

## North Vancouver School District SCHOOL PLAN for 2013-2014

**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 (2012-2013 school year):

Total number of students: 551 Male: 262 Female: 289

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	38	34	27	43	33	36	47	32
Fr. Imm.	22	45	41	22	30	42	37	22

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>28.044</b>	<b>2.17</b>	<b>6.17</b>	<b>1.45</b>	<b>2.0</b>

**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:**

<b>Key Performance Measure:</b> # of primary students indentified at risk (through resource team)- French and English			
	<b>Baseline 2010</b>	<b>Target</b>	<b>Actual</b>
November 2011	<b>38</b>	<b>Lower by 15%</b>	<b>28</b>
November 2012	<b>28</b>	<b>Reduce by 10%</b>	<b>47</b>

**Trend Data Table:**

<b>Key Performance Measure:</b> # of intermediate students indentified at risk (through resource team)- French and English			
	<b>Baseline 2010</b>	<b>Target</b>	<b>Actual</b>
November 2011	<b>30</b>	<b>Lower by 15%</b>	<b>46</b>
November 2012	<b>46</b>	<b>Reduce by 10%</b>	<b>47</b>

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

- Unable to offer intermediate French Immersion LAC this year, but some support through EA
- Staff researched and reviewed the DART, QCA, Reading and Responding, SmartReading, Standard Reading Assessment and the ORCA to see what specifically it assessed, the grade levels it covered and if it was available in French: some were out of print, most were not classroom friendly ( geared to one-on-one testing), most did not have French available. Decided to use the RAD for English and the RELI for French
- We will continue with objective for next year

**Previous School Plan Goal 1:** To increase literacy skills

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

**Trend Data Table:**

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

**Trend Data Table:**

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

**Trend Data Table:**

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

**Trend Data Table:**

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

**Trend Data Table:**

<b>Key Performance Measure:</b> % of grade 4 students Not Yet Meeting Expectations in Writing on the FSA			
	<b>Baseline</b>	<b>Target</b>	<b>Actual grade 5</b>
April 2011	<b>10%</b>	<b>0%</b>	3%
April 2012	<b>6%</b>	<b>0%</b>	<b>6%</b>

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

- Did not receive the grant to invite author in to work with grade 4 and 5 students
- Used various forms of response: more students produced work with technology
- Missing components of 2012 data due to teacher strike; therefore, when comparing data it would be 2011 grade 4 with 2013 grade 6
- Will continue with objective next year

**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:**

<b>Key Performance Measure:</b> Safe and Caring Schools Social Responsibility Survey: grade 6- I know how I am expected to behave- All the time			
	<b>Baseline</b>	<b>Target</b>	<b>Actual grade 7</b>
2011	<b>48%</b>	<b>80%</b>	<b>68%</b>
2012	<b>62%</b>	<b>75%</b>	<b>67%</b>

<b>Key Performance Measure:</b> Safe and Caring Schools Social Responsibility Survey: grade 4- I know how I am expected to behave- All the time			
	<b>Baseline</b>	<b>Target</b>	<b>Actual grade 5</b>
2011	<b>70%</b>	<b>80%</b>	<b>70%</b>
2012	<b>61%</b>	<b>75%</b>	<b>63%</b>

<b>Key Performance Measure:</b> Safe and Caring Schools Social Responsibility Survey: grade 6- I know the school code of conduct- All the time			
	<b>Baseline</b>	<b>Target</b>	<b>Actual grade 7</b>
2011	<b>69%</b>	<b>80%</b>	<b>52%</b>
2012	<b>53%</b>	<b>75%</b>	<b>54%</b>

<b>Key Performance Measure:</b> Safe and Caring Schools Social Responsibility Survey: grade 5- I know the school code of conduct- All the time			
	<b>Baseline</b>	<b>Target</b>	<b>Actual grade 6</b>
2011	<b>69%</b>	<b>80%</b>	<b>52%</b>
2012	<b>62%</b>	<b>75%</b>	<b>70%</b>

<b>Key Performance Measure:</b> Safe and Caring Schools Social Responsibility Survey: grade 4- I know the school code of conduct- All the time			
	<b>Baseline</b>	<b>Target</b>	<b>Actual grade 5</b>
2011	<b>57%</b>	<b>80%</b>	<b>62%</b>
2012	<b>53%</b>	<b>75%</b>	<b>61%</b>

<b>Key Performance Measure:</b> Safe and Caring Schools Social Responsibility Survey: grade 6- I follow the school code of conduct- All the time			
	<b>Baseline</b>	<b>Target</b>	<b>Actual grade 7</b>
2011	<b>47%</b>	<b>75%</b>	<b>36%</b>
2012	<b>48%</b>	<b>75%</b>	<b>44%</b>

