

North Vancouver School District SCHOOL PLAN for 2013-2014

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, 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, 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://www.nvgsd44.bc.ca/SchoolSites/UpperLynn.aspx> to learn more about the school.

Demographics (2012-2013 school year):

Total number of students: 459 Male: 235 Female: 224

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	54	52	49	53	62	72	57	60

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
23.94	2	7	0	2

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the reading proficiency of all students who are not yet meeting expectations for reading as measured by ministry 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

** Note the following data is reported in a cohort format: **Cohort A** is kindergarten students from 2009-10, **Cohort B** is kindergarten students from 2010-11, and **Cohort C** is kindergarten students from 2011-12

Trend Data Table:

Key Performance Measure: Test of Phonological Awareness – Students meeting reading readiness requirements (above 25%)			
	Baseline	Target	Actual
2011-12 K Cohort	90% Jan 2012	96% June 2012	100% June 2012
2010-11 K Cohort	93% Jan 2011	100% June 2011	98% June 2011
2009-10 K Cohort	77% Jan 2010	82% June 2010	98% June 2010

Trend Data Table:

Key Performance Measure: Report Card Marks - Students meeting or exceeding expectations for Reading - Kindergarten			
	Baseline	Target	Actual
2011-12 K Cohort	N/A Term 1	N/A	94% June 2012
2010-11 K Cohort	87% Term 1	90% June 2011	93% June 2011
2009-10 K Cohort	64% Term 1	69% June 2010	84% June 2010

Trend Data Table:

Key Performance Measure: Report Card Marks - Students meeting or exceeding expectations for Reading – Grade 1			
	Baseline	Target	Actual
2011-12 K Cohort	N/A Term 1	N/A	88% June 2012
2010-11 K Cohort	81% Term 1	84% June 2011	84% June 2011

Trend Data Analysis:

- Excellent progress has been made on a consistent basis over the past three years
- 2013-14 plan objective will be rewritten to reflect the monitoring/analysis of cohort data as trend data rather than simply year-to-year data that does not compare within a cohort
- Qualitative data in the early stages of being collected; trend data not yet available

Objective 1.2: To increase the percentage of students in grade 6 able to identify the main idea and summarize main ideas in written passages (reading skills) as measured by the Reading Assessment Device (RAD).

Trend Data Table:

Key Performance Measure: RAD Fall Grade 6 fully meeting or exceeding expectations – Comprehension component			
	Baseline	Target	Actual
2011-12	see analysis	see analysis	see analysis
2010-11	30% Fall 2010	75% Spring 2011	37%
2009-10	40% Fall 2009	45% Spring 2010	56%

Trend Data Analysis:

- Noted that many of the strategies identified in the 2012-13 plan have been successfully implemented and need to be sustained over time in order to evaluate effectiveness
- 2012 data not available due to teacher job action
- This objective will be “tabled” in the 2013-14 plan as we work to refine the assessment component and will be brought forward for discussion as the 2014-15 plan is developed

Previous School Plan 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 Satisfaction Survey and School District Social Responsibility Survey

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

Trend Data Table:

Key Performance Measure: Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “Do you feel welcome at your school?”			
	Baseline	Target	Actual
	79% April 2010	85% April 2013	see analysis
	86% April 2009	91% April 2012	see analysis

** Note: the “actual” data reported from the Ministry’s Satisfaction Survey is from the same general cohort in grade 7.

Trend Data Analysis:

- 2013-14 plan objective will be rewritten to reflect the monitoring/analysis of cohort data as trend data rather than simply year-to-year data that does not compare within a cohort
- 2012 data not available due to teacher job action; April 2013 data not yet available
- Noted that many of the strategies identified in the 2012-13 plan have been successfully implemented and need to be sustained over time in order to evaluate effectiveness
- Qualitative data in the early stages of being collected; trend data not yet available

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

Trend Data Table:

Key Performance Measure: Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “I feel safe at school.”			
	Baseline	Target	Actual
	89% April 2009	94% April 2012	See analysis

Trend Data Table:

Key Performance Measure: Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “At school, are you bullied, teased, or picked on?”			
	Baseline	Target	Actual
	6% April 2009	3% April 2012	See analysis

** Note: the “actual” data reported from the Ministry’s Satisfaction Survey is from the same general cohort in grade 7.

Percentage of students responding “All the Time” or “Many Times” on the School District’s “Safe & Caring Schools Social Responsibility Survey for Intermediate Students” administered in the fall.

