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North Vancouver School District
SCHOOL PLAN for 2012-2013

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School: École Dorothy Lynas Elementary
Address: 4000 Inlet Crescent
               North Vancouver, BC   V7G 2R2
Phone: 604-903-3430

School/Community Context:

École Dorothy Lynas Elementary is a vibrant dual track, English and French Immersion School in the Seycove Family of Schools. Students in the English stream will transition to Seycove Secondary School for their high school years; students in the French stream will transition to Windsor Secondary School. The mission of the Dorothy Lynas School community is to actively promote and foster the growth of each child toward becoming a happy, responsible and contributing member of our school and community. The Code of the Dragon is an understanding that allows us to work together in a safe and caring environment. At Dorothy Lynas School we treat everyone and everything with courtesy, kindness and consideration; are responsible for our learning and actions; care for the safety of everyone.

Demographics (*2011-2012 school year*):

Total number of students: 561   Male: 250   Female: 311

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	32	23	41	32	35	47	31	48
Fr. Imm.	44	47	23	31	44	35	21	27

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
28.41	**1.4**	**5.7**	**2.1**	**0.18**

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Progress Analysis:

Review of School Goals – Previous Year(s)
Previous School Plan Goal 1: To increase literacy skills

Increase focus on Reading Comprehension and Fluency for students at risk in grades 1-6:

Trend Data Table:

Key Performance Measure: # of primary students indentified at risk (through resource team)- French and English			
	Baseline	**Target**	**Actual**
November 2011	**38**	**Lower by 15%**	**28**

Trend Data Table:

Key Performance Measure: # of intermediate students indentified at risk (through resource team)- French and English			
	Baseline	**Target**	**Actual**
November 2011	**30**	**Lower by 15%**	**46**

Trend Data Analysis:

- Most teachers reported that they used many of the strategies listed in this objective; most encouraged home reading, but we did not measure the follow through from home
- "Elder Readers" should be encouraged for all primary classes; continue into grade 4 for content reading practice
- An increase in population this year in the intermediate grades also brought an increase in the number of students indentified at risk
- We will continue with the same strategies and data for the 2012-2013 year

Previous School Plan Goal 1: To increase literacy skills

To increase the reading/writing connections in grades 4 and 5

Trend Data Table:

Key Performance Measure: % of grade 4 students Fully Meeting or Exceeding Expectations in the area of Main Idea on the Classroom Reading Assessment			
	Baseline	**Target**	**Actual**
April 2011	**55%**	**70%**	**No data available**

Trend Data Table:

Key Performance Measure: % of grade 4 students Fully Meeting or Exceeding Expectations in the area of Making Inferences and Conclusions on the Classroom Reading Assessment			
	Baseline	**Target**	**Actual**
April 2011	**53%**	**70%**	**No data available**

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Trend Data Table:

Key Performance Measure: % of grade 5 students Fully Meeting or Exceeding Expectations in the area of Main Idea on the Classroom Reading Assessment			
	Baseline	**Target**	**Actual**
April 2011	**71%**	**75%**	**No data available**

Trend Data Table:

Key Performance Measure: % of grade 5 students Fully Meeting or Exceeding Expectations in the area of Making Inferences and Conclusions on the Classroom Reading Assessment			
	Baseline	**Target**	**Actual**
April 2011	**63%**	**75%**	**No data available**

Trend Data Table:

Key Performance Measure: % of grade 4 students Not Yet Meeting Expectations in Writing on the 2011 FSA			
	Baseline	**Target**	**Actual**
April 2011	**10%**	**0%**	**3%**

Trend Data Analysis:

- Most teachers reported that they used daily writing and structured practice and modelling to teach writing skills
- A school wide write was done in October 2011 and marked in collaborative grade groups
- The grade 4, 5, & 6 teachers did not assess student using the Classroom Reading Assessment this year
- Grade 4 students that were Not Yet Meeting Expectations last year in Writing were monitored and retested (the 3% currently are approaching)
- This goal will continue next year with the same strategies and key performance measures
- Was unable to discuss assessment or look at Rubric Central during staff meetings

Previous School Plan Goal 2: To improve students' sense of social responsibility

To increase grades 4, 5, 6 students awareness of the school code of conduct:

Trend Data Table:

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey: **Grade 6**- I know how I am expected to behave – All the time			
	Baseline	**Target**	**Actual Grade 7**
2011	**48%**	**80%**	**68%**

