

North Vancouver School District SCHOOL PLAN 2011-2012

School: Lynnmour Elementary
Address: 800 Forsman Avenue
 North Vancouver, BC V7J 2G6
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Principal: Ross Bligh

School/Community Context:

Lynnmour Elementary is situated at the boundary between the city and the wilderness. The school is located in an area of increasing residential density. There are two new developments adjacent to the school. The first is a 55-unit townhouse development (which quickly sold out); the second is a 28-unit project presently under construction. There are also plans for a high-rise development that will be constructed across the highway.

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. The school was constructed in 1969 as a temporary building. Much of the original structure is still being used, and a permanent addition of 5 classrooms was built in 2000. Lynnmour is #4 on the priority list for new capital projects. Construction of a new school is a distinct possibility.

The student population of Lynnmour is unique and diverse. Lynnmour prides itself on meeting the individual needs of all students. In a recent survey, it was found that over 21 different languages are represented and spoken at home by Lynnmour families. We also have many First Nations students. Although we started this year with about 20 fewer students than last, our enrolment has increased as the year has progressed and is now only 3 less than it was in June 2010.

At one time Lynnmour was designated a 'Community School'. Although community school funding is gone, the school still occupies a central place in the neighbourhood. There are many evening groups that access the facility. 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 services approximately 120 children from the community. Students leave Lynnmour at the end of grade 7 and feed into Windsor Secondary School.

Demographics:

Total number of students: 166 Male: 90 Female: 76

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		11	14	16	14	22	31	25	33
Fr. Imm.									

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
9.32	13.3%	20.4%	2.4%	15.1%

Progress Analysis:

Review of School Goals – Previous Year

Although teachers are not formally involved in the creation of the plan their professional energies continue to be directed toward goals identified herein. We have been fortunate to have our PAC donate funds to support our goals. So far, these funds have been directed at supporting primary literacy at the Kindergarten and Grade 1/2 level. We are grateful for this support. This has freed up sufficient funds in the block budget to enable us to purchase textbooks at the intermediate level, something we clearly need but that we cannot ask the PAC to support. School-based professional development such as the session on Rubric Central by Spencer Kelly and cross-grade discussions at the curriculum implementation day have also served to further then plan.

The following is a review of our previous year's goals and objectives:

Goal #1: Improve reading proficiency in students K-7

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 (>25%).

One needs to remember that the TOPA measures the 'cohort effect'—we have little or no control over the academic strengths of who shows up in kindergarten. We do have some ability to influence this with those students who previously had participated in our Strong Start program, but there is no direct link between participating in Strong Start and registering at a particular school. One also needs to remember that with small classes (in this case, 10 in the January testing) a swing of one student represents a change of +/- 10%. Keeping that in mind for future years, none of the students in the current Kindergarten cohort scored at a level where further interventions in Kindergarten would be required, and the one student from last year who needed remediation received additional assistance in LAC. All strategies and structures are fully implemented.

More importantly, the TOPA systematizes testing throughout the year so that resources can be directed where needed within an academic cycle. We will be using this concept of monitoring progress within the year in a new objective.

Objective 1.2: To improve the reading skills of students in grades 1 –7

The 'Dibels' assessment continues to generate very useful results. Students in grades 1 – 3 complete this assessment in September and June. This allows us to track results both within a year as well as in subsequent years. For the purposes of this plan, we are using it to track cohorts from one year to the next, with a final check at the end of grade 3. Of course, the cohort tracking is not exact as we do have children who move in and move out over the course of time. The data from the previous few years is consistent: The number of kids identified as being 'at risk' in September of grade 1 is usually high, but drops off as time passes and extra assistance is provided. The support structures currently in place need to be continued.

Please note: with small class sizes, it only takes one or two students to dramatically change the results one way or the other. Also, behind the numbers are special education designations, candidates for the literacy centre, counselling concerns and other factors that enrich an understanding of the data but can't be shared due to protection of privacy. Regardless of the above, the Dibels assessment helps us to identify specific individuals who need extra assistance. And, unlike the FSA test, these assessments are completed by the person best suited to interpret and use the data: the classroom teacher.

