learn more about the school.

Demographics (2014-2015 school year):

Total number of students: 460 Male: 229 Female: 231

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	62	53	59	55	45	58	64	64

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
23.75	2.2	8	1.3	2.2

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To increase literacy skills

Objective 1.1: To increase grades 3, 4, and 5 students’ achievement in retrieving information and recognizing meaning (main idea):

Key Performance Measure: Reading/Language Arts Report Card Marks (Spring 2015)			
	Baseline Spring 2014	Target	Actual Spring 2015
2015 Grade 3 Percentage of students Meeting or Exceeding Expectations	85%	98%	96%
2015 Grade 4 Percentage of students Meeting or Exceeding C+, B, A	96%	96%	98%
2015 Grade 5 Percentage of students Meeting or Exceeding C+, B, A	95%	95%	93%

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

Percentage of students in grade 3, 4, 5, on the RAD as assessed in the Fall of 2014 and the Spring of 2015 (students were only counted if they were present for both assessments) 1= Not Yet Meeting Expectations; 2= Minimally Meeting Expectations; 3= Fully Meeting Expectations; 4= Exceeding Expectations								
Grade 3	1	1.5	2	2.5	3	3.5	4	
Fall	16%	0%	68%	0%	16%	0%	0%	
Spring	0%	0%	2%	16%	24%	2%	56%	
Grade 4	1	1.5	2	2.5	3	3.5	4	
Fall	45%	0%	38%	0%	16%	0%	0%	
Spring	0%	5%	48%	17%	26%	0%	5%	
Grade 5	1	1.5	2	2.5	3	3.5	4	
Fall	17%	0%	63%	0%	20%	0%	0%	
Spring	4%	4%	37%	30%	17%	0%	9%	

Previous School Plan Goal 2: To increase students’ knowledge and understanding of Mathematics

Objective 2.1: To increase students’ involvement in setting and monitoring personal goals in Mathematics

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

<ul style="list-style-type: none"> • Qualitative Data- Survey a random sample of intermediate students and ask about their mathematical goal setting: how often have they used it; has it helped them grow as a learner • Random sample of 34 grade 4-7 students • Fall – Have you set Math Goals?- 20/34 had set goals • Of those 20 – How often have you used the goals?- a lot 8/20, most of the time 8/20, not very often 4/20 • Spring- Have you set Math Goals? – 24/34 had set goals • Of those 24 – How often have you used the goals? – a lot 7/24, most of the time 9/24, not very often 8/24 • Some of the reasons students gave for using the math goals were: <ul style="list-style-type: none"> ➤ To get a good mark/grade ➤ Setting goals make them work harder ➤ To improve in math ➤ Helped them understand more questions and work faster ➤ Setting goals made me want to achieve them ➤ The goals have helped them grow as a learner ➤ The goals challenged me to do better in my work <p>After reviewing these data, the SPC decided to continue this goal in the 2015-2016 school year.</p>
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Previous School Plan Goal 3: To increase students’ awareness of social responsibility

Objective 3.1: To increase intermediate students’ sense of physical and emotional safety

Trend Data Table:

Key Performance Measure: Percentage of students responding “All the time” on the School District’s Safe and Caring Schools Social Responsibility Survey for Intermediate Students			
	Baseline (2013)	Target	Actual Fall 2014
2015 I feel safe at school (grades 4-7)	53%	75%	56%
2015 I care about my fellow students (grades 4-7)	71%	85%	67%

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

<p>These data represent a small change in the subset. The baseline numbers are using the grade 7’s that have left for Argyle this year and the grade 4’s were not surveyed before as they were in grade 3 last year. While the numbers seem low, if you include the students that said I feel safe at school, ‘Many Times’, it would be 82.4%. If you include the students that said they Care about my fellow students, ‘Many Times’, it would be 90.9 percent.</p> <p>Moving forward next year, we will keep the same goal, but will use the data for ‘All the time’ and ‘Many Times’.</p> <p>Qualitative Data-Survey a random sample of intermediate students in the fall and ask for their definition of bullying:</p> <ul style="list-style-type: none"> • Random sample of 37 grade 4-7 students • Fall- 12/37 stated that bullying was repetitive in their definition; 4/37 stated it was purposeful; 2/37 stated it gave the bully power • Spring- 14/37 stated that bullying was repetitive in their definition; 2/37 stated it was purposeful; 4/37 stated it gave the bully power • The older students provided a more accurate and consistent definition <p>The SPC has decided to continue this goal for the 2015-2016 school year.</p>

Opportunities for Further Development:

1. Goals will be carried forward, but the objectives will be changed
2. Continue to pursue opportunities to gather qualitative data for all objectives
3. Look for opportunities to gather Social Emotional data from primary students

School Goals for 2015-2016:

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

1. **To Increase literacy skills**
2. **To increase students' knowledge and understanding of Mathematics**
3. **To increase students' awareness of social responsibility**

School Goal 1: To increase literacy skills

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.

