

## North Vancouver School District SCHOOL PLAN *for* 2011-2012

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

### School/Community Context:

“The Upper Lynn School Community serves to assist each and every student in realizing their full potential in an atmosphere that promotes healthy intellectual, emotional, social and physical growth.”

Upper Lynn School is located in upper Lynn Valley, in a medium density residential neighbourhood. The school was built in 1959, on a 2.2 hectare site, with additions and renovations completed in late 2001. The school is located on a north-south sloping site, with the primary (K-3) classrooms, Learning Achievement Centre, Student Services, Library, main administration offices, multipurpose room and gymnasium on the main floor and intermediate (4-7) classrooms, ESL, Computer Lab, and music room located upstairs.

There is a well-established Parent Advisory Committee, that has an Executive (table officers, and Members-at-Large). Through parent-teacher meetings, PAC meetings, open houses, parent assemblies, and newsletters parents indicate their interest in being involved in school activities.

In addition to comprehensive academics, Upper Lynn School places an emphasis on athletics, including; an extracurricular ski program for grades 4-7 students at Grouse Mountain and a day trip to Blackcomb, mountain bike club, kilometre club, full track and field program, tennis program (alternating years), and volleyball and basketball. In addition we value our student leadership programs that include; a Grade seven leadership program, Peer Mediators, Crossing Guard Program, and Recycling Program. Several classes also participate in a district sponsored Salmonid Enhancement program. Positive student behaviour at the school is based largely on the principles of Effective Behaviour Support, and is successfully maintained at our school through consistent application, and discussion of our Code of Conduct by all members of the school. Regular and ongoing community based events, such as our annual Spring Carnival, Family Fun Night, Band Performances, Christmas Concerts, and Talent Shows highlight the value placed on school and community interaction. Please visit our web site at <http://upperlynn.nvdsd44.bc.ca> to learn more about the school.

### Demographics (2010-2011 school year):

Total number of students: 491 Male: 258 Female: 233

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	46	51	61	68	58	60	64	68

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>25.41</b>	<b>2</b>	<b>10</b>	<b>3</b>	<b>2</b>

## Progress Analysis:

### Review of School Goals – Previous Year

#### Goal 1 To improve the reading proficiency of all students who are not yet meeting expectations for reading as measured by performance standards

##### Objective 1.1:

To increase the percentage of students who meet the expectations for reading readiness and early literacy by the end of Kindergarten and Grade 1 as measured by the Test of Phonological Awareness (TOPA) and report cards

Key Performance Measure:	Baseline	Target June 2010	Actual June 2010
Test Of Phonological Awareness (TOPA) 2009-10 Students meeting reading readiness requirements (above 35 <sup>th</sup> %ile)	77% Jan. 2010	82% June 2010	98%
Report Card Marks 2009-10 Students meeting or exceeding expectations for Reading - Kindergarten	64% 1 <sup>st</sup> Term	69% June 2010	84%
Report Card Marks 2009-10 Students meeting or exceeding expectations for Reading – Grade 1	83% 1 <sup>st</sup> Term	88% June 2010	86%

- Very good progress continues to be made
- SPC and staff interested in how the introduction of all day kindergarten in September 2010 may impact our assessment results and wish to keep this objective
- No qualitative data was collected; this will be an area of attention as the 2011-12 plan is developed

##### Objective 1.2:

To increase the percentage of students in grades 2-7 able to identify the main idea and summarize main ideas in written passages (reading skills) as measured by the Reading Assessment Device (RAD).

