



# Upper Lynn Vision Statement School Plan

2025-2026

# Vision to Goal Setting at Upper Lynn Vision Statement

## School Context & Vision

Upper Lynn is a vibrant, student-centered community where every learner is valued, supported, and inspired to reach their full potential. Through innovative instruction and hands-on learning, we cultivate curiosity, critical thinking, and creativity while fostering a deep sense of belonging and inclusion for all. We prioritize health and well-being by embedding social-emotional learning and trauma-informed practices into our daily routines, ensuring that students feel safe, heard, and empowered. With a commitment to truth and reconciliation, we honor the voices, histories, and cultural knowledge of First Nations, working together to build understanding and meaningful relationships. Rooted in respect, collaboration, and lifelong learning, we strive to create an environment where students, staff, families, and the wider community thrive together.



## Acknowledgement of the Traditional Territory

We would like to thank the Coast Salish people, specifically the Tsleil-Waututh Nation and Squamish Nation, whose traditional territory North Vancouver School District and Upper Lynn Elementary resides on. We value the opportunity to learn, share and grow on this unceded traditional territory.

## Upper Lynn Vision Statement

The Upper Lynn School Community is committed to helping all students reach their full potential by fostering a supportive environment that nurtures intellectual, emotional, social, and physical development. We aim to create an inclusive and engaging space where every student feels a sense of belonging, their unique voice is valued, and their growth is supported. We nurture curiosity and critical thinking by providing meaningful, and innovative experiences that inspire a lifelong love of learning. With a strong focus on well-being, we integrate social-emotional learning and trauma-informed practices to ensure that all students develop the confidence, resilience, and skills they need to succeed.

## Upper Lynn Vision Statement Connection to District Strategic Plan

Upper Lynn Elementary is actively advancing the district's strategic goals with a focused commitment to Student-Centered Education and a Welcoming and Inclusive Culture. Our ongoing efforts with

Positive Behaviour Interventions and Supports have enhanced student engagement and promote respectful behaviour through the teaching of clear and consistent expectations, positive reinforcement and the implementation of restorative consequences. Through our PBIS approach, students, staff and parents feel increasingly connected and share responsibility for maintaining a positive school climate. Placing students at the center, we focus on recognizing their strengths and consistently teach and practice interpersonal skills to support their growth.

Our focus on reading comprehension and critical thinking is central to supporting the district's commitment to student-centered education, ensuring that each student's unique learning needs and strengths are nurtured. Through a balanced literacy approach, students develop strong literacy skills while learning to analyze and think critically. Fostering these skills also promotes mental health and well-being by helping students understand their thoughts, reflect on their emotions, and express themselves confidently. Incorporating diverse perspectives in our reading materials and classroom discussions, we actively encourage inclusivity and social-emotional learning. Students see themselves reflected in their learning, feel valued and empowered.

## School Goals

*Goal One: To strengthen our community's sense of belonging, self-awareness, and self-management skills to create a welcoming and inclusive school culture.*



We will continue to work together to help our students become responsible, global citizens and life-long learners. The whole school community will work together to provide all learners with the academic and social emotional learning needed to support their continued growth and development. As part of a broad social emotional learning focus the Positive Behaviour Interventions and Supports program will be used extensively.

*Goal Two: To engage in professional development focused on enhancing literacy assessment and instructional strategies, leading to improved outcomes for students K-7.*

*\*\*Developed in spring of 2025 and to be executed during the 2025/26 school year.\*\**

Grounded in the foundational components of effective, research-supported reading instruction, our approach integrates phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, oral language, motivation, and engagement to support diverse learners. Through student-centered and innovative instruction, we strive to create inclusive, dynamic learning environments where all students feel valued and empowered to grow as readers and thinkers.

## Planning and Implementation

### Strategic Actions



*Goal One: To strengthen our community's sense of belonging, self-awareness, and self-management skills to create a welcoming and inclusive school culture.*



School staff have worked together to define and teach expected student behaviour. Positive behaviour is rewarded and reinforced with bear paws that are given to students. They turn these in to the office to be entered into a weekly draw for prizes. As a school, students are working towards goals that represent a collective commitment to the BEARS values. These values were created through collaborative sessions, surveys and community conversations with staff, students and parents.