Objective 1.1:

To introduce the students to, and increase their understanding of, communication as a core competency

Strategies/Structures/Resources:

A) To connect and engage with others: students engage in informal and structured conversations where they listen, contribute, and develop understanding and relationships. They learn to consider diverse perspectives and build consensus. Some examples of activities:

- literature circles, book clubs, blogs
- small reading groups (guided reading)
- small group discussions
- peer tutors; buddy activities
- students learn to ask and respond to simple questions, be an active listener, support and encourage the person speaking, understand that there are different points of view and that one can disagree respectfully

B) To acquire, interpret and present information: students inquire into topics that interest them and topics related to the curriculum. Some examples would be:

- presenting work to a variety of audiences
- use of media and technology for presentations (share a power point presentation)
- students understand and share information on a topic that is important to them (Learning in Depth)
- presenting information clearly and in an organized way
- use activities from Writing 44 and Writing Power

C) Collaborate to plan and carry out activities: students work together to accomplish goals. Some examples would be:

- working together on community projects (from class to global)
- planning a performance
- solving a problem
- conducting an inquiry
- students can work with others to achieve a common goal; take on roles and responsibilities in a group; summarizes key ideas

D) Explain, recount and reflect on experiences and accomplishments; some examples would be:

- give, receive and act on feedback
- recount simple activities and experiences and tell about something they have learned
- represent their learning and tell how it connects to their experiences and efforts

Evidence: (Quantitative)

Percentage of students in grades 4, 5, 6 who are Meeting or Exceeding Expectations on the Spring Report Card in Language Arts

	Baseline Spring 2015	Target
2016 Grade 4 Percentage of students with C+, B, A on Spring Report Card	96%	97%
2016 Grade 5 Percentage of students with C+, B, A on Spring Report Card	98%	98%
2016 Grade 6 Percentage of students with C+, B, A on Spring Report Card	93%	95%

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Using the Ministry of Education's Communication Competency set of profiles, have a random sample of students in grades 2-7 rate the level they feel they are at by the first reporting period (Levels 1-8 are not based on grade levels)
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Using the Ministry of Education's Communication Competency set of profiles, have a random sample of students in grades 2-7 rate the level they feel they are at by the second reporting period (Levels 1-8 are not based on grade levels)

School Goal 2:

To increase students' knowledge and understanding of Mathematics

Goal Rationale:

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. The thinking competency includes specific thinking skills as well as habits of mind, and metacognitive awareness

Objective 2.1:

To increase students' involvement in setting and monitoring personal learning goals in mathematics

Strategies/Structures/Resources:

- Math 44 10 habits: specifically #2 (I connect new math ideas to what I already know) and #5 (I make reasonable estimates)
- Develop goal setting sheets
- Develop a rubric to assess goal setting
- Feedback: by teacher- formal/informal; by peers; reflection on self
- Students need to think about their own learning and challenge themselves to articulate the way they have gone about learning

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Survey a random sample of students (grade 4-7) in the fall and ask about their mathematical goal setting: how often have they used it; has it helped them grow as a learner
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Survey the same students in the spring with the same questions and record comments

**School Goal 3:
To increase students' awareness of social responsibility**

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.

Objective 3.1:

To increase intermediate students' sense of physical and emotional safety

Strategies/Structures/Resources:

- Teach the updated Code of Conduct
- Regular class meetings at all grade levels
- Pout and praise box for class meetings
- Buddy class activities
- Assemblies that focus on the code of conduct
- Use front hallway display board to feature the 'virtue' of the month
- Planners with 'virtues' for each month (honesty, compassion, perseverance, responsibility, fairness, trustworthiness, sportsmanship, self-control, citizenship, respect)
- Have grade 6 and 7 classes write "I Have a Dream" speeches based on Martin Luther King's speech
- Encouragement speeches: write a speech about all the good things a classmate does

Key Performance Measure: Percentage of students responding "All the time" or "Many Times on the School district's Safe and Caring Schools Social Responsibility Survey for Intermediate Students			
	Baseline Fall 2014	Target	
Grade 4: I feel safe at school	81.39%	Increase by 10%	
Grade 4: I care about my fellow students	88.37%	Increase by 5%	
Grade 5: I feel safe at school	83.33%	Increase by 10%	
Grade 5: I care about my fellow students	90.74%	Increase by 5%	
Grade 6: I feel safe at school	81.03%	Increase by 10%	
Grade 6: I care about my fellow students	96.55%	Increase by 2%	

Evidence: *(Qualitative)*

Qualitative Baseline:
- Survey a random sample of intermediate students in the fall and ask for their definition of bullying
Qualitative Target:
- Survey the same students in the spring with the same question and record comments

Connections:

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

In the Argyle Family of Schools (FOS), we have a common goal of developing a socially responsible and connected community. 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.

Specific initiatives we share include:

- Regularly scheduled FOS Administrative team meetings
- Shared annual Curriculum Implementation Day
- Common use of the North Vancouver School District Social Responsibility Survey
- Promotion of leadership and service to the school community through initiatives such as the Social Justice and Argyle Student Leadership Program (ASLP) programs. Through the ASLP, secondary students mentor their elementary counterparts in a variety of

curricular and extra-curricular activities, such as classroom support and after-school athletics

- Other connections between Argyle and its feeder elementary schools include:
 - Grade 7 to 8 articulation and transition activities
 - Shared extra-curricular activities, such as the zone band concert
 - Curriculum support or enrichment

Consultation Process of Upper Lynn Elementary School Planning Council:

- x School administrators, staff and parents have been actively involved in the development of the School Plan.
- x A summary of the approved Upper Lynn Elementary School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2015

Name		Signature
Chairperson (Principal)	Joan Martins	<i>Original Document Signed by SPC Members</i>
Parent	Michelle Potts	
Parent	Sarah Wildman	
Parent	Andrea Wooles	

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015