Report card data is more useful at primary than intermediate. In the primary grades, reading is reported on as a separate subject and as such can be used to track progress. This year, the report card assessments about reading mirrored the data from the Dibels. Next year, we will gather the report card information on a grade by grade basis to be able to better compare to the Dibels results as a cross-check measure. In the intermediate grades, there is only one global mark for Language Arts. We will examine this issue next year and look for a better way to collect information.

New to the plan this year is the RAD, or Reading Assessment Device. This is an assessment administered and marked by the classroom teacher. This alone ensures that students will take it seriously. The RAD is done twice per year—once in September, and once in the June. There are numerous advantages to this—firstly, teachers get immediate data on their current class. Secondly, the data is collected and analyzed within the current academic year to measure progress of current students. Thirdly, by including it in the plan it becomes part of the way things are done at Lynnmour. The school district has encouraged schools to conduct these assessments—we are proud to point out that we do both. We had almost all of the teachers administer the RAD—next year we will provide sufficient support so that all complete it. And, lastly, although we do not have much in the way of transiency, we do have some and a data collection cycle that is contained within a calendar year is much more useful when dealing with new students.

The RAD is available for grades 1 through 7, and is divided into 4 sections: Pre-reading strategies, comprehension, analysis, and post-reading strategies. Scoring is divided into the following 4 categories:

1. Not Yet Within Expectations,
2. Meets Expectations at a Minimal Level,
3. Fully Meets Expectations, and
4. Exceeds Expectations.

Our goal is to have at least 25% of the students who score in categories 1, 2, or 3 on any of the 4 sections of the first test move up a category once the test is administered a second time during the same year. Once again, we have specific information on specific students that can be used to allocate resources and additional assistance.

In addition to being able to group and analyze students by class and grade, the RAD also allows us to disaggregate other groups of interest, such as First Nations students. This will be discussed later in the analysis.

We will be able to examine the data from June in the fall.

Goal #2: To increase students' sense of safety, responsibility, and belonging.

Objective 2.1: To increase student participation in leadership and extracurricular activities to develop a greater sense of belonging and empowerment

We continue to be successful in providing leadership opportunities and extra-curricular activities for students. This was particularly evident in the meaningful way we included students as presenters at assemblies. Additionally, the digital display board in the main hallway has been instrumental in highlighting important themes and students. Sometimes we use it for fun, sometimes we highlight positive leaders, and sometimes we use it to give students who need a little 'boost' some digital tlc.

Clearly, the data shows that the overwhelming majority of students have some leadership role and participate in the life of the school beyond the classroom. One of the things that we have to be careful of is the potential for the over-programming of students. This is more of a concern with our older students. While it is great that we provide our students with chances to help out and gain leadership skills, we also have to remember that part of being a kid is having the opportunity to go out and play—we don't want to get to the point where students resent being asked to help out because of the impact on their lunch or recess. It would

appear that having a meaningful role in a special event continues to hold great promise for leadership training.

Objective 2.2: To develop socially responsible student behaviours through the use of preventative and proactive programs.

We continue to be pleased with the behaviour of the students in the school. While we have some students with issues that manifest themselves as behavioural concerns, we do not have any significant 'global' or 'systemic' concerns. Classroom teachers are very supportive of this goal through the use of class meetings, which give our students a voice within their class. Peer counsellors allow us to train grade 5 and 6 students so that they can help out during the year, and also so that we can guide them toward being responsible and positive grade 7 leaders when the time comes. The 'pink shirt' anti bullying day and all of the other little things that we do have a cumulatively positive effect. Programs such as Safeteen, sponsored by the PAC, are also a big help. There are very few problems here that cannot be solved by saying 'would you please stop that'. This is a worthy objective to continue, as it speaks to the heart of what makes this school a great place for students—now and in the future.

We focussed more time and resources this year on internet safety and avoidance/prevention of cyber bullying. Speaking with colleagues in high schools, this is a huge issue and the source of much discomfort and consternation at the high school level. It is hoped that the work we do at Lynnmour and the support we get at home will help to reduce these problems at our level as well as further down the road at high school.

We have been very successful in having all of the students to participate in leadership roles of one kind or another. We have been able to extend the formal roles from grade 7 on down to grade 4—with the result that 'helping out' has become part of the culture of the school. Primary students help out at the classroom level and in weekly garbage pickup duties. Intermediate students take on tasks that require more maturity and have a higher level of responsibility. Our PAC has generously supplied pizza lunches as a means of thanking these volunteers.

The data from the Ministry Student Satisfaction Survey continues to be heartening and we will continue to track it. Unfortunately, the survey is anonymous and as a result we don't know who to follow up with if issues present themselves. Also, with the proliferation of opinion swirling around the FSA tests, we are not sure if there is any carry-over to the completion of this survey. It has the exact same look and feel as does the FSA test and is administered later in the year. Only 6 parents took the opportunity to complete the parent survey on-line. This does not provide a large enough sample to generate meaningful data.

We had planned on looking at the data from a previous version of the Social Responsibility Survey. Unfortunately, due to budgetary pressures that survey has been cut. It is too bad as it was a rich and substantive source of data. However, the district now administers its own Safe and Caring Schools Social Responsibility Survey in grades 4 through 7. We will incorporate this new survey instead. 8 questions from the survey (including baselines and targets) have been identified that will help to assess this goal. All of the survey questions feature the same 5 answers: Never, Hardly ever, Sometimes, Many times, and All the time. The 8 questions we have selected deal with socially responsible behaviours and either how students feel, or what they or others do:

1. I feel safe on the playground or on the field
2. I feel safe in my neighbourhood or community
3. At school, I see other students do kind things for others
4. I take an active role to help make the classroom and school a better place
5. Students take an active role to help make the classroom and school a better place
6. When there is a problem, I do nothing
7. When I see bullying, I tell an adult
8. When I see bullying, I try to help the person being bullied

The baselines reveal that students feel safe at school, but slightly less so in the community. Interestingly, they are not as likely to answer that they have seen kind things. This can partially be addressed by highlighting positive leaders and using our electronic bulletin board for that purpose. Many students do take active roles; those contributions need to continue to be honoured and rewarded. Although many indicate that when there is a problem they help out, a few don't. Clearly, we need to reinforce the importance of helping out their classmates. One area of concern is question 7—we need to ensure that most, if not all of them know to tell an adult when they see bullying. Lastly, almost all indicate that they help those being bullied.

Objective 2.3: To improve the school's ability to respond to a protracted emergency closure.

Our initial plan was to fine-tune our emergency response procedures to deal with a potential gas or chlorine leak. As the year progressed, however, it was soon discovered that our 'Knack' Box (outside container for emergency supplies) was broken. Also, we realized that we are woefully short of the support materials required to deal with a protracted emergency closure of the school (ie, an earthquake that damaged the bridges and prevented parents from getting home in the usual manner.) The disaster in Japan has brought the importance of this to the forefront. Therefore, we are working to ensure that our emergency supplies are up-to-date so that in the event of a catastrophe we can look after the kids as safely as possible until their parents are able to come and get them. Once that work is complete, we will return to preparing for the chlorine leak scenario.

Goal #3: To improve the achievement for each Aboriginal student.

Objective 3.1: To improve academic success of Aboriginal students.

Report card results from First Nations students are trending upward, which is a good thing. However, we are not yet satisfied with the level of success and need to continue with this goal. It certainly helps us to allocate time and resources.

It will likely be very useful to disaggregate the RAD data for our First Nations students. There are additional resources available, and specific targeting of individuals should continue to be productive. Many of the First Nations students were registered in the 'Academy of Reading' this year. The staff will be discussing the effectiveness of the program in June. Although the program is highly individualized, the same distracting behaviours and reading difficulties that can be seen in class can also be observed as students interact with the program. It may be that the First Nations literacy support time would be better used in small group instruction.

Objective 3.2: To enhance Aboriginal students' sense of belonging by involving the school community in opportunities to appreciate the history, traditions, and culture of First Nations people.