Student and parent survey results were foundational to the development of our values, selection of positive reinforcements and the explicit instruction plan. Each bear paw earned by our students is posted to our mountain and brings us one step closer to achieving our goal while strengthening the social fabric of our community, improving well-being and building lasting relationships.

*Goal Two: To engage in professional development focused on enhancing literacy assessment and instructional strategies, leading to improved outcomes for students K-7.*

To achieve this goal, teachers will be supported with opportunities to collaborate, develop and refine instructional strategies that promote deep engagement with texts, critical analysis, and effective communication. Professional development opportunities focused on research-based literacy practices will be offered and collaborative sessions will be arranged to ensure consistency and alignment across classrooms.

School leaders will support this effort by ensuring that teachers have access to professional development and collaborative sessions. Support staff, including LSW, LST, EA's and special education professionals, will work closely with classroom teachers to provide tailored interventions and scaffolds for students who need additional support.

### For Goal One:

**Action 1:** Our school community came together to establish clear and measurable goals.

**Action 2:** We developed a system for incentivizing positive behaviours.

#### **Monitoring and Adjustments:**

- We provided students, staff and parents with an opportunity to share their experiences with our student and family survey and school planning meetings and classroom discussions.
- Survey results indicated where to focus efforts for our PBIS plan.
- Adjustments to the roll out plan were made based on feedback.

### For Goal Two:

**Action One:** Establish Collaborative Literacy Learning Communities where teachers meet to analyze samples of student work, share and reflect on effective instructional strategies and assessments and set short-term goals related to literacy instruction. These literacy focused communities will build collective efficacy and a shared responsibility for literacy successes by connecting student ability directly to instructional practices.

**Action Two:** Reflective Lunch and Learn Discussions will be held to discuss strategies, share insights and pose questions. We intend to foster culture of collaboration, knowledge sharing and continual learning.

#### **Monitoring and Adjustments:**

For Action One progress will be monitored through:

- Teacher reflection checklists will document strategies explored, student responses, and effectiveness.
- Meeting summary notes to capture focus areas, insights and next steps.
- Surveys will be used as feedback tools for evaluating the usefulness of these Literacy Learning Communities, their impact on collaboration and on practice.

For Action One adjustments can be made in several ways:

- Flexible grouping can be used based on instructional needs, interests, and/or grade level.
- Facilitator support with district literacy leaders will be arranged to guide discussions and ensure productive collaboration.
- Flexible focus will allow meetings to be effective in addressing areas of learning based on data and teacher needs.

**Measures of success:** meetings are attended regularly; discussions are energetic, evidence of shared resources and co-developed assessment tools are produced; teachers report greater confidence and competence with literacy instructional practices.

For Action Two, progress will be monitored through:

- Session notes that summarize key takeaways, questions, and conversational trends.
- Benchmark literacy assessments to indicate if current practices correlate with improved outcomes.

For Action Two, adjustments can be made:

- Through informal follow-up conversations with participants to solicit feedback and refine the focus of our lunch and learn discussions, opportunities for sharing and conversation on topics that are most relevant for attendees can be created.
- Measures of success: teacher engagement, teachers reporting new ideas that impact their practices, reflective dialogue that includes goal setting and peer-supported strategy adjustments, measurable student progress (fluency, comprehension, phonemic awareness).

## Monitor, Evaluate and Adapt

### Ongoing Assessment and Reflection



#### **Formative Assessment:**

Goal One: Staff and student surveys on positive school culture will continue and results will guide future actions. Standardized templates and spreadsheets will be used to capture engagement and track progress. Digital or paper-based reflections can be used to make notes about the implementation of new positive behaviour reward systems and student responses. Google forms and shared documents can be used for ease of access and sharing.

Goal Two: Tools to track progress will include standardized templates for capturing actions from discussions and evaluating the effectiveness of instructional changes on student achievement measures. Digital or paper-based reflections can be used to make notes about the implementation of new approaches and student responses. Google forms and shared documents can be used for ease of access and sharing. FSA results for grade 4 reading and ELA results are valuable indicators for tracking student achievement and these will be examined. Anecdotal comments from our primary team with the implementation of UFLI program and report card data (e.g. proportion of students within each proficiency category) will be used for monitoring progress. A vision board in the staff room will help to inspire, ignite and encourage effort towards the achievement of our goal with visuals for literacy assessment results across classrooms, progress tracking and trend information.

## **Summative Assessment (Analysis of evidence)**

**Goal One:** Bear Paw Data tracking is currently being recorded, and this practice will continue.

- Total Number Distributed: An increase over time can indicate consistent reinforcement and recognition of positive behaviour.
- Distribution Trends: Track bear paw distribution by classroom, grade, primary/intermediate to assess consistency and equity.
- Achievement of School-Wide Goals: Track progress toward BEARS value-based goals (e.g., 1,000 paws = a celebration), showing collective commitment and participation.
- Surveys (Grades 3+): Ask about feelings of safety, inclusion, understanding of BEARS values, and if they feel recognized for positive behaviour.
- Focus Groups or Talking Circles: Invite diverse groups of students to share experiences of inclusion, recognition, and how the BEARS values influence their choices.
- Gather insights through surveys or team debriefs on how staff perceive changes in school culture, student self-regulation, and collaboration.
- Ask staff to reflect on: How has the PBIS approach impacted your classroom climate? Are students demonstrating stronger self-awareness or self-management skills?
- Use surveys or informal conversations at events to ask: Does your child talk about the BEARS values or feel proud of their school? Have you noticed any changes in their self-regulation or sense of belonging?

**Goal Two:** At the end of the school year, progress from the Collaborative Literacy Communities and Lunch and Learn Discussions can be analyzed with a structured review that combines qualitative and quantitative data.

- Discussion notes can be examined for themes with strategy implementation, instructional shifts, perceived impacts for student learning.
- Student work samples and assessment data can be reviewed to look for patterns of growth across grades (e.g. pre and post writing samples, literacy benchmarks).
- Surveys can be conducted to gather feedback from teachers on collaboration, effectiveness of our discussions and personal growth they have experienced.

## **Reflection (Interpretation)**

**Goal One:** Evidence the goal is being achieved may include:



- Majority of students can clearly articulate the BEARS values and examples of those behaviours.
- High participation in bear paw recognition and school-wide goals.
- Reduced behavioural incidents, especially peer conflict or disrespect.
- Increased student and staff survey responses affirming a positive, inclusive culture.
- Greater consistency across classrooms in teaching and reinforcing behaviour expectations.
- Anecdotal evidence from families that students feel safe and proud to be part of the school.

Use your findings to:

- Identify gaps (e.g., low participation in certain grades or inconsistent reinforcement).
- Provide targeted reteaching or support in specific areas (e.g., self-regulation on the playground).
- Celebrate successes and share stories that reinforce positive identity and community values.
- Adjust the PBIS reward system to keep it fresh, inclusive, and meaningful.

Goal Two: Evidence the goal is being achieved may include:

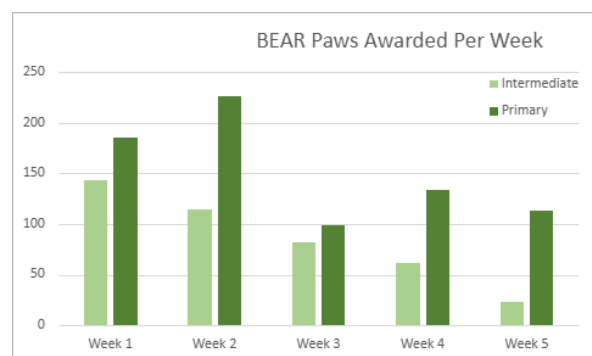
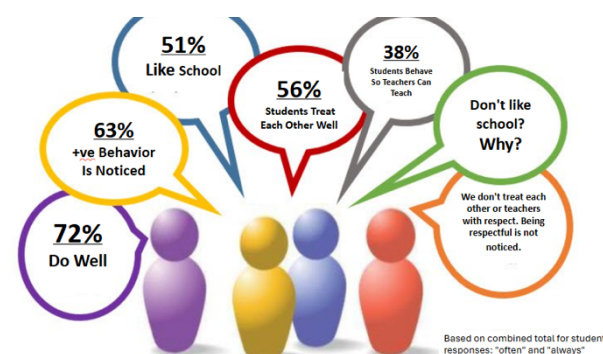
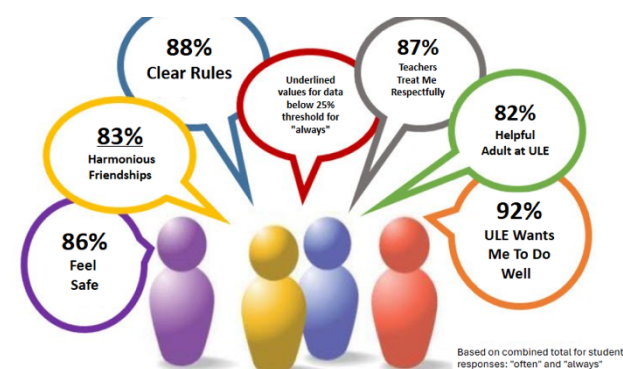
- Effective collaboration – Meeting records, artifacts produced, data on student work.
- Growth in teacher practice – Shifts in assessment practices, instructional decision-making, new literacy strategies being used.
- Survey results – Pre and post surveys to measure increases in teacher confidence, skill and collective efficacy in literacy instruction.
- Impact on student outcomes – Before and after samples for evidence of improved reading comprehension, fluency, or writing structure with specific strategies.
- School-wide benchmarks – Report card data for proficiency levels.



## Communicating Progress

### Engagement

Our initial student and family survey was key to understanding where we as a school community could do better. Data for students revealed that there is a shift in behavior at the intermediate level and that students feel that positive behavior is not noticed. They report a shift towards more disrespectful behaviour towards each other and adults. Most importantly students reported that this shift is impactful on their learning and their opinion about school.



Data indicates strong engagement with the PBIS strategies in early weeks and a decline over time for intermediate students. Primary engagement has been consistently strong. Feedback from our school planning session will guide next steps. Students in intermediate grades noted that they would be more engaged if a few small changes were made to the reward system for the program. These are being considered and implemented.

### What is working? Student and Teacher Feedback



### Suggestions for Rewards



## Reflection and Strategic Alignment

Our school is actively contributing to the long-term goals of the Framework for Enhancing Student Learning (FESL) by fostering equity, inclusion, and student success across all three areas of the BC school mandate: intellectual, human and social, and career development. Through [Goal One](#), we are building a welcoming and inclusive school culture by promoting belonging, self-awareness, and self-management, which supports the human and social development of every learner. Through [Goal Two](#), we are deepening our professional practice in literacy instruction and assessment, ensuring that all K–7 students have access to high-quality, responsive learning experiences that enhance their intellectual development. Together, these goals reflect our commitment to creating a supportive learning environment where every student can thrive academically, socially, and personally.

Current PBIS data indicates strong engagement from both staff and students, with school-wide goals being reached more quickly than anticipated. Primary students are particularly engaged with the program, consistently demonstrating positive behaviour aligned with our BEARS values. Based on student feedback, we are exploring adjustments to the reward system for intermediate grades to ensure continued motivation and meaningful recognition across all age groups.

Our two school goals closely align with the North Vancouver School District (SD44) Strategic Plan. [Goal One](#) focuses on strengthening students' sense of belonging, self-awareness, and self-management. We are supporting the district's priorities around fostering a welcoming and inclusive culture and promoting mental health and well-being by creating a school environment that is safe, respectful, and responsive to student needs. We contribute to building a more equitable and connected community. [Goal Two](#) is aimed at enhancing literacy instruction and assessment through professional development and this aligns with the district's commitment to student-centred education and innovative instruction. Refining our teaching practices and using data to inform instruction, we aim to improve literacy outcomes for all students, supporting their intellectual development and long-term success.