Key Performance Measure:	Baseline Fall 2009	Target Spring 2010	Actual Spring 2010
RAD Fall Grade 2 fully meeting or exceeding expectations – Comprehension component	24%	29%	69%
RAD Fall Grade 3 fully meeting or exceeding expectations – Comprehension component	69%	74%	71%
RAD Fall Grade 4 fully meeting or exceeding expectations – Comprehension component	58%	63%	40%
RAD Fall Grade 5 fully meeting or exceeding expectations – Comprehension component	39%	44%	68%
RAD Fall Grade 6 fully meeting or exceeding expectations – Comprehension component	40%	45%	56%
RAD Fall Grade 7 fully meeting or exceeding expectations – Comprehension component	46%	51%	46%

- Need to consider other assessment measures as staff are concerned about the validity of the RAD and the inconsistency in scoring; continue objective for another year paying attention to particular cohorts
- No qualitative data was collected; this will be an area of attention as the 2011-12 plan is developed

**Goal 2 To increase Intermediate student sense of safety and Intermediate student sense of belonging at Upper Lynn as measured by the Ministry’s Satisfaction Survey**

**Objective 2.1:**

To increase student sense of safety as measured by the Ministry’s Satisfaction Survey

<b>Key Performance Measure:</b>	<b>Baseline April 2009</b>	<b>Target May 2010</b>	<b>Actual May 2010</b>
Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “I feel safe at school.”	88%	93%	80%
Ministry Satisfaction Survey – Grade 7 students responding “All of the Time” or “Many Times” to “I feel safe at school.”	75%	80%	82%

- Cohort database is being developed by the school that will help us track this data by a specific cohort
- Need to consider results of Fall 2010 district Social Responsibility Survey as this objective is carried over to 2011-12 plan

**Objective 2.2:**

To increase the percentage of grade 4 &7 students who report feeling a sense of belonging to Upper Lynn as measured by the Ministry’s Satisfaction Survey

<b>Key Performance Measure:</b>	<b>Baseline April 2009</b>	<b>Target May 2010</b>	<b>Actual May 2010</b>
Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “Do you feel welcome at your school?”	84%	89%	79%
Ministry Satisfaction Survey – Grade 7 students responding “All of the Time” or “Many Times” to “Do you feel welcome at your school?”	86%	91%	87%

- Cohort database is being developed by the school that will help us track this data by a specific cohort
- Need to consider results of Fall 2010 district Social Responsibility Survey as this objective is carried over to 2011-12 plan

**Opportunities for Further Development:**

- Goals and objectives will carry over for the 2011-12 plan with the following notes
- Making good progress with goal #1; interested to see if all day kindergarten makes a difference to baselines and targets set for objective 1.1 as 2011-12 plan is developed
- Need to revisit the types of qualitative data collected for objectives 1.1 and 1.2
- Opportunity to add data collected from district’s Social Responsibility Survey for Intermediate students collected in Fall 2010 as a key performance measure for goal #2 in addition to Ministry Satisfaction Survey; seek to follow a cohort from grade 4-7 in order to see pattern
- Developing a cohort database of assessment results to assist with the development of goals, objectives, and strategies

## School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Upper Lynn Elementary School Plan for 2011-12 are:

1. **To improve the reading proficiency of all students who are not yet meeting expectations for reading as measured by performance standards**
2. **To increase Intermediate student sense of physical and emotional safety and Intermediate student sense of belonging at Upper Lynn as measured by the Ministry's Satisfaction Survey and School District Social Responsibility Survey**

### School Goal 1:

**To improve the reading proficiency of all students who are not yet meeting expectations for reading as measured by ministry performance standards**

#### Goal Rationale:

A consensus of opinion at Upper Lynn was that maintaining a standard where ALL students were above the 'at risk' marker was a very worthwhile goal, and one that would establish a foundation for reading readiness that would provide long term support for each learner.

Following an analysis of the data, the school community decided to focus on the ability of students in grades 2-7 to summarize the main ideas in written passages.

#### Objective 1.1:

To increase the percentage of students who meet the expectations for reading readiness and early literacy by the end of Kindergarten and Grade 1 as measured by the Test of Phonological Awareness (TOPA) and report cards

##### Strategies/Structures:

- Administer the Test of Phonological Awareness (TOPA) to all Kindergarten students during January of each school year
- In the fall, continue to administer DIBELS (Oral Reading Fluency) assessments to grade 1 students identified as at risk in June TOPA re-assessment or based on teacher referral
- Identify and track students who are not meeting expectations (scoring up to the 25th percentile) on the TOPA test for Kindergarten.
- Investigate further tool(s) to assess grade 1 reading progress
- Provide individualized instruction and intervention programs for identified students through the Learning Assistance Teachers, Special Education Aides and Learning Support Worker (e.g. Phonographix, Orton Gillingham, Phonemic Awareness programs, Readwell, *Launch Into Reading Success*)
- Implement support programs (Learning Achievement Centre, Learning Support Worker, classroom programs) for students identified through the DIBELS assessment as being at-risk
- Continue to implement all components of *Reading 44* and *Firm Foundations* in Kindergarten and Grade 1

- Continue to provide phonological awareness training for at-risk students, as identified through the TOPA
- Continue to use Cooperative Learning strategies (Buddy Reading, Peer Reading)
- Provide home reading program for kindergarten and grade 1 students

**Evidence:** (Quantitative)

Key Performance Measure:	Baseline	Target June 2011	Actual June 2011
Test Of Phonological Awareness (TOPA) 2009-10 Students meeting reading readiness requirements (above 25 <sup>th</sup> %ile)	93% Jan. 2011	100%	
Report Card Marks 2010-11 Students meeting or exceeding expectations for Reading - Kindergarten	87% 1 <sup>st</sup> Term	90%	
Report Card Marks 2010-11 Students meeting or exceeding expectations for Reading – Grade 1	81% 1 <sup>st</sup> Term	84%	

**Evidence:** (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Kindergarten and grade 1 teachers will provide anecdotal comments at November 2011 Primary Team meeting regarding the development of reading readiness and early literacy skills by kindergarten students. An example question might be, “Given your experience, how do you feel about your students’ reading readiness and early literacy skills?”</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Kindergarten and grade 1 teachers will provide anecdotal comments at June 2012 Primary Team meeting regarding the development of reading readiness and early literacy skills by kindergarten students and the effectiveness of strategies. An example question might be, “Given your experience, how do you feel about your students’ reading readiness and early literacy skills?”</li> </ul>
<p><b>Qualitative Actual:</b></p>

**Objective 1.2:**

To increase the percentage of students in grades 2-7 able to identify the main idea and summarize main ideas in written passages (reading skills) as measured by the Reading Assessment Device (RAD).

**Strategies/Structures:**

- Implement *Reading 44* strategies related to determining the most important ideas and events and the relationship between them and summarizing what has been read
- Provide parents with activities through class notices and school newsletters to support their child’s skill development
- Use November RAD results to assist with identifying students for additional support through the Upper Lynn Learning Achievement Centre

**Evidence:** (Quantitative)

Key Performance Measure:	Baseline Fall 2010	Target Spring 2011	Actual Spring 2011
RAD Fall Grade 2 fully meeting or exceeding expectations – Comprehension component	47%	75%	

<b>Key Performance Measure:</b>	<b>Baseline Fall 2010</b>	<b>Target Spring 2011</b>	<b>Actual</b>
RAD Fall Grade 3 fully meeting or exceeding expectations – Comprehension component	61%	75%	
RAD Fall Grade 4 fully meeting or exceeding expectations – Comprehension component	76%	85%	
RAD Fall Grade 5 fully meeting or exceeding expectations – Comprehension component	52%	75%	
RAD Fall Grade 6 fully meeting or exceeding expectations – Comprehension component	30%	75%	
RAD Fall Grade 7 fully meeting or exceeding expectations – Comprehension component	62%	75%	

**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b> - grade 2-7 teachers are using the RAD</p>
<p><b>Qualitative Target:</b> Broaden performance-based assessment approaches that engage teachers and students in assessment for and as learning: DART( District Assessment of Reading Team- Faye Bownlie); QCA (Quick Comprehension Assessment- Sharon Jeroski –Reaching Readers and Writers); Reading and Responding (Faye Brownlie and Sharon Jeroski); SmartReading (Susan Close); Standard Reading Assessment (Faye Brownlie); ORCA (Oral Reading Comprehension - Assessment- Greater Victoria School District)</p>
<p><b>Qualitative Actual:</b></p>

## School Goal 2:

To increase Intermediate student sense of physical and emotional safety and Intermediate student sense of belonging at Upper Lynn as measured by the Ministry's Satisfaction Survey and School District Social Responsibility Survey

### Goal Rationale:

Following the analysis of the Safe and Caring Schools assessment and the school district's Social Responsibility Survey it was determined that providing a **Positive School Climate** is critical to the success of Upper Lynn Elementary School. Fostering and maintaining a sense of student belonging is critical to a positive school climate.

### Objective 2.1:

To increase the percentage of grade 4 & 7 students who report feeling a sense of belonging to Upper Lynn as measured by the Ministry's Satisfaction Survey

#### Strategies/Structures:

- Continue to engage grade 7 students in grade 7 leadership program and seek opportunities to enhance the program
- Increase the use of peer mediators through training provided by the school counsellor
- Collaborate with Parent Council (PAC) to provide parent workshops on the topic of developing a sense of safety and belonging in children
- Support the initiatives that were introduced by classroom teachers and behaviour support worker in 2010-11 (e.g. class meetings)

#### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “Do you feel welcome at your school?”	86% April '09	91% April 2012	

\*\* Note: the “actual” data reported from the Ministry's Satisfaction Survey will be from the same general cohort in grade 7.

## Objective 2.2:

To increase student sense of physical and emotional safety as measured by the Ministry's Satisfaction Survey and school district Social Responsibility Survey for Intermediate Students

### Strategies/Structures:

- Enhance the school's emergency procedures with a particular focus on earthquake preparedness
- Include students in the enhancement of the emergency procedures
- Increase the use of *Synervoice* and *SchoolConnects* as tools to communicate important information to the parent community related to student safety (e.g. emergency school closures)
- Collaborate with Parent Council (PAC) to provide parent workshops on the topic of developing a sense of safety and belonging in children
- Expand the use of the ideas in "The Virtues Project" and "Building Moral Intelligence" introduced through class activities with the school librarian by establishing monthly bulletin board displays and school newsletter contributions from students
- Expand "Random Acts of Kindness" week to the entire month of February in which students are rewarded with tickets for random acts of kindness and pro-social behaviours

### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual**
Ministry Satisfaction Survey – Grade 4 students responding "All of the Time" or "Many Times" to "I feel safe at school."	89% April 2009	94% April 2012	
Ministry Satisfaction Survey – Grade 4 students responding "All of the Time" or "Many Times" to "At school, are you bullied, teased, or picked on?"	6% April 2009	3% April 2012	
School District Social Responsibility Survey – Grade 4 students responding "All the time" or "Many times" to "I feel safe at school."	85% Fall 2010	90% Fall 2011	
School District Social Responsibility Survey – Grade 4 students responding "All the time" or "Many times" to "I am bullied/teased at school."	17% Fall 2010	12% Fall 2011	
School District Social Responsibility Survey – Grade 5 students responding "All the time" or "Many times" to "I feel safe at school."	92% Fall 2010	97% Fall 2011	
School District Social Responsibility Survey – Grade 5 students responding "All the time" or "Many times" to "I am bullied/teased at school."	13% Fall 2010	8% Fall 2011	
School District Social Responsibility Survey – Grade 6 students responding "All the time" or "Many times" to "I feel safe at school."	86% Fall 2010	91% Fall 2011	
School District Social Responsibility Survey – Grade 6 students responding "All the time" or "Many times" to "I am bullied/teased at school."	11% Fall 2010	6% Fall 2011	

\*\* Note: the "actual" data reported from the Ministry's Satisfaction Survey will be from the same general cohort in grade 7. Similarly, for example, the "actual" data from the district's *Social Responsibility Survey for Intermediate Students* to be reported for grade 4 students will be the grade 5 data from the next year.



## Connections:

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

#### Argyle Family of School's School Plans

- The Principals of the Argyle Family of Schools meets on a bimonthly basis to discuss matters pertaining to the Family of Schools, including the goals, objectives, and strategies identified in our school plans and to make connections between schools
- Each of the schools in the Argyle Family of Schools shares a similar goal related to establishing and maintaining a safe and caring school

#### District Achievement Contract

- Upper Lynn's Goal 1 aligns with 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*
- Upper Lynn's Goal 2 aligns with District Goal 2: *To Improve completion rates for students in the school district by emphasizing the safe, caring, and relational aspects of instruction in our schools. District Objective 2.1: Increase numbers of elementary schools and/or families of schools participating in Collegial Conferencing projects on specific instructional practices that suit the needs of students transitioning to grade 8 and enhance their sense of belonging in school, in particular, is closely aligned with Upper Lynn Goal 2*

#### District Literacy Plan

- Upper Lynn's Goal 1 aligns with Pillar #2: *Reading Success in Schools* of the District Literacy Plan

#### North Shore Community Literacy Plan

Upper Lynn's Goal 1 aligns with one of the North Shore Community Literacy Plan's vision achievement indicators: *Reading is part of every child's life supported by their families and community*

**Consultation Process of Upper Lynn Elementary School Planning Council:**

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Upper Lynn Elementary School Plan will be posted on the school web site by October 31, 2011.

**School Planning Council Approval of Proposed School Plan:**

Date: May 2, 2011

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Todd Henderson	<i>Original Document signed by SPC Members</i>
Teacher	Teachers not participating	
Parent	Alexandra Best	
Parent	Louise Watson	
Parent	Only 2 elected	
Student <i>(Gr 10, 11, 12 schools only)</i>	N/A	

**Board Approval of School Plan:**

*Approved by:*

**Bryn Roberts, Assistant Superintendent**  
**June 13, 2011**

## Glossary of Terms

### **DIBELS - Dynamic Indicators of Basic Early Literacy Skills**

From <http://en.wikipedia.org/wiki/DIBELS>:

The DIBELS is a formative early literacy [assessment](#) created by Dr. [Roland Good](#) and Dr. [Ruth Kaminski](#) of the [Dynamic Measurement Group](#). It is used to screen for whether students are at risk of [reading](#) difficulty, and to monitor student progress and guide instruction.

The DIBELS comprise a developmental sequence of one-minute measures: recognizing initial sounds, naming the letters of the alphabet, segmenting the phonemes in a word, reading nonsense words, oral reading of a passage, retelling, and word use. The measures assess phonological awareness, the alphabetic principle, accuracy and fluency in reading connected text, vocabulary and comprehension. Each measure has been researched and demonstrated to be a reliable and valid indicator of early literacy development. DIBELS results can be used to evaluate individual student development, as well as to provide feedback on effectiveness of instruction.

### **The BC Performance Standards**

From [http://www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)

The BC Performance Standards have been developed for voluntary use in B.C. schools. They describe the professional judgments of a significant number of B.C. educators about standards and expectations for the following key areas of learning:

- Reading (English, French Immersion and Francophone)
- Writing (English, French Immersion and Francophone)
- Numeracy (English and French Immersion/Francophone)
- Social Responsibility (English and French Immersion/Francophone)
- Information and Communications Technology Integration (ICTI)
- Healthy Living

The standards focus exclusively on performance assessment. In performance assessment students are asked to apply the skills and concepts they have learned to complete complex, realistic tasks. This type of assessment supports a criterion-referenced approach to evaluation and enables teachers, students, and parents to compare student performance to provincial standards.

### **Reading Assessment Device (RAD)**

The RAD is a formative assessment tool that focuses on informational reading for grades 1 through 9. The RAD is designed to give teachers descriptive feedback in three aspects of reading described in the BC Performance Standards: strategies, comprehension and analysis. The primary purpose of the RAD is to help students learn more about themselves as readers and to help teachers plan for systematic reading comprehension instruction.

### **Test of Phonological Awareness (TOPA)**

The Test of Phonological Awareness (TOPA) assesses young children's phonological awareness. Because of its predictive relationship to reading acquisition, the TOPA is used as an early screening device in Kindergartens in the North Vancouver School District.