Trend Data Table:

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey: **Grade 5**- I know how I am expected to behave – All the time			
	Baseline	**Target**	**Actual Grade 6**
2011	**65%**	**80%**	**62%**

Trend Data Table:

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey: **Grade 4**- I know how I am expected to behave – All the time			
	Baseline	**Target**	**Actual Grade 5**
2011	**70%**	**80%**	**70%**

Trend Data Table:

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey: **Grade 6**- I know the school code of conduct – All the time			
	Baseline	**Target**	**Actual Grade 7**
2011	**40%**	**80%**	**57%**

Trend Data Table:

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey: **Grade 5**- I know the school code of conduct – All the time			
	Baseline	**Target**	**Actual Grade 6**
2011	**69%**	**80%**	**52%**

Trend Data Table:

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey: **Grade 4**- I know the school code of conduct – All the time			
	Baseline	**Target**	**Actual Grade 5**
2011	**57%**	**80%**	**62%**

Trend Data Table:

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey: **Grade 6**- I follow the school code of conduct– All the time			
	Baseline	**Target**	**Actual Grade 7**
2011	**47%**	**75%**	**36%**

Trend Data Table:

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey: **Grade 5**- I follow the school code of conduct– All the time			
	Baseline	**Target**	**Actual Grade 6**
2011	**40%**	**80%**	**48%**

Trend Data Table:

Key Performance Measure: Safe and Caring Schools Social Responsibility Survey: **Grade 4**- I follow the school code of conduct– All the time			
	Baseline	**Target**	**Actual Grade 5**
2011	**57%**	**80%**	**49%**

Trend Data Analysis:

- Code was reviewed and rewritten to make it more concise and easier to understand
- Code was sent home to families to review and sign
- Most strategies were not put in place or monitored due to teacher strike

Previous School Plan Goal 3: To improve students' transition to Secondary School

To increase the number of grade 7 students reporting that they feel confident (positive) about their transition to secondary school:

Trend Data Table:

Key Performance Measure: Student survey: % of students who state they are quite comfortable or very comfortable with starting secondary school			
	Baseline	**Target**	**Actual Grade 7, 2012**
2011	**45%**		45%

Trend Data Analysis:

Seycove: 76% of students state they are quite comfortable or very comfortable in high school
Grade 8 Comments on activities that might be helpful in making the transition easier (now that they are there)
- Sitting in on classes when you are in grade 7
- The 7/11 program was really good for transition
- Joining clubs and teams early in the year to get to know more people
- Having older friends that can help you out

Windsor: 88% of students state they are quite comfortable or very comfortable in high school
Grade 8 Comments on activities that might be helpful in making the transition easier (now that they are there)
- Being more independent in elementary school
- Learn to do as much work in class, so you can hang out with friends after school
- Giving more homework and being a little harder on them about getting it done
- More time to get to know the teachers before classes started and a day where they taught us how to manage the workload and the stress
- Spending a couple of days at the school before coming; maybe on a pro-day having a tour around the school and some activities with other students

Most of the comments that the grade 8's made about what was exciting for them were things they were most worried about in Grade 7
- Having more teachers and many different classes
- Having lockers
- More freedom, responsibilities and opportunities
- Making new friends

Opportunities for Further Development:

Encourage PAC to articulate support for the Code of Conduct within the parent community.

School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the École Dorothy Lynas Elementary School Plan for 2012-2013 are:

1. **To increase literacy skills**

2. **To improve students' sense of social responsibility**

3. **To improve students' transition to Secondary School**

Goal Rationale:
The ability to read is a cornerstone for success in school and life. It is important to develop capable readers who are knowledgeable about the reading process, who are able to successfully make meaning from text, who enjoy reading, and who regularly choose to read. The areas of semantics (relationship between ideas and words), syntax (relationship between words), and graphophonics (representation of ideas on a page) all need to be taught with the goal in mind that reading is always about making meaning, and that each of these systems supports that goal.

Objective 1.1:
Increase focus on Reading Comprehension for students at risk in grades 1-6
   Strategies/Structures:
   – Strategies that support comprehension: accessing prior knowledge; predicting; asking questions before reading, during reading and after reading; visualizing and creating images using the senses; drawing inferences before, during, and after reading; distinguishing important from less important ideas in the text; summarizing; synthesizing information within and across texts and reading experiences
   – Use Adrienne Gear's Reading Power and Reading 44 for lessons on comprehension
   – For students to develop fluency, teachers must model fluency, give feedback and provide opportunities for repeated oral reading and independent reading
   – Use choral reading, reading in role, readers' theatre, paired reading, and buddy reading
   – Peer tutoring and "Elder" tutoring (parents, grandparents, volunteers, etc)
   – Use PAWS for reading program to encourage reluctant readers to read for longer periods
   – At risk and delayed readers have the best chance for success if classroom instruction and remedial instruction are congruent
   – Successful family-school partnerships improve student literacy learning: home reading, community library programs
   – Professional learning communities support a comprehensive and co-ordinate literacy program
   – Assessment tools: anecdotal record, checklists, developmental continuum, rubrics, running records, Benchmarks, Jerry Johns or Alberta Diagnostic, DIBELS
   – Investigate interactive computer programs to support literacy
   – Investigate the use of iPads in the LAC classes

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
# of primary students identified at risk (through Resource Team) –French and English	28	Reduce by 10%	
# of intermediate students identified at risk (through Resource Team) –French and English	46		

Evidence: *(Qualitative)*

Qualitative **Baseline**:
– Most teachers are using the RAD or the District Reading Assessment

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Qualitative **Target**:
– 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)

Objective 1.2:
To increase the reading/writing connections in grades 4 and 5
   Strategies/Structures:
   – Use writing and representing to express personal response and relevant opinions in response to experiences and texts:
   - respond to experiences and texts in writing or representing by expressing feelings, or thoughts (about a text they have read or heard, a schoolyard incident, a play, a film, or a story)
   - incorporate new vocabulary into their own writing
   - use various forms of response (written, visual, kinaesthetic, electronic)
   – Daily writing and structured practice and modelling
   – Reader Response activities
   – Use numerous activities from resources like reading and writing 44
   – Break writing up into parts (i.e. class reads, everyone writes for 5 min. stop. Repeat, etc)
   – Identify and work with the students who have Not Yet Meeting in Writing on the Grade 4 FSA
   – Investigate iPad use for reading responses (i.e. Blogging)
   – Invite an author to work with classes on the Reading/Writing connection
   – Use writing and representing to extend thinking by developing explanations, expressing alternative viewpoints, creating new understandings:
   - Explain the logic of the sequence and conclusions in their own writing and representing
   - After participating in structured activities, explain and give examples of how their understanding has been extended
   - Transpose information from one form into another (organize information from prose into charts or organizers)
   - Clarify assumptions in their own writing and representing (identify things a reader or viewer needs to know in order to understand the point)
   - Evaluate the impact of their language choices
   - Express more than one viewpoint on a topic

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
% of grade 4 students Fully Meeting or Exceeding Expectations in the area of Main Idea on the Classroom Reading Assessment % of grade 4 students Fully Meeting or Exceeding Expectations in the area of Making Inferences and Conclusions on the Classroom Reading Assessment % of grade 5 students Fully Meeting or Exceeding Expectations in the area of Main Idea on the Classroom Reading Assessment % of grade 5 students Fully Meeting or Exceeding Expectations in the area of Making Inferences and Conclusions on the Classroom Reading Assessment % of grade 6 students Fully Meeting or Exceeding Expectations in the area of Main Idea on the Classroom Reading Assessment % of grade 6 students Fully Meeting or Exceeding Expectations in the area of Making Inferences and Conclusions on the Classroom Reading Assessment	No data available		

Key Performance Measure:	Baseline	Target	Actual
% of grade 4 students Not Yet Meeting Expectations in Writing on the 2012 FSA (use a rubric to reassess their writing in grade 5)	6%	0%	

Evidence: *(Qualitative)*

Qualitative **Baseline**: – Some teachers are using Ministry Quick Scales to evaluate the reading/writing connection
Qualitative **Target**: – Teachers work in professional learning communities to develop rubrics for reading/writing assessment using Rubric Central

School Goal 2:
To improve students' sense of social responsibility

Goal Rationale:
While social responsibility is not assigned to a specific grade or curriculum, the social responsibility standards do address selected outcomes from several curriculum areas, including English Language Arts, Fine Arts, Career and Personal Planning, Physical Education, and Social Studies. Socially responsible individuals show "community-mindedness" in their responses to school, local, national, and global issues and events. Human and social development is one of the goals of the BC school system. This broad goal further specifies that students are expected to "develop a sense of social responsibility and a tolerance and respect for the ideas and beliefs of others". This is a goal that is shared by families and communities.

