North Vancouver School District
SCHOOL PLAN for 2014-2015

School: Lynnmour Elementary
Address: 800 Forsman
North Vancouver, BC V7J 2G8
Phone: 604-903-3590

School/Community Context:

"Lynnmour strives to provide for all students, a safe and positive environment, where self-esteem, respect, academic achievement, and life skills are goals."

Lynnmour Elementary is situated at the boundary between the city and Lynn Creek. The school is located in an area of increasing residential density. There are two new developments adjacent to the school. There are also plans for a high-rise development to be constructed across the highway and a townhouse complex adjacent to Lynnmour.

Commercial enterprises, light industry, heavy industry, retail, port facilities, lands of the Squamish Nation, and a busy rail corridor can be found within the school's catchment area. Capilano University is nearby, and we continue to create links between the two institutions with Cap U students coming to work with students from Lynnmour as part of post-secondary studies.

The student population of Lynnmour is unique and diverse, with 16% of students being of aboriginal decent. The percentage of students with ministry designations is 14.7%. Lynnmour prides itself on meeting the individual needs of all students. We have a thriving Learning Assistance Center that addresses the ability to self-regulate through the use of several stationary bikes, tread mill, rowing machine, exercise balls, weights and a variety of exercise equipment.

Lynnmour occupies a central place in the neighborhood. There are many evening groups that access the facility. Lynnmour is a "Strong Start" location, which provides early child development to 0-4 year olds in the neighbourhood. In addition, the Norvan Boys and Girls Club operates out of a separate building adjacent to the school. The Boys and Girls club has a very competent staff and provides afterschool care for approximately 120 children from the community.

Students leave Lynnmour at the end of grade 7 and continue their education at Windsor Secondary School.

Demographics (*2013-2014 school year*):

Total number of students: 142 Male: 75 Female: 60

Number of students per grade							
Grade	K	1	2	3	4	5	6	7
English	26	22	20	11	15	16	13	18

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
10.1	16	14.7	0	7

Progress Analysis:

Review of School Goals – Previous Year(s)
Previous School Plan Goal 1: To improve the Thinking Competency in students gr. 1-3 and gr. 6, particularly those "at risk" of low achievement

Trend Data Table:

Key Performance Measure: District Math Assessments Gr. 2, 3, 6 (% of students who meet or exceed expectations >50%) Target: to have 70% of students score greater than 50%	Grade 2	Grade 3	Grade 6
April 2013	54%	60%	58%
April 2014	83%	63%	June 2014

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

• With the implementation of monthly school wide math games day, we are noticing a positive improvement in overall performance and engagement in all aspects of numeracy for all grades
• The grade 2 cohort from 2013 shows an improvement of 9%
• Based on grade 6 data from June of 2013, we have implemented small group instruction for several of our grade 7 students
• Based on SBRT discussions, we will begin to offer math learning assistance for intermediate students (based on teacher recommendations, report card data and district math assessment data)
• In order to align with the new BC Math Curriculum, we will continue to implement math concepts through monthly game days, with a new focus toward financial literacy

Previous School Plan Goal 2: To improve the Personal and Social Competency in students grade 4-7, particularly those "at risk" of low achievement

Objective 2.1: To increase the percentage of students who engage in socially responsible behaviours as measured by the school district Safe and Caring Survey

Key Performance Measure: NVSD Safe and Caring Schools Social Responsibility Survey % of students in grade 4-7 responding "Many times" or "All the time"	May 2013	May 2014
I feel safe at school	81%	96%
I feel safe in my neighbourhood or community	81%	78%
Did you volunteer your time this year to help make the school a better place?	50%	47%
When I see bullying, I tell an adult at school	55%	61%
When I see bullying, I try to help the person being bullied	70%	63%

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

- Students reported a higher instance of feeling safe at school, while there was a slight drop in feeling safe in their neighbourhood or community in 2014
- Even though we have exceeded our target for "feeling safe at school" by 6%, we will continue to make this a priority as we strive for social/emotional safety (as well as physical safety) and connectedness amongst all staff and students
- Students who volunteer their time continues to be an area of concern amongst all staff and 2013-2014 saw a decline in leadership despite many opportunities available to students
- We are pleased to note the increase in number of times students are reporting bullying to an adult
- Helping a student who is being bullied declined slightly, but we are confident with the implementation of "Kids in the Know" in 2014, students will feel more empowered to help their peers

Previous School Plan Goal 3: To improve the communication Competency in students grade K-7, particularly those "at risk" of low achievement

Objective 3.1: To Improve the percentage of students who meet the expectation for reading readiness and early literacy by the end of Kindergarten as measured by the TOPA and gr. 1-3 as measured by Dibels

