

# North Vancouver School District SCHOOL PLAN for 2014-2015

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

## School/Community Context:

École Dorothy Lynas Elementary, the largest elementary school in North Vancouver School District, is a dual-track French Immersion/English school which serves a diverse community of learners. Situated at the base of Mount Seymour, Dorothy Lynas is nestled against a backdrop of forest and district parkland creating a wide range of opportunities for outdoor play and exploration.

Dorothy Lynas is supported by a strong involved parent community, an active leadership-oriented student body, and an experienced and pro-active staff who work together to “inspire success for every student and bring communities together to learn, share and grow”.

Recognizing the link between academic and social-emotional learning, Dorothy Lynas staff are currently engaged in collaborative projects in the area of self-regulation and project-based learning. Students enjoy a wide variety of extra-curricular athletic opportunities which are coached by staff and parents. We emphasize inclusion, participation, fitness and enjoyment and have a huge percentage of our students involved. There is also a strong collegial bond within our Family of Schools (Seycove and Windsor), and we take every opportunity to strengthen the connections between the elementary and secondary schools.

Dorothy Lynas has a culture of altruism which is evident in its support of caring initiatives within its school community and beyond - both locally and globally. A spirit of volunteerism and giving is the foundation not only for our Student Council and Free The Children Committee but also for the many student leadership opportunities which include Peer Counsellors, Peer Tutors, Grade 7 Buddies, Recycling Club, and Lunch Monitors, to name a few.

Dorothy Lynas staff and students work in partnership with parents to follow the Code of the Dragon which is founded on the key understandings of respect, responsibility and safety. There is a strong bond between the older and younger students built through regular opportunities for buddy activities and leadership and reinforced by the Code of the Dragon. Students at Dorothy Lynas feel safe, respected and valued.

## Demographics (2013-2014 school year):

Total number of students: 557 Male: 259 Female: 298

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	29	37	34	32	42	34	37	47
Fr. Imm.	22	24	42	38	25	30	44	40

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>28.59</b>	<b>2.69</b>	<b>6.1</b>	<b>.897</b>	<b>2.15</b>

## Progress Analysis:

### Review of School Goals – Previous Year(s)

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

**Objective 1.1** To 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 identified 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>
November 2013	<b>47</b>	<b>Reduce by 10%</b>	<b>42</b>

#### Trend Data Table:

<b>Key Performance Measure:</b> # of intermediate students identified 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>
November 2013	<b>47</b>	<b>Reduce by 10%</b>	<b>23</b>

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

<ul style="list-style-type: none"><li>• Both targets for 2013-14 were met; the intermediate target was reduced by a significant amount</li><li>• The trend data is inconsistent and does not reveal a meaningful trend in a positive direction</li><li>• Students who have been identified as at-risk readers have had extensive support (e.g., classroom, LAC, LSW, and Lit Centre) and will continue to be well-supported</li></ul>
<b>ACTION: Discontinue objective</b>

**Objective 1.2** 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>
April 2012	<b>No data available</b>		
April 2013	<b>54%</b>	<b>60%</b>	<b>62%</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>
April 2012	<b>No data available</b>		
April 2013	<b>64%</b>	<b>70%</b>	<b>52%</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>
April 2012	<b>No data available</b>		
April 2013	<b>40%</b>	<b>50%</b>	<b>60%</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>
April 2012	<b>No data available</b>		
April 2013	<b>45%</b>	<b>60%</b>	<b>46%</b>

**Trend Data Table:**

<b>Key Performance Measure:</b> % of grade 4 students Not Yet Meeting Expectations in <b>Writing</b> on the FSA			
	<b>Baseline</b>	<b>Target</b>	<b>Actual Grade 5</b>
April 2011	<b>10%</b>	<b>0%</b>	<b>3%</b>
April 2012	<b>6%</b>	<b>0%</b>	<b>6%</b>
April 2013	<b>15%</b>	<b>0%</b>	<b>3%</b>

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

- Targets with respect to the Classroom Reading Assessment were met with respect to Main Idea but not met with respect to Inference
- With the missing year of data (BCTF strike), it is difficult to determine trends in a meaningful way
- Target with respect to Grade 4 Writing was significantly reduced although not met
- Grade 4 Writing trend data indicates that the targets of 0% have not yet been met and are possibly unrealistic
- It is difficult to use the FSA as a writing baseline and extrapolate data from a different assessment the following year that meets the same criteria

**ACTION: Discontinue objective**

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

**Objective 2.1** 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>
2013	<b>67%</b>	<b>80%</b>	<b>75%</b>

<b>Key Performance Measure:</b> Safe and Caring Schools Social Responsibility Survey: Grade 5- I know how I am expected to behave- All the time			
	<b>Baseline</b>	<b>Target</b>	<b>Actual Grade 6</b>
2011	<b>65%</b>	<b>80%</b>	<b>62%</b>
2012	<b>70%</b>	<b>75%</b>	<b>67%</b>
2013	<b>63%</b>	<b>80%</b>	<b>57%</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>
2013	<b>61%</b>	<b>80%</b>	<b>81%</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>
2013	<b>70%</b>	<b>80%</b>	<b>73%</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>
2013	<b>61%</b>	<b>80%</b>	<b>59%</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	53%	75%	61%
2013	58%	80%	63%

<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	47%	75%	36%
2012	48%	75%	44%
2013	49%	70%	52%

<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	40%	80%	48%
2012	49%	75%	49%
2013	55%	70%	52%

<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	57%	80%	49%
2012	64%	75%	55%
2013	51%	70%	45%

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

<p>-Trend data is inconsistent and varies with respect to the specific question and the grade level          -Include the “Many Times” responses in the target percentages to give a broader perspective          -Question #3: I know how I am expected to behave” is the best indicator for our purposes as it captures the concepts within the Code of Conduct</p> <p><b>ACTION: Retain Question #3 in the 2014-15 School Plan as a Performance Measure for a newly-worded goal in the area of Social Responsibility</b></p>
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**Previous School Plan Goal 3:** To improve students’ transition to Secondary School

**Objective 3.1** To increase the number of grade 7 students reporting that they feel confident (positive) about their transition to secondary schools

**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	45%	N/A	45%
2012	45%	50%	43%
2013	43%	60%	67%

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

- Target was met but compares different cohorts of students
- Would like to increase the percentage of students who feel confident
- Other FOS elementary schools are no longer including this survey in their plans; the secondary schools, therefore, are not able to track only Dorothy Lynas responses in Grade 8
- A September survey would give us information regarding what supports to put in place
- Survey will be revised to be more concise and targeted

**ACTION: Retain Objective**

**Opportunities for Further Development:**

- Carefully monitor students who have been identified as at-risk readers in both primary and intermediate French and English streams and continue to target with appropriate supports
- Continue to provide direct teaching and support in the area of inference
- Revise Objective 2.1 in the 2014-15 School Plan to capture our current focus on self-regulation and building a kind, respectful, safe school community
- Shift Key Performance Measure time frame for Objective 3.1 to accommodate a September/May pre- and post-survey with the same cohort of students

**School Goals for 2014-2015:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Dorothy Lynas School Plan for 2014-15 are:

1. **To increase students' respectful, responsible and safe behaviour**
2. **To increase students' ability to demonstrate their knowledge successfully through digital technology**
3. **To increase students' confidence in transitioning from Grade 7 into Grade 8**

**School Goal 1:**

**To increase students' respectful, responsible and safe behaviour**

**Goal Rationale:**

The Dorothy Lynas School Code of Conduct focuses on the core values of respect, responsibility and safety. Students' feelings of emotional and physical safety at school affect their sense of belonging and determine the degree to which they are able to learn to their potential. Staff and students have been learning self-regulation strategies in order to provide students with key skills to help them be calm, reflective, supportive and focused students.

**Objective 1.1:**

To increase the percentage of students who act respectfully, responsibly and safely

**Strategies/Structures/Resources:**

- Develop attractive visuals for the Code of Conduct and post in prominent places throughout the school
- Continue “Dragon Tales” recognition program & promote it with greater emphasis
- Use values in Code of Conduct to provide focus for outside presenters and assemblies
- Continue Peer Counselling and Grade 7 monitor programs
- Continue focus on self-regulation
- Send home the Code of Conduct to be reviewed and signed by students and parents
- Continue Roots of Empathy program

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Safe and Caring Social Responsibility Survey 2014: % of students who responded Many Times/All of the Time to “I know how I am supposed to behave”			
-Grade 4	<b>88%</b>	<b>97%</b>	
-Grade 5	<b>97%</b>	<b>97%</b>	
-Grade 6	<b>97%</b>	<b>97%</b>	
-Grade 7	<b>97%</b>	<b>97%</b>	

**Evidence: (Qualitative)**

<b>Qualitative Baseline:</b> - Staff notes that most students know how they are supposed to behave, yet do not act respectfully, responsibly or safely in the moment
<b>Qualitative Target:</b> - Staff will notice an increase in students’ ability to act responsibly, respectfully and safely within the school and on the playground
<b>Qualitative Actual:</b> -

**Objective 1.2:**

To increase students’ use of self-regulation strategies in the classroom and on the playground

**Strategies/Structures:**

- Continue to teach self-regulation strategies
- Weave self-regulation strategies and activities into the school day
- Share self-regulation strategies and activities with parents
- Continue to provide opportunities for staff to share and learn around the topic of self-regulation
- Support acquisition of self-regulation resources

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Teachers and support staff are noticing that the direct teaching of self-regulation strategies is beginning to have a positive effect on student behaviour and on students' ability to sustain attention and be calm, alert and ready to learn</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Staff will notice an increase in students' ability to self-regulate</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>-</li></ul>

**School Goal 2:**

**To increase students' ability to demonstrate their learning successfully through digital technology**

**Goal Rationale:**

Digital technology has the power to excite and motivate students thereby positively impacting both teaching and learning. Students who are engaged and motivated develop the desire to persevere through learning challenges and become empowered by opportunities to personalise their learning. Students will benefit by exploring technology through the lenses of collaboration, critical thinking, communication, creativity and innovation.

**Objective 2.1:**

To increase student engagement and motivation for learning through digital technology

**Strategies/Structures/Resources:**

- Create a Technology Plan aligned with the Core Competencies in the new curriculum
- Provide in-service in the area of Core Competencies for staff
- Continue to expand the technology resources in the school
- Offer personalised learning opportunities for students
- Support diverse student learning needs through technology
- Continue to include Technology as a standing item on staff meeting agendas
- Create opportunities for staff to collaborate and share
- Continue to advocate for increased broadband width at the District level
- Build student leadership in the area of technology

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Staff members acknowledge that digital technology offers a variety of powerful learning opportunities for students. Students remark that learning through technology is captivating</li></ul>
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<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Staff and students will identify the positive impacts that technology is having on students' learning, motivation and engagement</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>

**Objective 2.2:**

To increase the responsible use of digital technology by students

**Strategies/Structures:**

- Offer presentations on Internet safety and appropriate use of social media to parents and students (Jesse Miller and Seycove leadership students)
- Reinforce and promote the Technology Acceptable Use Agreement
- Reinforce and promote the school Cell Phone Contract
- Teach responsible behaviour on the internet and using social media
- Teach responsible safe handling of electronic devices
- Build student leadership in the area of technology

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Staff has noticed cavalier attitudes towards the safe handling of electronic devices. Some students take liberties with files and settings on school computers. Some students flaunt the rules regarding safe use of phones, iPads and laptops</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Staff will see an improvement in the safe and responsible treatment of electronic devices by most students</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>

**School Goal 3:**  
**To increase students' confidence in transitioning from Grade 7 into Grade 8**

**Goal Rationale:**

The transition from elementary school into secondary school can be challenging for many students not only academically but also socially and emotionally. An increasing number of Grade 7 students are presenting with anxiety and adjustment difficulties in Grade 8 which can have an adverse effect on their attendance, academic achievement and social success. A grade 7/8 Transition Survey administered to our current Grade 7's showed that only 67% of students felt confident about entering into the larger school community of secondary school.

**Objective: 3.1**

To increase the percentage of students who report feeling confident about their transition from Grade 7 to Grade 8

**Strategies/Structures/Resources:**

- Communicate important student information to secondary through articulation process
- Provide many opportunities for students (especially Grade 7's) to visit Seycove and Windsor
- Survey Grade 7's in fall to determine how best to support them through this transition
- Invite secondary students to make presentations on a variety of topics to Grade 7's
- Invite secondary students to assist at elementary (e.g., library, Spirit Day, athletics)
- Facilitate meetings between Grade 7 and 8 teachers to discuss strategies and supports
- Provide a 7/11 program
- Connect the grade 7 students from the Windsor and Seycove families during the school year (e.g., Parkgate Dance, Cultus Lake trip...)
- Connect Grade 6 and Grade 10 French Immersion students
- Implement the Safe Teen program for Grade 7 students
- Encourage parents to attend the District 7/8 transition meetings and to become well-informed about options for their child's secondary school experience
- Communicate important transition information to parents in a comprehensive and timely fashion

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 7/8 Transition Survey administered in September 2014 (baseline) and again in April (actual), Question: "Are you feeling confident entering into the larger school community of secondary school?"	TBA	TBA	

**Evidence:** *(Qualitative)*

<b>Qualitative Baseline:</b> - Grade 7/8 Transition Survey administered in September 2014 (baseline) and again in April (actual), comments expressing level of confidence
<b>Qualitative Target:</b> - Grade 7/8 Transition Survey administered in September 2014 (baseline) and again in April (actual), comments expressing level of confidence will demonstrate an increased level of confidence since September
<b>Qualitative Actual:</b> -

**Connections:**

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

The administrators from the four schools in the Seycove Family of Schools (Cove Cliff Elementary, Dorothy Lynas Elementary, Seycove Secondary, and Sherwood Park Elementary) meet on a regular basis to discuss school directions, instructional initiatives and issues that affect the schools and the school communities. School Plan goals are shared and efforts to connect the schools in meaningful ways are discussed.

School Planning Councils in the Seycove Family of Schools meet annually for in-service regarding the process of developing a school plan. This in-service also provides an opportunity to share and discuss current goals and objectives. The four schools within the Seycove FOS share a focus on one or more of the goal areas of Grade 7/8 Transition (Dorothy Lyans, Cove Cliff, Seycove), Digital Technology (Dorothy Lynas, Cove Cliff), and Behaviour/School Tone (Dorothy Lynas, Seycove, Sherwood Park).

Goal 2 of the 2014-15 Dorothy Lynas School Plan (To increase studnets' ability to demonstrate their learning successfully through digital technology) aligns with the District Achievement Contract 2011-14, specifically Goal 1 (To improve students' achievement in Literacy) and Goal 2 (To improve students' achievement in Numeracy). Increasing student engagement and motivation through technology will positively affect students' achievement in literacy and numeracy.

**Consultation Process of Dorothy Lynas 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 Dorothy Lynas School Plan will be posted on the school web site by October 31, 2014.

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

Date: April 28, 2014

Name	Signature
Chairperson (Principal) Arlie Thompson	<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  
May 26, 2014**