<b>Key Performance Measure:</b> Safe and Caring Schools Social Responsibility Survey: grade 5- I follow the school code of conduct- All the time			
	<b>Baseline</b>	<b>Target</b>	<b>Actual grade 6</b>
2011	<b>40%</b>	<b>80%</b>	<b>48%</b>
2012	<b>49%</b>	<b>75%</b>	<b>49%</b>

<b>Key Performance Measure:</b> Safe and Caring Schools Social Responsibility Survey: grade 4- I follow the school code of conduct- All the time			
	<b>Baseline</b>	<b>Target</b>	<b>Actual grade 5</b>
2011	<b>57%</b>	<b>80%</b>	<b>49%</b>
2012	<b>64%</b>	<b>75%</b>	<b>55%</b>

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

- We chose to look at the data of students who stated “All of the time” for I Follow the School Code of Conduct. If we added in the students who said “Many times” the baseline would be grade 4: 88%; grade 5: 89%; grade 6: 92%; grade 7:83%
- Looked at providing different types of celebrations to acknowledge responsible, respectful and safe behaviour
- We will continue with this goal for next year

**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:**

<b>Key Performance Measure:</b> Student survey: % of students who state they are quite comfortable or very comfortable with starting secondary school			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011	<b>45%</b>	<b>N/A</b>	<b>45%</b>
2012	<b>45%</b>	<b>50%</b>	<b>43%</b>

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

- Windsor: 100% of the students state they are quite comfortable or very comfortable in secondary school
- Seycove: 89% of the students state they are quite comfortable or very comfortable in secondary school
- Grade 8 comments on activities that might be helpful in making the transition easier (now that they are there): meeting teachers in advance; visiting the school more than one day; having a steady increase in the workload so they are not bombarded with work
- We will continue with the goal next year

**School Goals for 2013-2014:**

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 2013-2014 are:

- 1. To increase literacy skills**
- 2. To improve students’ sense of social responsibility**
- 3. To improve students’ transition to secondary school**

**School Goal 1:  
To increase literacy skills**

**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, and who regularly choose to read.

**Objective 1.1:**

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

**Strategies/Structures/Resources:**

- Use Reading 44 and Reading Power for lessons on comprehension
- Work on accessing prior knowledge; predicting; asking questions before, during and after reading; visualizing; summarizing
- Provide opportunities for repeated oral reading and independent reading and give feedback to students
- Use PAWS to encourage reluctant readers
- Computer programs to support literacy in the LAC
- Use of iPads in the LAC; use *39 Sites for Using iPads in the Classroom*
- Parent involvement: weekly emails home with reading strategy tips; tracking home reading; open house in LAC for parents to see different strategies that they can support at home
- Work on retell abilities for grade 1 and 2: use the MPR for Retell Fairs
- Investigate connections between teachers and teacher librarian and the purchasing of the collection for the library
- Review multiple means of representation, expression, and engagement through apps that support reading and writing ([udlresrouce.com/index.html](http://udlresrouce.com/index.html))
- Participate in Ministry initiatives: Reading Success, Special Education Early Intervention
- Assessment tools: Benchmarks, Jerry Johns, DIBELS, RELI, RAD

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
# of primary students identified at risk (through Resource Team) – French and English	47	Reduce by 10%

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
# of intermediate students identified at risk (through Resource Team) – French and English	47	Reduce by 10%

**Objective 1.2:**

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

**Strategies/Structures:**

- Use writing and representing to express personal response and relevant opinions in response to experience and texts
- Incorporate new vocabulary in their own writing
- Use various forms of response (written, visual, electronic)

- Use resources such as Writing 44 and Writing Power
- Identify and work with students who have Not Yet Meeting in Writing on the Grade 4 FSA
- Investigate iPad use for reading responses
- Use iPads to create original works as a means of personal or group expression- digital storytelling
- Transpose information from one form into another (organize information from prose into charts or organizers)
- Express more than one viewpoint on a topic
- Collegial conferencing project and collaboration

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
% of grade 4 students Fully Meeting or Exceeding Expectations in the area of Main Idea on the Classroom Reading Assessment	54%	60%
% of grade 4 students Fully Meeting or Exceeding Expectations in the area of Making Inferences and Conclusions on the Classroom Reading Assessment	64%	70%
% of grade 5 students Fully Meeting or Exceeding Expectations in the area of Main Idea on the Classroom Reading Assessment	40%	50%
% of grade 5 students Fully Meeting or Exceeding Expectations in the area of Making Inferences and Conclusions on the Classroom Reading Assessment	45%	60%
% of grade 6 students Fully Meeting or Exceeding Expectations in the area of Main Idea on the Classroom Reading Assessment	57%	70%
% of grade 6 students Fully Meeting or Exceeding Expectations in the area of Making Inferences and Conclusions on the Classroom Reading Assessment	74%	80%

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
% of grade 4 students Not Yet Meeting Expectations in Writing on the 2013 FSA (use Rubric to reassess their writing in grade 5)	15%	0%

**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, Health and Career, Physical Education, and Social Studies. 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 the community.