The ceremony for the installation of the Welcome Figure last June was spectacular success. Drumming, dancing, singing, traditional blessings, speeches, photos in the North Shore News, and a chance for all students to dance with the elders at the end. The first thing one sees upon entering the school is the magnificent carving. It is something of which all Lynnmour students can be proud. If they happen to be First Nations students, so much the better.

We were initially going to continue with a short survey about acceptance of First Nations students. However, this is one of those cases where qualitative observations are much more powerful than data. If you watch Lynnmour students, you will see that they are all 'colour blind'. All of the students play and work together, and socialize in multi-cultural groupings over at the Boys and Girls Club as well as on weekends and evenings. The First Nations students are integrated fully into the community as a whole. Their culture and history are clearly valued. If you stand and look at our students, you don't see 'groups' of First Nations students—you just see First Nations kids playing and working with all of their peers. Starting to ask

questions about cultural differences and acceptance—where it is not a problem--might be counterproductive.

What would not be counter-productive would be more glorious works of First Nations art created by the students themselves. Next year we plan to have a drum-making workshop and hope to display some of the works created.

Objective 3.3: To improve the attendance of Aboriginal students.

Absences for First Nations students have stayed steady from last year while lates have noticeably decreased. If you look at the raw data (which can't be shared due to privacy concerns) there are a small number of students driving up the average. Incidentally, this is the same pattern as we find in the population as a whole. As such, this is an individual rather than a group issue and as a consequence it is likely that this will likely be the last year we track this particular objective.

Opportunities for Further Development:

Reductions in school budgets continue to have repercussions, particularly in a small school such as Lynnmour. We were extremely frugal last year, which resulted in some funds being carried over. These funds were used to buy much needed socials and science resources—things we cannot ask our PAC to purchase. Thankfully, the district has given us some of the 'profits' that come from gym rentals. This, combined with a few international students, will hopefully provide us with sufficient funds to continue to increase our stock of texts at the intermediate level. Thankfully, our generous PAC has provided funds to purchase additional classroom materials used to enrich and support literacy at the primary level. We continue to be grateful to our PAC for their assistance in this regard.

For the second year in a row we dropped a division and started the year with about 20 fewer students than we ended with in the previous June. However, we have steadily picked up students as the year has progressed and our enrolment is now only down by 3 from this time last year. Thankfully, we will not drop another division next year. This really helps to keep class sizes down. Although it is hard to be substantially creative in class organization in a smaller school, it will be important to ensure that we leave room for growth at every grade level. We hope that the steady influx of students that we experienced this year continues next.

There continues to be hope for more students on the horizon. Next year we will have at least 6 students from the Polygon condo development, and we hope to get a few from the new project on Orwell. The real estate market is picking up, and additional re-zoning and new construction in the immediate neighbourhood is a distinct possibility. Polygon sold out their development in a few months, a fact that we hope will spur others to start additional projects. Although it is a few years away, the high-rise development across the highway will substantially increase the density in this catchment area. We will continue our 'open door' policy with potential buyers—all will be welcomed into the school without needing to make an appointment. We might not be able to provide a fancy tour, but we will find a way for someone to have a quick chat. As mentioned previously, there is a warm, inclusive, and welcoming feeling at this school—something we have to maintain so that it is still there when the student population begins to once again increase to the point where we can add a division.

The District of North Vancouver requires developers to pay a 'community amenities fee'—money that can be used by the community to enhance the neighbourhood. Previously, these funds were used to help construct the new Boys and Girls Club. We will continue to explore the possibility of accessing these funds to help out directly or indirectly at Lynnmour.

During the year, students from the Human Kinetics program at Capilano University visited Lynnmour to observe our students as part of a 'lab' assignment. We have started the process of creating a formal relationship between Lynnmour and this department. Our kids get the benefit of working with university

students, and the Cap students get access to 'live' subjects as part of their studies. We hope to expand this relationship beyond this department. Perhaps, when the time comes to build a new school here, we can tap into funds from Cap to do something above and beyond what would otherwise be possible and create a school that will have additional amenities.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Lynnmour Elementary School Plan for 2010-2011 are:

- 1. To improve reading proficiency in students K-7, particularly those 'at risk' of low achievement.**
- 2. To increase students' sense of safety, responsibility and belonging.**
- 3. To improve the achievement for each Aboriginal student.**

School Goal 1:

To improve reading proficiency in students K-7, particularly those ‘at risk’ of low achievement.