Cohort A – 2010-2013

	Gr 4 2010	Gr 5 2011	Gr 6 2012	Gr 7 2013 Target	Gr 7 2013 Actual
I feel safe at school.	85	No data	94		
I am bullied/teased at school.	17	No data	4		

Cohort B – 2011-2014

	Gr 4 2011	Gr 5 2012	Gr 6 2013 Target	Gr 6 2013 Actual
I feel safe at school.	No data	73		
I am bullied/teased at school.	No data	14		

Cohort C – 2012-2015

	Gr 4 2012	Gr 5 2013 Target	Gr 5 2013 Actual
I feel safe at school.	83		
I am bullied/teased at school.	9		

Trend Data Analysis:

- 2013-14 plan objective will be rewritten to reflect the monitoring/analysis of cohort data as trend data rather than simply year-to-year data that does not compare within a cohort
- Noted that many of the strategies identified in the 2012-13 plan have been successfully implemented and need to be sustained over time in order to evaluate effectiveness
- Due to the teacher job action, unable to collect data for analysis from 2011-12 school year

Opportunities for Further Development:

- Goals and objectives will carry over for the 2013-14 plan with the following notes
- Continue to pursue opportunities to gather qualitative data for objective 1.1
- Objective 1.2 has been “tabled” pending the identification of an appropriate assessment tool
- 2013-14 plan objectives will be rewritten to reflect the monitoring/analysis of cohort data as trend data rather than simply year-to-year data that does not compare within a cohort
- The development of a cohort database will assist with the identification and development of goals, objectives, and strategies
- A math goal and objective will be developed for the 2013-14 plan based on an analysis of district and school data and an ongoing conversation at team meetings, resource team meetings, staff meetings, Argyle Family of Schools meetings, and SPC meetings

School Goals for 2013-2014:

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 2012-13 are:

- 1. To improve the reading proficiency of all students who are not yet meeting expectations for reading as measured by ministry performance standards**
- 2. To increase students’ knowledge and understanding of Mathematics**
- 3. 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 for Intermediate Students**

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.

Objective 1.1:

To increase the percentage of a cohort 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 35th 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*, *Our Turn to Talk*)
- 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 all Kindergarten and Grade 1 classes
- 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 2013	Actual June 2013
Cohort D			
Test Of Phonological Awareness (TOPA) 2012-13 Students meeting reading readiness requirements (above 25 th %ile)	95% Jan. 2013	100%	
Report Card Marks 2012-13 Students meeting or exceeding expectations for Reading – Kindergarten (Cohort D)	84%	89%	

Report Card Marks 2012-13 Students meeting or exceeding expectations for Reading – Grade 1 (Cohort C)	87%	92%	
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Evidence: (*Qualitative*)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> – Kindergarten and grade 1 teachers will provide anecdotal comments at November 2013 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?”
<p>Qualitative Target:</p> <ul style="list-style-type: none"> – Kindergarten and grade 1 teachers will provide anecdotal comments at June 2014 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?”
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> –

**School Goal 2:
To increase students’ knowledge and understanding of Mathematics**

Goal Rationale:

Numeracy is a foundational skill for all students in their schooling. Numeracy can be defined as the combination of mathematical knowledge, problem solving, and communication skills required by all persons to function successfully within our technological world. Our community supports the fact that “Numeracy is more than knowing about numbers and number operations (British Columbia Association of Mathematics Teachers 1988). An analysis of district and school data and an ongoing conversation at team meetings, resource team meetings, staff meetings, Argyle Family of Schools meetings, and SPC meetings indicated that the development of basic math skills is an area needing specific attention as it relates to student success in mathematics.

Objective 2.1:

To increase the number of students who understand the language of math

Strategies/Structures:

- Implement *Math 44* strategies related to math vocabulary
- Implement the use of Math Word Walls to reinforce student knowledge
- Develop pre- assessment and post-assessment tools to measure students’ math vocabulary knowledge and application skills
- Continue to use curricular adaptations as a means to support at-risk math students
- Provide parents with activities through class notices and school newsletters to support their child’s knowledge of math vocabulary

Evidence: (Qualitative)

Qualitative Baseline: Qualitative Baseline: - Structured collegial conversation at June 2013 staff meeting will provide baseline. Question asked will be: Do students have the appropriate math vocabulary knowledge as they progress from grade to grade?
Qualitative Target: - To be set after baseline is established
Qualitative Actual: -

School Goal 3:

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 for Intermediate Students

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 3.1:

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 further develop the Student Leadership Club for students in grades 4-6 that was started in the 2012-13 school year
- Increase the number of peer mediators available at recess and lunch 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

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
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Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “Do you feel welcome at your school?”	79% April 2010	85% April 2013	
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** Note: the “actual” data reported from the Ministry’s Satisfaction Survey will be from the same general cohort in grade 7.