Key Performance Measure: Test of Phonological Awareness (TOPA) students who score >25%tile		
	January	**June**
2013	90%	100%
2014	100%	TOPA Re-test N/A

Key Performance Measure: Dibels assessment for grade 1-3			
	Fall 2012	**Fall 2013**	**Spring 2014**
% of students in grade 1 "at risk" on Dibels testing results	18%	55%	40%
% of students in grade 2 "at risk" on Dibels testing results	16%	33%	22%
% of students in grade 3 "at risk" on Dibels testing results	14%	18%	18%

Trend Data Analysis:

- TOPA results are very encouraging for the 2013-2014 school year and we believe that the involvement of our Kindergarten and K/1 teachers in the Ministry initiative "Changing Results for Young Readers" during the past two years has had a positive impact on our students
- January 2014 TOPA indicates that all students scored above the 25th%tile, and therefore do not require re-testing in June 2014, however, 15% of our Kindergarten students scored between the 25th%tile and the 50th%tile. At the suggestion of our SBRT, these students received additional LAC/LST intervention and support from January to June 2014

- Based on January 2013 TOPA scores, we knew the June 2013 cohort would require support in the Fall of 2013. Dibels scores also confirm that LSW / LAC intervention and support for this grade 1 cohort will remain a top priority
- Although Fall 2013 results are low, we are encouraged by the results of the Spring 2014 Dibels assessment – the grade 1 and 2 cohorts are showing good progress, while grade 3 had no significant change
- In light of the Dibels results for Fall 2014, our SBRT may make a recommendation that Dibels assessments be conducted twice per year, and that the Fall assessment time frame be closer to the end of September to allow students to settle into school routines

Objective 3.2: To improve student confidence in Digital Literacy through the use of iPads and current technology

Key Performance Measure: Results from iPad survey (gr. 4-7) % Of students "most times or always" Target: increase the percentage of student confidence "most times or always" (>50%)	April 2013 Baseline				April 2014 Actuals			
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 4	Grade 5	Grade 6	Grade 7
I feel confident when using the iPad to improve my skills in math	71%	77%	82%	45%	85%	86%	66%	50%
I feel confident when using the iPad to improve my skills in reading	57%	89%	65%	41%	92%	57%	75%	38%
I feel confident when using the iPad to improve how I learn	86%	89%	71%	59%	92%	93%	83%	63%

Trend Data Analysis:
- Technology improvements have been a significant area of focus for the Lynnmour staff for the 2013-2014 school year
- In June of 2013, Lynnmour received a technology grant that allowed each classroom to install a flat screen tv, including Apple TV which is supported by a classroom iPad.
- Lynnmour's 15 iPads are in circulation on a regular basis and are incorporated into every aspect of the curriculum
- The current grade 4 and 5 cohorts demonstrate the highest level of confidence which speaks to the increased frequency and consistency of use of iPads by our grade 3, 4 and 5 teachers
- The grade 6 and 7 cohorts reported a decline in confidence in all areas (by as much as 32% in grade 7 math) as they have not had as much exposure to iPad use this year

Opportunities for Further Development:

In order to move forward with our goals, and based on discussions with the School Planning Council, and the Lynnmour staff, we will:

- Continue to place an emphasis on early intervention strategies for reading readiness and we will continue to provide LAC / LSW / small group support for students at risk
- Continue to collect data using TOPA assessment and Dibels assessment to inform our practise and determine best placement of EA supports
- Continue to use a variety of reading assessments to guide our teaching practise
- Continue to use district safe and caring school survey to inform our social / emotional instruction
- Continue to focus on students' sense of safety (physical and social/emotional) in order to increase the number of times a student reports bullying to an adult
- Implement more opportunities for students to give back to their school and their community
- Continue to emphasis active leadership amongst our intermediate students by their involvement with school wide assemblies, buddy activities, and lunch monitoring
- Continue to focus on improved academic achievement levels for all students at risk
- Continue to make efforts for grade 7 connectedness between Blueridge and Seymour Heights (Windsor Family of Schools)
- Continue with opportunities to improve our math goal within our school plan in order to improve the overall achievement and feeling toward math at Lynnmour
- Continue to improve digital media awareness

School Goals for 2014-2015:

The Ministry of Education is in the process of finalizing the BC Education Plan. This plan, through its three competencies: thinking competency; personal and social competency; and communication competency, will influence future teaching practise in the Windsor Family of Schools. The Plan is based on the principles that education should lead to the development of the whole student-intellectually, personally and socially. The competencies are the set of intellectual, personal, and social skills that all students need to develop in order to engage in deeper learning—learning that encourages students to look at things from different perspectives, to see the relationships between their learning in different subjects, and to make connections to their previous learning and to their own experiences, as members of their families, communities, and the larger society.

For more information on the BC EdPlan please go to:
www.bcedplan.ca

For more information on the BC Curriculum please go to:
www.curriculum.gov.bc.ca

There are three core competencies, each with a number of sub domains: Thinking Competency (Critical Thinking, Creative Thinking, Reflective Thinking), Personal and Social Competency (Positive personal and cultural identity, Personal awareness and responsibility, Social awareness and responsibility), Communication Competency (Use of language, Digital Literacy).

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

1. To improve the Thinking Competency in students gr. 1-3 and gr. 6, particularly those "at risk" of low achievement

2. To improve the Personal and Social Competency of students in grades 4-7

3. To improve the Communication Competency in students grades K-7

School Goal 1:
To improve the Thinking Competency in students 1-3 and gr. 6, particularly those 'at risk' of low achievement

Goal Rationale:
Thinking competency represents the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific content and transform it into new understanding. Thinking competency includes specific thinking skills as well as habits of mind and meta-cognitive awareness. Together, these components of thinking competency represent the abilities students need to undertake deep and lifelong learning.

For the purpose of our school growth plan, the Thinking Competency will feature a math (numeracy) goal. The results of the school district's grade 6 math assessment (June 2012) indicated 24% of grade 6's received 50% or higher. The staff is concerned that math has not been a goal in several years, and decided to make this an area of focus.

Objective 1.1:

To increase the percentage of students in grade 2, 3, and 6 who are able to meet or exceed expectations in Math as measured by school district assessments.

Strategies/Structures/Resources:

- To provide intervention (small group instructions) for identified students based on assessments and School Based Resource Team recommendations
- Ensure the use of current and district approved resources for math instruction
- Continue to use cooperative learning strategies such as math games
- Make regular and continued to use of Math 44 documents – with an emphasis on the vocabulary of math
- Make use of iPads to provide an additional tool to enhance numeracy skills
- Develop a school wide collegial conferencing project to incorporate the use of board games as a means of learning basic number skills, patterning, estimation
- Implement strategies for teaching and learning based on Deakin University study during the 2012-2013 school year
- Create opportunities to incorporate the language of math through the implementation of regularly scheduled games days
- Create opportunities to incorporate Financial Literacy through the implementation of regularly scheduled games days

Evidence: *(Quantitative)*

Key Performance Measure: District Math Assessments Gr. 2, 3, 6 (% of students who meet or exceed expectations >50%) Target: to have 70% of students score greater than 50%	Grade 2	Grade 3	Grade 6
April 2014 Baseline	83%	63%	June 2014
April 2015 Actuals			

School Goal 2:
To improve the Personal and Social Competency in students 4-7, particularly those "at risk" of low achievement

Goal Rationale:

Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. Personal and social competency is a responsibility the school system shares with families and communities.

Lynnmour staff has engaged in discussions related to Positive School Climate and engaging students in volunteer activities. We believe that feelings of safety and belonging, embrace both physical and emotional well-being. Lynnmour staff has noted that we need to make a continued effort to allow for volunteer opportunities and allow for opportunities that acknowledge positive behaviour.

Objective 2.1:

To increase the percentage of students who engage in socially responsible behaviours as measured by the school district Safe and Caring Survey.

Strategies/Structures/Resources:
- Promote and teach socially responsible behaviours through programs and activities such as: Kids in the Know, class meetings, Focus on Bullying, Erase Bullying
- Use resources from the community and school district to support teaching of positive behaviour
- Participate in in-service opportunities that promote Social Emotional learning
- Continue to promote community awareness of violence prevention curriculum through venues such as: bulletin boards, websites, PAC meetings
- Recognize anti-bullying day (Pink Shirt Day) with school wide assembly that students host and perform
- Highlight activities and responsible leaders on the digital display board in the main hallway and on the website
- Encourage our grade 7 cohorts to engage in leadership roles, including opportunities to be lunch monitors, peer helpers, etc.
- Continue to provide district resources that promote Social Emotional learning

Evidence: *(Quantitative)*

Key Performance Measure: NVSD Safe and Caring Schools Social Responsibility Survey % of students in grade 4-7 responding "Many times" or "All the time"			
	Baseline May 2014	Actuals May 2015	Target
I feel safe at school	96%		90%
I feel safe in my neighbourhood or community	78%		90%
Did you volunteer your time this year to help make the school a better place?	47%		75%
When I see bullying, I tell an adult at school	61%		75%
When I see bullying, I try to help the person being bullied	63%		80%

School Goal 3:
To improve the Communication Competency in students K-7, particularly those 'at risk' of low achievement

Goal Rationale:

Communication competency encompasses the set of abilities that students use to impart and exchange information /experiences, and ideas, to explore the world around them and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students learning, their personal and social identity and relationships and the world in which they interact.

At Lynnmour we recognize the value of early intervention. It is critical that we support at-risk beginning readers to increase their chances of long-term success. Lynnmour also acknowledges the need to effectively engage students in meaningful uses of digital media at the grade 4-7 levels. Objective 3.2 was new to Lynnmour's school plan in 2013.

Objective 3.1:

To improve the percentage of students who meet the expectation for reading readiness and early literacy by the end of Kindergarten as measured by the TOPA and gr. 1-3 as measured by Dibels.

Strategies/Structures/Resources:

- To provide intervention for identified students as based on assessments and SBRT recommendations
- Continue with all components of Firm Foundations
- Track K students who score <25%ile in June retesting through grade 1 and provide Interventions as needed

Evidence: *(Quantative)*

Key Performance Measure: Test of Phonological Awareness (TOPA)			
	Baseline (January)	Actuals (June)	Target
2014	100%	TOPA re-test N/A	100%
2015			100%

Strategies/Structures/Resources:

- Continue to provide phonological awareness training for at-risk students, as identified through January TOPA (<40th%tile)
- Continue to use Cooperative Learning strategies such as: buddy reading, peer reading, 1 to 1 reading, reading with the service dog (St. John Ambulance) and guided reading
- Continue to make use of parent volunteers in classrooms to help with Firm Foundations and Reading Readiness
- Continue to make effective use of LSW / LAC support time
- Small group instruction and regular use of Reading 44 strategies

Evidence (Quantative)

Key Performance Measure: Dibels assessment for grade 1-3			
	Baseline (Fall 2013)	Actuals (Fall 2014)	Target
% of students in grade 1 "at risk" on Dibels testing results	55%		**12%**
% of students in grade 2 "at risk" on Dibels testing results	33%		**12%**
% of students in grade 3 "at risk" on Dibels testing results	18%		**10%**

Objective 3.2:

To improve student confidence in Digital Literacy through the use of iPads and current technology

Strategies/Structures:

- Increase **student** confidence with technology by incorporating the consistent use of iPads in the classroom
- Increase **teacher** confidence with technology by incorporating the consistent use of iPads in the classroom
- Provide "lunch and learns" for staff
- Encourage staff to attend District iPad workshops and Ed Camps
- Create "train the trainer" student leadership groups
- Provide internet safety presentations (district personnel / high school students and the RCMP liaison officers to present)
- Improve access to technology through the goals set in 2013-2014 Lynnmour Tech Plan

Key Performance Measure: Results from iPad survey (gr. 4-7) % Of students "most times or always" Target: increase the percentage of student confidence "most times or always" (>50%)	April 2014 Baseline				April 2015 Actuals				Target
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 4	Grade 5	Grade 6	Grade 7	
I feel confident when using the iPad to improve my skills in math	85%	86%	66%	50%					80%
I feel confident when using the iPad to improve my skills in reading	92%	57%	75%	38%					80%
I feel confident when using the iPad to improve how I learn	92%	93%	83%	63%					95%

Connections:

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

The Windsor Family of School, (Windsor Secondary, Blueridge Elementary, Seymour Heights Elementary and Lynnmour Elementary) have chosen to use current language as set out by the Ministry in the "K-12 Transformation & Curriculum Directions" document as presented at the Coast Metro Consortium. (January 2013)

1. **To improve Thinking Competency K-3 and grade 6, particularly those 'at risk' of low achievement.**

This goal aligns with District Goals related to numeracy goals #2

This goal also aligns with Windsor's Goal #1

2. **To improve Personal and Social Competency K-7, particularly those 'at risk' of low achievement**

This goal aligns with the District Goals: Focus on emphasizing safe, caring, and relational aspects of instruction to improve completion fates

This goal also aligns with Windsor's Goal #2

3. **To improve Communication Competency 4-7**

This is goal aligns with the District Goals: 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.

This goal also aligns with Windsor's Goal #3

Consultation Process of Lynnmour 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 Lynnmour 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, 2014

	Name	**Signature**
Chairperson (Principal)	Kelly La Roue	*Original Document signed by SPC Members*
Parent	Janice Fletcher	
Parent	Victoria Gates	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent
May 26, 2014