Goal Rationale:

Reading proficiency is a key foundation for student achievement in all areas. In reviewing the data from past plans the staff and community believe that there is a need to continue to address a focus on improving reading proficiency. We have decided to focus more on those students ‘at risk’ or ‘low achievement’.

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 (>25%).

Strategies/Structures:

- To provide intervention for identified students as based on assessments and SBT recommendations
- Continue with all components of Firm Foundations
- Continue to provide phonological awareness training for at-risk students, as identified through January TOPA
- Continue to use Cooperative Learning strategies such as: Buddy Reading, Peer Reading, Reading with the Service Dog
- Continue to make use of parent volunteers in classrooms to help with Firm Foundations and Reading Readiness
- Track K students who score <25%ile in June retesting through grade 1 and provide interventions as needed

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual	Actual	Actual
TOPA testing percentage of kindergarten students >25%ile	75% (Jan. 2009)	83%	80% (Jan. 2010)	100% (Jan. 2011)	(Jan. 2012)
TOPA testing percent of kindergarten students <25%ile in January 2009 as compared to those same students re-tested who are >25%ile in June 2009	9% (Jun. 2009)	0%	0% (Jun. 2010)	0% (Jun. 2011)	(Jun. 2012)

Objective 1.2: To improve the reading skills of students in grades 1 –7

Strategies/Structures:

- Continue to provide small group guided reading instruction for all grade one students
- Continue to provide reading intervention for identified students through Learning Assistance Teachers (LAC)
- Continue using school-wide use of District Reading Assessment tool in grades 2-7 (to be replaced over time with district assessment tool, RAD)
- Continue school-wide Guided Reading grades 2 - 7
- Continue to focus on implementing Reading 44 components related to reading in the content area grades 1 – 7
- Use of Instructional Intelligence activities to support students’ understanding of non-fiction text
- Continue to dedicate funds towards resources

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual	Actual	Actual
Percentage of students in grade 1 ‘at risk’ On ‘Dibels” testing results	36% (Feb. 09)	33%	72% (Oct. 09)	77% (Oct.10)	(Oct. 11)
Percentage of students in grade 2 ‘at risk’ On ‘Dibels” testing results	21% (Feb. 09)	18%	23% (Oct. 09)	43% (Oct. 10)	(Oct. 11)
Percentage of students in grade 3 ‘at risk’ On ‘Dibels” testing results	15% (Feb. 09)	13%	9% (Oct. 09)	25% (Oct. 10)	(Oct. 11)
Percentage of students in grade 1- 3 meeting or exceeding expectations in Reading on 1st term report cards	64% (2008)	66%	61% (Fall 09)	62% (Fall 10)	(Fall 11)
Percentage of students in grade 4-7 meeting or exceeding expectations in Language Arts on 1st term report cards	70% (2008)	72%	88% (Fall 09)	79% (Fall 10)	(Fall 11)

Key Performance Measure: Scores on the Reading Assessment Device (RAD) for 2010-2011. % of students within each category. Target: to have at least 25% of the students who score in categories 1, 2, or 3 on any of the 4 sections of the first test move up a category once the test is administered a second time during the same year.	September 2010 Baseline				June 2011 Actual**			
	1. Not Yet Within Expectations	2. Minimally Meets Expectations	3. Fully Meets Expectations	4. Exceeds Expectations	1. Not Yet Within Expectations	2. Minimally Meets Expectations	3. Fully Meets Expectations	4. Exceeds Expectations
Grade 1 (n=13)								
Pre-Reading Strategies	0	38	46	15				
Comprehension	8	38	46	8				
Analysis	8	31	62	0				
Grade 2* (n=7)								
Pre-Reading Strategies	14	0	71	14				
Comprehension	14	14	29	43				
Analysis	14	14	71	0				
Grade 3* (n=0)								
Pre-Reading Strategies								
Comprehension								
Analysis								
* Grade 2/3 teacher used a different instrument to measure reading ability								
Grade 4 (n=21)								
Pre-Reading Strategies	10	62	29	0				
Comprehension	24	38	38	0				
Analysis	14	33	53	0				
Grade 5 (n=30)								
Pre-Reading Strategies	3	43	50	3				
Comprehension	20	73	7	0				
Analysis	13	23	60	3				
Grade 6 (n=13)*								
Pre-Reading Strategies	23	46	31	0				
Comprehension	23	54	23	0				
Analysis	31	38	31	0				
Grade 7 (n=16)*								
Pre-Reading Strategies	0	63	38	0				
Comprehension	19	50	25	6				
Analysis	19	25	50	6				
* Data from one class only								
** Data still being collected								



