

## North Vancouver School District SCHOOL PLAN for 2014-2015

**School:** Lynn Valley Elementary  
**Address:** 3207 Institute Road  
 North Vancouver, BC V7K 3E5  
**Phone:** 604-903-3620

### School/Community Context:

Lynn Valley Elementary is the oldest school in North Vancouver, circa 1902. With a new building, completed in 2006, we have the benefits of a modern structure, and a long historic connection as a hub of the Lynn Valley Community. Located at the cross roads of Lynn Valley Road and Mountain Highway, we are in close proximity to a new public library. Wonderful amenities close at hand truly make Lynn Valley a natural place to learn, with. Within walking distance are: Lynn Canyon, the Ecology Centre, Rice Lake and local paths, parks and ponds. At Karen Magnussen Recreation Centre, the ice rink is utilized for annual skating events, and the swimming pool is used for our annual grade 5 swimming lessons and class field trips.

Argyle Secondary School is within two blocks, enabling our students to develop a strong bond to their future high school. Argyle students volunteer here, and elementary students are invited to the secondary site for events such as "Live Differently", Santa's Breakfast, as well as concerts, sporting events and theatre productions. There are several events each year to support students in grade 7 to prepare to transition to grade 8.

Our School is supported by an active PAC in a mixed socio-economic demographic, with a population of diverse cultures and backgrounds. The Virtues Program, Student Council, Peer Mediators and intermediate lunch monitors are some of the initiatives in place to promote and support a safe and inclusive school community for our students. We have dedicated teachers and wonderful support staff members, who strive to offer diverse learning and extra-curricular opportunities for students, so that all students have the opportunity to work, learn and play. We are committed to make the school a place where all children are included, and all are supported to achieve their potential.

### Demographics (2013-2014 school year):

Total number of students: 328 Male: 171 Female: 157

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	39	48	42	38	45	44	32	40

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>18.03</b>	<b>3.3%</b>	<b>11.3%</b>	<b>0</b>	<b>5.8%</b>

## Progress Analysis:

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

**Previous School Plan Goal 1: To provide targeted and intensive intervention to students who are not yet meeting expectations in writing based on fall report card results and February School Wide Write information.**

#### Trend Data Table:

Key Performance Measure:	Feb 2013 Baseline	Target	Actual Feb. 2014
% grade 1 students achieving “meeting” or “exceeding” performance standards on SWW(last yr.’s Ks)	87%	100%	81%
% grade 2 students achieving “meeting” or “exceeding” performance standards on SWW (last yr.’s gr.1)	89%	100%	90%
% grade 3 students achieving “meeting” or “exceeding” performance standards on SWW (last yr.’s gr.2)	95%	100%	92%
% grade 4 students achieving “meeting” or “exceeding” performance standards on SWW (last yr.’s gr.3)	89%	100%	87%
% grade 5 students achieving “meeting” or “exceeding” performance standards on SWW (last yr.’s gr.4)	92%	100%	95%
% grade 6 students achieving 80% or more on school based curriculum referenced assessment(last yr.’s gr.5)	88%	100%	97%
% grade 7 students achieving 80% or more on school based curriculum referenced assessment (last yr.’s gr.6)	88%	100%	92%

#### Trend Data Analysis

Writing scores have improved based on School Wide Write (SWW) information over the past four years. Focused remedial support for students identified as not yet meeting expectations in writing, and documented tracking of those students is new this year. It is our expectation that all students can succeed and meet provincial performance standards. This perception is support by the School District Achievement Plan.

Based on these results, we changed our Writing Goal in the 2013-2014 School Plan, to focus on the remedial support and tracking of the students and cohorts of children who are not yet meeting, or marginally meeting expectations. Targeted classroom instruction, support from our educational assistants and Learning Resource teachers, as well as class-wide instruction for selected classes from our LAC teacher and our librarian have supported this goal this year.

In order not to identify individual students publically, we agreed to continue with the School Wide Write as our source of data collection, thus enabling us to continue to track school wide results and identify classes and cohorts of students who can benefit from class-wide targeted instruction, as

well as individual students who require intensive remedial support. Data includes students with designated learning disabilities.

The significantly increased expectations for writing in grade 1 as compared to performance standards for kindergarten are attributed to the “drop” in performance for that cohort group. We feel that writing is important to success across the subject areas and it remains a focus for our school.

**Opportunities for Further Development:**

- Continue to use Performance Standards for assessing writing
- Continue to use collaborative time to do grade team assessment of writing
- Consider assessing writing in a curriculum area in each grade level rather than a “school wide” topic
- Continue to use both class-wide targeted instruction and intensive remedial support to struggling individual students
- Use of EAs to support small groups of students with specific writing skills including those with designated learning disabilities and others who can benefit from shared supports
- Staff-wide professional development on the topic of writing at two or more of our collaborative sessions next year

**Previous School Goal: 2.0:** To improve students’ knowledge and understanding of basic math facts.

**Improve students’ knowledge and understanding of basic math facts:**

**Trend Data Table:**

<b>Key Performance Measure:</b> % of students meeting or exceeding expectations (defined as scoring 80% or more on a timed, grade-appropriate math fact drill)			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
% of students meeting or exceeding expectations Gr. 1	n/a	100%	86%
% of students meeting or exceeding expectations Gr. 2	29%	100%	57%
% of students meeting or exceeding expectations Gr. 3	28%	100%	69%
% of students meeting or exceeding expectations Gr. 4	48%	100%	78%
% of students meeting or exceeding expectations Gr. 5	15%	100%	58%
% of students meeting or exceeding expectations Gr. 6	59%	100%	57%
% of students meeting or exceeding expectations Gr. 7	56%	100%	39%

**Breakdown of Data by Mathematical Operation**

**Baseline: October, 2014**

% of Students Meeting or Exceeding Expectations (defined as score of 80% or more)

% of Students	Addition	Subtraction	Multiplication	Division
Grade 1	n/a	n/a	n/a	n/a
Grade 2	33%	25%	n/a	n/a
Grade 3	28%	less than 1%	n/a	n/a
Grade 4	37%	50%	56%	n/a
Grade 5	15%	less than 1%	8%	36%
Grade 6	81%	63%	23%	68%
Grade 7	81%	60%	28%	56%

**Target Date: April, 2014**

% of Students Meeting or Exceeding Expectations (defined as score of 80% or more)

% of Students	Addition	Subtraction	Multiplication	Division
Grade 1	93%	78%	n/a	n/a
Grade 2	64%	49%	n/a	n/a
Grade 3	82%	66%	60%	n/a
Grade 4	97%	85%	69%	61%
Grade 5	67%	29%	78%	58%
Grade 6	75%	46%	65%	43%
Grade 7	70%	33%	32%	22%

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

This is the second year for this goal. Teachers requested that assessments were altered so that scores were kept that were specific to each mathematical function (add, subtract, multiply and divide). In most grades there has been significant improvement over the course of the year. This enabled them to target specific lessons and strategies to the learning needs in each class. The April data was also reported out to teachers with results specific to each operation, so teachers could see their students' progress in each area. Staff members were pleased with the results, and the focus on skill building will continue throughout the remaining months of this school year. We will strive to further improve results in the coming school year.

Unfortunately, the two grade 6/7 combined classes had major staffing changes during the year which had a huge impact on the delivery of programs in those divisions. Staffing did not settle down until February, and the temporary teachers had not been aware of the school goal about basic math facts. It comes as no surprise that sadly, those students have not made progress. We will assist new staff with implementation of drills and basic fact activities during the remaining months of the school year and follow up with another assessment in June 2013. With consistent practice over the next two and a half months, we hope that the students in divisions one and two will demonstrate increasing mastery of their basic math facts.

Our Collegial Conference project focussed on effective use educational apps in our new iPads. The iPads promoted high student engagement, and teachers found the students on task and keen to learn. Specific apps such as Math Academy were purchased to support the goal of increasing students' fluency and accuracy with basic facts. It is important for students to have multiple methods of practice.

**Opportunities for Further Development:**

- Increase use of card games, dice games, and other basic-fact building activities, especially at the Intermediate grade levels
- Support the use of ipad aps that develop math fact skills and practice
- Continue to encourage regular practice of all four mathematical functions - adding, subtracting, multiplying and dividing, as some teachers focus primarily on the components "introduced" at their grade level and don't continue to practice facts acquired in earlier grades.

**School Goal 3.0:**

To increase the numbers of students who report a sense of safety and belonging at school, and who have at least one adult they trust to talk to should they have a problem.

**Objective**

**3.1 To increase the number of students who feel safe at school.**

**Provincial Satisfaction Survey Student Data**

<b>Key Performance Measure:</b>	<b>Baseline April 2013</b>	<b>Target</b>	<b>Actual April 2014</b>
% of students in grade 4 who report feeling "safe at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	97%	100%	Different cohort 91%
% of students in grade 7 who report feeling "safe at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	90%	100%	Different cohort 62%

**School Based Survey Results**

<b>Key Performance Measure:</b>	<b>Baseline April 2013</b>	<b>Target</b>	<b>Actual April 2014</b>
% of CURRENT grade 4s who report feeling "Safe at Lynn Valley School"	Not surveyed	100%	95%
% of students in grade 4 who report feeling "safe at Lynn Valley School"	97%	100%	Current grade 5s 100%
% of students in grade 5 who report feeling "safe at Lynn Valley School"	97%	100%	Current grade 6s 89%
% of students in grade 6 who report feeling "safe at Lynn Valley School"	76%	100%	Current grade 7s 86%

**Objective 3.2**

**To increase the number of students who have a sense of belonging and engagement at school.**

**Satisfaction Survey Results**

Key Performance Measure:	Baseline April 2013	Target	Actual April 2014
% of students in grade 4 who report feeling "welcome at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	97%	100%	Different Cohort 91%
% of students in grade 7 who report feeling "welcome at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	86%	100%	Different cohort 63%

### School Based Survey Results

Key Performance Measure:	Baseline April 2013	Target	Actual April 2014
% of grade 4 student who answered yes to "I feel that I belong and am welcome at Lynn Valley School."	97%	100%	Current grade 5s 96%
% of grade 4 students participating in at least one sports teams, volunteer group or extra-curricular activity.	86%	100%	Current grade 5s 85%
% of grade 5 student who answered yes to "I feel that I belong and am welcome at Lynn Valley School."	87%	100%	Current grade 6s 87%
% of grade 5 students participating in at least one sports teams, volunteer group or extra-curricular activity.	97%	100%	Current grade 6s 87%
% of grade 6 student who answered yes to "I feel that I belong and am welcome at Lynn Valley School."	74%	100%	Current grade 7s 87%
% of grade 6 students participating in at least one sports teams, volunteer group or extra-curricular activity.	87%	100%	Current grade 7s 78%

#### Evidence: (Qualitative)

- most students are engaged in extra-curricular events, teams or volunteer groups.
- the grade 7 cohort had the lowest scores in both "feeling belonging and welcome" and in participation in extracurricular opportunities, despite the fact that the grade 4s have the fewest opportunities for teams, clubs and volunteer opportunities provided to them. This cohort had the lowest scores last year when they were in grade 6.
- An after hours basketball and sports club was provided to try to engage some of the grade 7s who needed further opportunities to connect as a group and engage at school outside of the classroom.
- Our efforts to engage the grade 7 cohort this year have had some positive impacts

**Objective 3.3: To increase the numbers of students who have at least one adult they trust enough to talk to should they have a problem.**

**Strategies/Structures/Resources:**

- monthly assemblies or school wide events so that students get to know staff members other than their classroom teachers and NIT providers.
- Multi-age group events increased from two events to three <sup>this</sup> next year, so that students have some quality time with an adult that may not be their classroom teacher.
- Consistent school counselling staff so that students can build a trusting relationship with our school counsellor.
- Consider additional platooning so students build relationships with additional staff.

**School Based Survey Results**

<b>Key Performance Measure:</b>	<b>Baseline April 2013</b>	<b>Target</b>	<b>Actual April 2014</b>
% of students in grade 4 who report having at least one adult they trust to talk to if they have a problem	86%	100%	Current grade 5s 93%
% of students in grade 5 who report having at least one adult they trust to talk to if they have a problem	90%	100%	Current grade 6s 87%
% of students in grade 6 who report having at least one adult they trust to talk to if they have a problem	76%	100%	Current grade 7s 88%

**Opportunities for Further Development:**

The staff at Lynn Valley School has engaged a team of seven staff members who volunteered to be trained in Positive Behaviour Intervention & Supports (PBIS). We feel that while most students are engaged at school, feel safe, welcome and have an adult they can trust to tell their problem, we can further enhance positive student behaviour and school culture with the implementation of PBIS at our school next fall.

We will be working to implement a behaviour matrix as part of our Code of Conduct, and to prioritize the explicit teaching of behaviour and self-regulation skills on a consistent and school wide basis, with new skills taught and practiced each month. We will use some of our staff collaboration time to select specific goals for student behaviour. Staff responses to behaviour will hopefully become increasingly consistent and positive in dealing with student behaviour. Our goal is to have a school climate that continues to be positive and in which all students feel valued, welcome and have a sense of trust and belonging. Connections between children and adults will hopefully increase as PBIS promotes a strong sense of school spirit and connectedness.

In conjunction with PBIS, we began exploring Executive Functioning skills, in particular, Zones of Regulation so that students can self-reflect on their emotional state and social interactions. We will work to implement this teaching in every classroom next year.



## **School Goals for 2014-2015:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Lynn Valley School Plan for the 2014-2015 school year are:

- 1. To improve the writing skills of students in grades K-7 in the aspects of meaning and form assessed using the BC Performance Standards in any of the content subject areas. This will be expository writing.**
- 2. To improve all students' mastery of, and fluency with, basic math facts.**
- 3. To implement a Positive Behaviour Support behaviour matrix and positive and consistent approaches to dealing with student behaviour, and the explicit teaching of Zones of Regulation so that students have a strong sense of accountability, belonging, safety and school culture.**

## School Goal 1

To provide targeted and intensive remedial instruction to students who are not yet meeting expectations in writing based on fall report card results and February School Wide Write assessment.

**Goal Rationale:** We have worked diligently on universal instruction in the writing strands for the past several years. In aligning our School Plan with the Four Pillars of Instruction in our School District, we will now work systematically to provide targeted classroom instruction and intensive remedial programming to students who require it.

**Objective 1.1 To identify students who require targeted classroom support with writing and intensive remedial support with writing and to provide appropriate interventions.**

### Strategies/Structures/Resources:

- Report card data will be used in November to identify students who are not yet meeting grade level expectations in writing based on BC Performance Standards.
- As intermediate students are assessed with a combined Language Arts grade for oral language, reading and writing, teachers will be asked to provide a class list with a performance rating for each student in the area of writing.
- A portion of LAC teaching allocations will be specifically targeted to written output support.
- Writing 44 targeted classroom lessons, and lessons from *Excellence in Writing* will be provided to classes and cohort groups
- Librarian teaching time will be allocated to collaborative writing instruction with classroom teachers in the area of research and expository writing, particularly with primary cohort groups
- The writing leadership team will provide collegial in-service and support with assessment in writing.
- The School Wide Write will continue on an annual basis in February as a tool to examine trends and cohort groups and to target interventions and resources.

### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual Feb 2015
Prescribed learning outcomes in the areas of form and meaning  February School Wide Write Data (February 2014)	Feb. 2014	100% of students meeting & exceeding at each grade level	
Key Performance Measure:	Feb 2014 Baseline	Target	Actual Feb. 2015

% kindergarten students achieving “meeting” or “exceeding” expectations in form and meaning based on performance standards assessment of February SWW	92%	100%	
% grade1 students achieving “meeting” or “exceeding” expectations in form and meaning based on performance standards assessment of February	87%	100%	
% grade 2 students achieving “meeting” or “exceeding” expectations in form and meaning based on performance standards assessment of February SWW	81%	100%	
% grade 3 students achieving “meeting” or “exceeding” expectations in form and meaning based on performance standards assessment of February SWW	90%	100%	
% grade 4 students achieving “meeting” or “exceeding” expectations in form and meaning based on performance standards assessment of February SWW	92%	100%	
% grade 6 students achieving “meeting” or “exceeding” expectations in form and meaning based on performance standards assessment of February SWW	95%	100%	
% grade 5 students achieving “meeting” or “exceeding” expectations in form and meaning based on performance standards assessment of February SWW	87%	100%	
% grade 7 students achieving “meeting” or “exceeding” expectations in form and meaning based on performance standards assessment of February SWW	97%	100%	

**Qualitative Baseline:**

- The numbers of students who are now meeting and exceeding expectations in writing based on May School Wide Write results, has improved during the past few years.
- In alignment with our expectation that all children can succeed, we would like to closely examine the small percentage of students who are not yet meeting expectations and allocate teaching expertise and resources to explicitly support those children who are at risk.
- Successful universal instructional practices will continue.
- Team teaching and class-wide targeted instruction will happen for classes in need
- Use of small group targeting instruction will continue
- EA support will be prioritized for remediation as the schedule allows

**Qualitative Target:**

- It is our expectation that we can further improve student results in the meeting and exceeding expectations categories.
- Ideally, we would like 100% of children to be able to meet expectations and increase the proportion of students who are exceeding expectations.
- There is an understanding that benchmarks and expectations at each grade level increase as the grades progress so for some of our students with significant learning disabilities closing this gap is a lofty goal.

**School Goal 2:  
Improve students' mastery of, and fluency with, basic math facts.**

**Goal Rationale:**

Fluency with basic math facts is crucial to support complex and multi-step math procedures. Teachers observed that as children progressed through the grades and were required to perform more and more complex mathematical procedures, they were being hampered by weak recall of basic math facts. For example, they were having difficulty with operations with decimal numbers, fractions, and integers, because they were still using their fingers to calculate simple addition or subtraction facts. Students were unable to see patterns and solve algebraic equations because they did not have a firm grasp of their multiplication tables and division facts.

As a whole school, teachers decided to focus on improving students' fluency with basic math facts. They asked that data be collected separately for each of the four math operations, so that they could target specific remediation as needed.

**Objective 2.1 To increase students' ability to recall basic math facts quickly and accurately, with grade-level expectations based on provincial curriculum.**

Students will work to understand and master basic addition and subtraction facts to 10 in grade 1. Students will work to understand and master basic adding and subtracting facts to 20 in grades 2 and 3.

Students will also begin to master basic multiplication facts to 10 in grade 3.

Students will work to understand and master the basic multiplication and division facts to 12 in grades 4 and 5; they will also continue to build fluency and accuracy with addition and subtraction.

Students will work to improve their speed and accuracy with math facts in all four operations in grades 6 and 7.

**Strategies/Structures/Resources:**

- encourage regular, daily practice with basic math facts in grades 1 – 7
- provide cards, dice, and other hands-on materials to support math facts (e.g. games from the Boxcars and One-Eyed Jacks resource books)
- encourage use of math fact apps in iPads (e.g. Math Academy, Math Ninja, etc.)
- encourage sharing of effective drills and strategies at Intermediate and Primary Team meetings

**Baseline data to be collected in October, 2014:**

Key Performance Measure:	Baseline	Target	Actual
% of students meeting or exceeding expectations Gr. 1	n/a	100%	
% of students meeting or exceeding expectations Gr. 2		100%	

% of students meeting or exceeding expectations Gr. 3		100%	
% of students meeting or exceeding expectations Gr. 4		100%	
% of students meeting or exceeding expectations Gr. 5		100%	
% of students meeting or exceeding expectations Gr. 6		100%	
% of students meeting or exceeding expectations Gr. 7		100%	

**Baseline: October, 2014**

% of Students Meeting or Exceeding Expectations (defined as score of 80% or more)

% of Students	Additon	Subtraction	Multiplication	Division
Grade 1	n/a	n/a	n/a	n/a
Grade 2			n/a	n/a
Grade 3			n/a	n/a
Grade 4				
Grade 5				
Grade 6				
Grade 7				

**Target Date: April, 2014**

% of Students Meeting or Exceeding Expectations (defined as score of 80% or more)

% of Students	Additon	Subtraction	Multiplication	Division
Grade 1			n/a	n/a
Grade 2			n/a	n/a

Grade 3				n/a
Grade 4				
Grade 5				
Grade 6				
Grade 7				

**School Goal 3:** To implement a Positive Behaviour Intervention & Supports (PBIS) behaviour matrix, and positive and consistent approaches to dealing with student behaviour, and the explicit teaching of Zones of Regulation so that students have a strong sense of accountability, belonging, safety and school culture.

**Goal Rationale:**

- PBIS has been proven to support students with increased accountability for their pro-social behaviour. When students need to learn a new skill we teach that skill explicitly.
- Teaching behaviour in the same ways that other skills are instructed is pro-active and reduces the need to punish or mediate negative behaviour and its impacts
- PBIS schools work on connectedness and a strong sense of pride and belonging which enhances each child's sense of belonging in the school community
- Adults handle positive and negative behaviours consistently so that there is a greater sense of involvement by all adults with all children in the school community.
- School-wide explicit teaching of expected behaviours and self-regulation skills on a monthly basis will support our goal so that all students know what is expected of their behaviour at school and this will help them to feel self-assured, and connected to the school community

**Objective 3.1** Complete a PBIS Behaviour Matrix for September implementation as aligned with the School Code of Conduct.

**Strategies/Structures/Resources:**

- Use of Collaboration time for teachers on the topic of student behaviour
- Monthly targeted behaviour goals
- Student in-put into goal instruction at assemblies and on morning messages
- Provision of a more consistent staff approach to behaviour in the school
- Focusing on positive exemplars of pro-social behaviour which results in fewer incidents of negative behaviour and consequences

**Objective 3.2** Provide Staff Development on the topic of Executive Functioning Skills

**Strategies/Structures/Resources:**

- Use of Collaboration Time to provide staff development on how to explicitly teach Executive Functioning and in particular self-regulation skills to students
- Instruction in the use of Zones of Regulation in all classes in the school
- Targeted small group instruction in Zones of Regulation for students with classroom or school needs for additional support with behaviour
- Consistency throughout the staff in their responses to behaviours and a greater understanding of why some children are not able to focus and learn if they are escalated and emotional
- Clarity of the connections between learning and behaviour at school
- Parent newsletters to include school-wide topics and information so that parents can support school-wide behaviour goals

## Connections:

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

The academic goals of Lynn Valley Elementary School's Plan are aligned with both the goals of other schools in the Argyle Family of Schools, as well as the District Achievement Plan. The Argyle Family of schools is well connected and meets regularly. Previously, all of the schools included goals to improve students' writing in our school plans. Many of the feeder schools feel that a writing goal is worthy to continue though some of the feeder schools have shifted their goals from writing to literacy. Our school has maintained a writing goal for another year, as successful writers tend to achieve well across the academic subject areas. Our math fluency goal supports universal and cross-grade mastery of math facts. This should support easier computation of math problems in all areas of math. Our goal for students to support positive student behaviour and self-regulation at school also aligns with the District Achievement Plan. Additionally, our goal to provide targeted and intensive intervention to students, and to carefully allocate LAC support to individuals and specific cohort groups, aligns with Learning Services' Four Pillars of Instruction.



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

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

Date: May 1<sup>st</sup>, 2014

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Deborah Wanner	<i>Original Document signed by SPC Members</i>
Parent	Matina Spiropoulos	
Parent	Mike Sexsmith	

**Board Approval of School Plan:**

*Approved by:*

**Dr. Pius Ryan, Assistant Superintendent**  
**June 2, 2014**