Objective 3.2:

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:

- Continue to enhance the school’s emergency procedures with a particular focus on emergency preparedness
- With PAC support, provide St. John Ambulance First Aid training to grade 6 students
- 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 school’s “Morning Messages” (based on the ideas in “The Virtues Project” and “Building Moral Intelligence”) by adding school newsletter contributions from students in addition to the monthly bulletin board displays started in 2012-13
- Refine the consistency of delivery of Child Abuse Prevention programs at each grade level
- Recognize “Pink Shirt Day” in February to draw attention to the importance of developing a safe and caring community

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.”	80% April 2010	85% April 2013	
Ministry Satisfaction Survey – Grade 4 students responding “All of the Time” or “Many Times” to “Do you feel welcome at school?”	79% April 2010	84% April 2013	

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

Percentage of students responding “All the Time” or “Many Times” on the School District’s “Safe & Caring Schools Social Responsibility Survey for Intermediate Students” administered in the fall.

Grade 4 – 2010 Cohort (the year students entered grade 4)

	Gr 4 2010	Gr 5 2011	Gr 6 2012	Gr 7 2013 Target	Gr 7 2013 Actual
I feel safe at school.	85	No data	94	99	
I am bullied/teased at school.	17	No data	4	0	

Grade 4 – 2011 Cohort (the year students entered grade 4)

	Gr 4 2011	Gr 5 2012	Gr 6 2013 Target	Gr 6 2013 Actual
I feel safe at school.	No data	73	78	

I am bullied/teased at school.	No data	14	9
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Grade 4 – 2012 Cohort (the year students entered grade 4)

	Gr 4 2012	Gr 5 2013 Target	Gr 5 2013 Actual
I feel safe at school.	83	88	
I am bullied/teased at school.	9	4	

Connections:

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

Argyle Family of School's School Plans

- The Principals and Vice 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
- Rationale for Argyle's Math goal is mirrored in the rationale for Upper Lynn goal 2
- 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 3 aligns with District Goal 3: *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 3*

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, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2013

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

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent

Glossary of Terms

BC Performance Standards

The BC Performance Standards describe and illustrate four levels of student performance in terms of prescribed learning outcomes relevant to the key areas of reading, writing, numeracy, social responsibility and information and communication technology.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS is a formative early literacy assessment that can be used to identify students who may be at risk of reading difficulty, and to monitor student progress and guide instruction. DIBELS 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.

Firm Foundations

This document provides the learning continuum that early primary teachers need to facilitate their students' acquisitions of early literacy skills, in a play-based and socially interactive classroom. Key components of Firm Foundations are the instructional timeline, materials, and assessments for the teaching of early literacy skills such as rhyming, segmenting and blending, concept of print, and letter sound mastery.

Goals and Objectives

School Plan Goals and Objectives are statements about improving student learning or achievement. Goals and Objectives should be SMART (specific, measurable, achievable, relevant and timely). Goals are more general (e.g. to improve intermediate students' reading skills). Objectives are aligned with Goals but are more specific with respect to: the group of students, the subject area or specific aspect of curriculum, and the performance measure (e.g. to improve grade four students' proficiency in the area of reading for information, as measured by the RAD).

Math 44

Math 44 is a teaching resource for elementary and secondary teachers that incorporates best practices in the teaching of mathematics, as well as activities to support the learning process. Math 44 focuses on 10 proficiency standards that students must have in order to be successful learners of mathematics,

Our Turn to Talk

This oral language resource supports early primary educators in their efforts to increase the expressive language fluency of all young learners. The classroom component of the document provides strategies and activities to support oral language development. The intervention component is a developmental series of interactive small group sessions designed for students with specific language needs.

Performance Measures – Baseline, Target and Actual

Assessments or other evidence used to determine progress with respect to School Plan Goals and Objectives. Performance measures can include both qualitative and quantitative evidence. In the School Plan, performance measures should include: baseline data (starting point or pre-assessment), target data (estimated measure of increased/improved student achievement or growth) and actual data (measure of real growth or improvement).

Qualitative Evidence

Data that can be observed, but not necessarily measured; often anecdotal or descriptive data. Based on softer, more subjective data such as views, observations or feedback of participants or observers (e.g. comments from students, parents, observations by staff).

Quantitative Evidence

Data that can be measured (quantifiable). Deals with numbers. Generally hard, standardized or more objective data (e.g. TOPA, CCAT, DIBELS, Provincial Exam results, Grad rates, attendance), but can also include non-standardized assessment data (School Wide Writes, Report Cards).

Strategies

School Plan Strategies are statements of what adults (staff, admin, parents, community) will do to support student learning. Strategies begin with a verb: (to provide, assess, identify, resource, research, in-service, implement, encourage, etc.) Strategies should align directly with objectives (e.g. provide resources and in-service to staff in the area of reading 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.