School Goal 2:

To increase students' sense of safety, responsibility and belonging.

Goal Rationale:

Through past years' Safe School audits, violence prevention and crisis management have been identified as areas for focus. A key ingredient for positive change in the elementary school is the effective involvement of students. Student opportunity, engagement, and recognition within the school community can shape a school's climate and facilitate constructive change. There has been a noticeable amount of economic stress on the education system this year. The increased monetary pressures on families, uncertainty over parental jobs and other factors add another layer of difficulty that some of our students have to deal with. As a result, we will continue with this important goal for another year.

We have discovered that our emergency preparedness supplies are inadequate to sustain a prolonged school closure due to a catastrophic disaster. Having witnessed how difficult it has been for a nation as prepared as Japan to deal with the effects of a large earthquake, we need to ensure that we have a reasonable amount of supplies on hand to keep our kids safe in a disaster until such a time as their parents can come to the school and pick them up.

Objective 2.1: To increase student participation in leadership and extracurricular activities to develop a greater sense of belonging and empowerment.

Strategies/Structures:

- Develop and implement an office/monitor training programs for Grade 6/7 students
- Continue to provide leadership opportunities and a student voice through the student council
- Continue with the 'Buddy Reading' to increase active involvement
- Continue to encourage and train students in AV setup and operations for school and special functions
- Increase opportunities for students to become involved in planning and leading assemblies on a monthly basis
- Continue to offer opportunities for student to become involved in school activities such as: Drama club (school plays), Talent shows, Fun Day organization, Library monitors, Lunch monitors and intra/inter mural sports activities
- Continue to support and encourage students to become involved in the Peer Counselling program
- Review and update goal monthly at staff meetings (committee reports etc.)



- Continue to recognize individuals by peers, staff and community for yearly awards
- Review awards criteria with students and parents throughout the year
- Highlight activities on the digital display board in the main hallway and on the website

Evidence: (Quantitative)

Key Performance Measure:	Baseline May 2009	Target	Actual April 2010	Actual April 2011	Actual April 2012
Percentage of students grade 1-3 involved in school leadership opportunities (Student Council, AV set up, Peer Counselling, Leading Assemblies, Buddy Reading, Lunch Monitors, Library monitors, Recycling, classroom helpers, garbage pickup, class meetings)	87%	95%	100%	100%	
Percentage of students grade 4-7 involved in school leadership opportunities (Student Council, AV set up, Peer Counselling, Leading Assemblies, Buddy Reading, Lunch Monitors, Library monitors, Recycling, classroom helpers, garbage pickup, class meetings)	98%	100%	100%	100%	
Percentage of students grade 4-7 involved in activities at school such as; sports activities clubs etc...	88%	90%	93%	90%	

Objective 2.2: To develop socially responsible student behaviours through the use of preventative and proactive programs.

Strategies/Structures:

- Promote and teach socially responsible behaviours through programs and activities such as: Second Step Program, class meetings, Focus on Bullying etc...
- Use resources from the community and School District to support teaching of positive behaviour
- Participate in in-service opportunities such as: district in-service, ed leadership time, peer teaching/modeling, school professional days
- Continue to promote community awareness of violence prevention curriculum through venues such as: bulletin boards, websites, PAC meetings, newsletter etc....
- School-wide review of assessment, evaluation and reporting of Social Responsibility performance
- Recognize anti-bullying day and other significant dates and or events have an anti-bullying day assembly and take a school wide commitment not to bully
- Highlight activities and responsible leaders on the digital display board in the main hallway and on the website
- Continue work on education students on how to avoid and prevent cyber-bullying

- Continue with presentations by high school students and the RCMP liaison officers on internet safety

Evidence: (*Quantitative*)

Key Performance Measure:	Baseline	Target	Actual Apr.10	Actual Apr.11	Actual Apr. 12
2008 Satisfaction Survey – grade 4 students Percentage reporting “All of the Time”, or “Many Times” to the question “at school, are you bullied, teased, or picked on?”	7%	5%	11%	0%	
2008 Satisfaction Survey – grade 7 students Percentage reporting “All of the Time”, or “Many Times” to the question “at school, are you bullied, teased, or picked on?”	7%	5%	0%	3%	

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey 2010 / 2011 % of students in grades 4-7 responding “Many times” or “All the time”	Baseline Spring 2011	Target	Actual Spring 2012
I feel safe on the playground or on the field.	85%	90%	
I feel safe in my neighbourhood or community.	71%	75%	
At school, I see other students do kind things for others.	58%	70%	
I take an active role to help make the classroom and school a better place.	72%	80%	
Students take an active role to help make the classroom and school a better place.	65%	75%	
When there is a problem, I do nothing.	18%	10%	
When I see bullying, I tell an adult.	67%	80%	
When I see bullying, I try to help the person being bullied.	72%	80%	



Objective 2.3: To ensure that the school's emergency supplies are up-to-date and able to support students for a protracted period in the event of a catastrophic disaster.

Strategies/Structures:

- Using the Emergency Management Manual, ensure that all of the supplies needed are in place and accessible. This includes a new container outside.
- Work cooperatively with the Boys and Girls Club to share expenses as they may be the ones required to look after our students should a disaster happen when school has been dismissed for the day but when students are still at the Club.

Evidence: (*Qualitative*)

Qualitative Baseline: <ul style="list-style-type: none">- Supplies currently insufficient
Qualitative Target: <ul style="list-style-type: none">- Supplies to be stocked in accordance with emergency management guidelines by February 2012
Qualitative Actual:

School Goal 3:

To improve the achievement for each Aboriginal student.

Goal Rationale:

13% of Lynnmour's population are of Aboriginal background. This goal addresses some of the unique needs of the Aboriginal student population along with the explicit needs of each student.

Objective 3.1: To improve academic success of Aboriginal students.

Strategies/Structures:

- Continue to provide intervention for identified students through Learning Assistance Teachers (LAC) and Support Staff
- Continue to identify at risk students through a variety of assessment tools
- Continue, Guided Reading, the teaching of Reading 44 strategies, and/or Reading for Lifelong Learning (First Nations Reading 44) strategies in place for identified students
- Continued contact with parents from the FN community
- Make use of the First Nations Book Bin
- Provide computer assisted reading and writing programs for identified students such as: Academy of Reading and Academy of Math
- Make use of NEOs and Laptops for selected Aboriginal students
- Provide more opportunities to support students through Math interventions individually and in small groups emphasising Math 44
- Explore ways to coordinate events/support with District 44's First Nations Support workers/teachers

Key Performance Measures	Baseline	Target	Actual	Actual	Actual
Percentage of FN students meeting or exceeding expectations in Math on year end report cards	53% (2008)	55%	55% (2009)	61% (2010)	(2011)
Percentage of FN students in Grades 1-3 meeting or exceeding expectations in Reading on year end report cards * Note: sample size is 6 students	33%* (2010)	50%	(2011)		
Percentage of FN students in grades 4-7 meeting or exceeding expectations in Language Arts on year end report cards	67% (2010)	75%	(2011)		
Percentage of FN students on Modified programs	4.6% 08-09	4.35%	11.5% 09-10	4.3% 10-11	11-12



Objective 3.2: To enhance Aboriginal students’ sense of belonging by involving the school community in opportunities to appreciate the history, traditions, and culture of First Nations people.

Strategies/Structures:

- Attendance and participation in the North Vancouver Outdoor School Big House program by Grade 4’s
- Increase Aboriginal and non-Aboriginal’s appreciation of the first Nations culture and heritage by the sharing of Aboriginal Books in all classes throughout the year
- Continual enhancement of materials relevant to First Nations
- Develop a stronger understanding of the culture by giving students the opportunity to create and then display Students Aboriginal Artwork throughout school
- Have First Nations students create drums to be displayed at the school
- Explore ways to coordinate events/support with District 44’s First Nations Support workers/teachers
- Hold cultural events to recognize National Aboriginal Day such as: learning about the potlatch or other performances such as sport or guest artists etc...
- Provide more opportunities for all students to learn and appreciate aspects of First Nations cultures within the school community

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual	Actual
2008 Satisfaction Survey- grade 4 Students Percentage reporting “All of the time” or “Many Times” to the question “At School do you respect people who are different from you (for example, think, act, or look different?)”	96%	98%	96% (2010)	87% (2011)
2008 Satisfaction Survey - grade 7 Students Percentage reporting “All of the time” or “Many Times” to the question “At School do you respect people who are different from you (for example, think, act, or look different?)”	96%	98%	96% (2010)	79% (2011)
Percentage of grade 4 students attending the Big House program	99%	100%	100% (2010)	(2011)*

* Students have yet to attend the Big House

Qualitative Baseline:

The first thing one sees upon entering Lynnmour is a magnificent new welcome figure surrounded by other works of First Nations art. Special First Nations banners are brought out for formal assemblies; traditional artwork by First Nations students is also on display. The ceremony for the blessing of the Welcome Figure featured speeches by elders, as well as drumming and dancing. All students had the chance to participate and dance at the conclusion of the ceremony. All students created their own 'Dreamcatchers' as part of the lead-up to the ceremony. Grade 4 students continue to attend the Bighouse.

Qualitative Target:

Build on the success of the Welcome Figure by having the First Nations students create more original works of art that can be displayed in the school.

Qualitative Actual:

Objective 3.3: To improve the attendance of Aboriginal students.

Strategies/Structures:

- Utilize the FNSW to connect with FN families to help address some of the absenteeism reasons and offer assistance where necessary
- Offer incentives to reward all students for being on time
- Contact parents and elders to reinforce the importance of attendance
- Use First Nations Youth Workers to make connections with the students

Key Performance Measure:	Baseline	Target	Actual	Actual
Percentage of days FN students are absent over the school year	11% (Apr 2009)	8%	9% (May 2010)	9% (May 2011)
Percentage of FN students arriving late over the school year	13% (May 2009)	10%	10% (May 2010)	6% (May 2011)



Connections:

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

1. To improve reading proficiency in students K-7, particularly those 'at risk' of low achievement.

This goal lines up with the District Goal #1: 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. Specifically, the focus on early literacy success is one of the '4 pillars' of literacy. This goal also aligns with the Windsor's Goal #2: To improve the percentage of students who are meeting expectations in Literacy (reading, writing, and oral).

2. To increase students' sense of safety, responsibility and belonging.

This goal also lines up nicely goals at both the district and family of schools level. The alignment with District Goal #2, which focuses on emphasizing safe, caring, and relational aspects of instruction to improve completion rates. Additionally, there is also a nice fit with Windsor's first goal, which focuses on increasing the number of students who feel that they belong and are valued.

3. To improve the achievement for each Aboriginal student.

Along with early literacy, reading success for Aboriginal learners is another of the 4 pillars of literacy. This is also a specific District Goal (#3) and a Goal at Windsor (#1); additionally, there are numerous references to increased academic success of Aboriginal learners sprinkled throughout the District Achievement Contract and the Windsor School plan.

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, 2010.

School Planning Council Approval of Proposed School Plan:

Date: 01MAY2010

	Name	Signature
Chairperson (Principal)	Ross Bligh	<i>Original Document signed by SPC Members</i>
Teacher	Not Participating	
Parent	Janice Fletcher	
Parent	Lisa Welbourn	
Parent		
Student <i>(Gr 10, 11, 12 schools only)</i>		

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 20, 2011**