Objective 2.1:
To increase grades 4, 5, 6, 7 students' awareness of the school code of conduct

Strategies/Structures:
-Post the code and teach in class
-Buddy class activities: art projects, drama
-Referred to the code when problem solving or "praising"
-Assemblies to focus on different aspects of the code of conduct
-Recognition assemblies: several students are recognized for conduct and attitude each month
      from each class
-Dragon Tales
-Journaling on the code of conduct
-Weekly announcements on a theme and focus on that theme for the week
-Get families to learn the code and send home quizzes and have prizes
-Share Code of Conduct at PAC meetings

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Safe and Caring Schools Social Responsibility Survey 2011/2012			
Students in Grade 6 who responded I know how I am expected to behave- All the Time	62%		
Students in Grade 5 who responded I know how I am expected to behave- All the Time	70%		
Students in Grade 4 who responded I know how I am expected to behave- All the Time	61%	75%	
Students in Grade 6 who responded I know the school code of conduct- All the Time	53%		
Students in Grade 5 who responded I know the school code of conduct- All the Time	62%		
Students in Grade 4 who responded I know the school code of conduct- All the Time	53%		

Students in Grade 6 who responded I follow the school code of conduct- All the Time	48%		
Students in Grade 5 who responded I follow the school code of conduct- All the Time	49%		
Students in Grade 4 who responded I follow the school code of conduct- All the Time	64%		

School Goal 3:
To improve students' transition to secondary school

Goal Rationale:
Students, parents and staff talk about the transition from grade 7 to grade 8 as being a cause for concern, if not anxiety. Grade 8 students have reported, anecdotally, that they still began their first year at secondary school with a certain level of trepidation. This feedback has prompted both elementary and secondary schools to further examine ways in which they might work together to ease the transition for grade 7 students.

Objective 3.1:
To increase the number of grade 7 students reporting that they fell confident (positive) about their transition to secondary school

Strategies/Structures:
- Discuss with Windsor Secondary the possibility of starting a 7/11 program like the one run at Seycove Secondary
- Organize intake meetings with secondary school counsellors to discuss current grade 7's
- Organize peer visits from secondary students (e.g.- cyber bullying workshops delivered by students, band/choral presentation); grade 8 students return to elementary feeder school in January and May to answer question for grade 7 students
- Facilitate grade 7 and grade 8 teachers meetings to discuss strategies
- Establish "check-in" routines to track student adjustment in the first 6 months of grade 8
- Organize an opportunity for the grade 7 students to spend an afternoon at their secondary school (have lunch, rotate through classes, meet the grade 8 teachers)
- Students with IEP's to meet individually with secondary school counsellors
- Give the grade 8 students a chance to offer feed back on their first few months of secondary school by completing a similar questionnaire to the one they completed in grade 7
- Look at ways to help students with their anxieties about their transition

Key Performance Measure:	Baseline	Target New cohort group	Actual
Locally developed student survey (pre and post transition) % of students who state they are quite comfortable or very comfortable with starting secondary school	45%	50%	

Evidence: *(Qualitative)*

Qualitative **Baseline**: – Things that students listed on the survey that they are most worried about in secondary school: 　　• More work and more teachers 　　• Go to the wrong class 　　• Making new friends 　　• Not fitting in 　　• Being more responsible 　　• Using a locker
Qualitative **Target**: – Reduce the number of items that students are worried about for secondary school

Connections:

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

Family of Schools:
- We participate in Family of Schools Administrators' meetings (Windsor and Seycove Family) and review topics throughout the year:
  -Grade 7 to 8 transitions
  -Code of Conduct
  -School Expectations
  -Emergency Procedures

- We have a common goal with the Seycove Family of Schools in Transitions (to look at improving grade 7's transition to secondary school)

District Achievement Plan:
- We are using many of the supports listed in the District Achievement Plan

Consultation Process of École Dorothy Lynas 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 École Dorothy Lynas Elementary School Plan will be posted on the school web site by October 31, 2012.

School Planning Council Approval of Proposed School Plan:

Date: May 11, 2012

	Name	**Signature**
Chairperson (Principal)	Joan Martins	
Teacher	N/A	*Original Document signed by SPC Members*
Parent	Giulia Desrochers	
Parent	Cheryl Learmonth	
Parent	Lindsay Witham	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent
June 18, 2012

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