**Objective 2.1:**

To increase grades 4, 5, 6, 7 students’ awareness of the school code of conduct

**Strategies/Structures/Resources:**

- Post the code and teach it in class
- Buddy class activities
- Refer to the code when problem solving or praising students
- Celebration assemblies
- Begin “Faces of Dorothy Lynas” recognition project
- Dragon Tales
- Writing assignments on the code
- Participate in Ministry initiatives: ERASE- Expect Respect and a Safe Education
- Send home the code of conduct in September for parents to review and sign with their children

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
Safe and Caring Schools Social Responsibility Survey 2013:		
Students in grade 7 who responded I know how I am expected to behave – All the Time	67%	80%
Students in grade 6 who responded I know how I am expected to behave – All the Time	67%	80%
Students in grade 5 who responded I know how I am expected to behave – All the Time	63%	80%
Students in grade 4 who responded I know how I am expected to behave – All the Time	61%	80%
Students in grade 7 who responded I know the school code of conduct- All the Time	54%	80%
Students in grade 6 who responded I know the school code of conduct- All the Time	70%	80%
Students in grade 5 who responded I know the school code of conduct- All the Time	61%	80%
Students in grade 4 who responded I know the school code of conduct- All the Time	58%	80%
Students in grade 7 who responded I follow the school code of conduct- All the Time	44%	70%
Students in grade 6 who responded I follow the school code of conduct- All the Time	49%	70%
Students in grade 5 who responded I follow the school code of conduct- All the Time	55%	70%
Students in grade 4 who responded I follow the school code of conduct- All the Time	51%	70%



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

**Goal Rationale:**

Students, parents and staff talk about transition from grade 7 to 8 as being a cause for concern, if not anxiety. Grade 8 students have reported, anecdotally, that they still began their first year of secondary school with a certain level of trepidation.

**Objective 3.1:**

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

**Strategies/Structures/Resources:**

- Organize intake meetings with secondary school counsellors to discuss current grade 7's
- Facilitate grade 7 and grade 8 teacher meetings to discuss strategies
- Investigate participating in a project-based learning cohort involving the grade 8 Humanities' teachers at Windsor and the grade 7 teachers
- Students with IEPs to meet individually with secondary school counsellors
- Give the grade 8 students an opportunity to offer feedback on their first few months of secondary school by completing a similar questionnaire to the one they completed in grade 7
- Have the secondary school student councils (both secondary schools) meet with our student council
- Connect the grade 5 French Immersion students with grade 10 French Immersion students for some projects to encourage students to stay in French
- Connect French Immersion grade 5-7 parents with Windsor French Immersion parents through informal "school-based" Meet the School Night; activities that encourage sharing of cultural, academic, social learning with families (parents and students)
- Investigate connecting the grade 7 students from the Windsor and Seycove Families during the school year (i.e. Parkgate Dance, Cultus Lake, Winter Skate)

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target New cohort group</b>
Locally developed student survey (pre and post transition) % of students who state they are quite comfortable or very comfortable with starting secondary school	43%	60%

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- What are you most worried about in secondary school:</li> </ul> <ol style="list-style-type: none"> <li>1. Homework (20)</li> <li>2. social issues (17)</li> <li>3. getting lost (11)</li> <li>4. lower grades/failing (10)</li> <li>5. lockers (6)</li> </ol>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Reduce the number of items that students are worried about for secondary</li> </ul>

## Connections:

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

- joint in-service for Seycove and Windsor Family of Schools
- common goal for the Seycove Family of Schools
- collegial conferencing project in the Family of Schools
- participation in Family of Schools Administrators' meetings ( Windsor and Seycove Families) and review topics throughout the year:
  - Grade 7 to 8 transition
  - Code of Conduct
  - School Expectations
  - Emergency Procedures
- District Achievement Plan:
  - we are using many of the supports listed in the District Achievement Plan
  - improved graduation rates
  - community partnerships e.g. Early Years, Middle Years, Youth Outreach Workers, North Vancouver Recreation Commission

**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, 2013.

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

Date: April 12, 2013

Name		Signature
Chairperson (Principal)	Joan Martins	<i>Original Document Signed by SPC Members</i>
Parent	Kirsten Bradshaw	
Parent	Giulia Desrochers	
Parent	Cheryl Learmonth	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent**