

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

**School:** Upper Lynn Elementary School  
**Address:** 1540 Coleman Street  
 North Vancouver, BC V7K 1W 8  
**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 Elementary is a vibrant school within the Argyle Family of Schools. We are located in Upper Lynn Valley with ample creative play areas; natural forests, open fields, garden plots and playgrounds surround the building. The school is the centre of a strong community of families, and as such we have an active Parent Advisory Committee (PAC). The PAC supports the school through a variety of fundraising and community-building initiatives throughout the school year. Students are an active part of this community as well, and they are encouraged to take on leadership roles at all ages, particularly in Grade 7 when they participate in a Student Leadership program. As we aim to develop well-rounded students, we also offer a dedicated music teacher and room with a variety of instruments, and an optional extra-curricular band program. Athletic programs are diverse, and can include track and field, basketball and volleyball teams. Clubs such as knitting, Lego, skiing, mountain biking and kilometer club are also offered throughout the year.

Please visit the school web site at: <http://www.nvsd44.bc.ca/SchoolSites/UpperLynn.aspx> to learn more about the school.

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

Total number of students: 454 Male: 236 Female: 218

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	53	59	52	48	57	61	67	57

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>23.75</b>	<b>2.2</b>	<b>7</b>	<b>.22</b>	<b>3.75</b>

**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

**Trend Data Table:**

<b>Key Performance Measure:</b> Test of Phonological Awareness- Students meeting reading readiness requirements (above 25%tile)			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-2013 Cohort (D)	95% Jan 2013**	100% June 2013	100% June 2013
2011-2012 Cohort (C)	91% Jan 2012	96% June 2012	100% June 2012
2010-2011 Cohort (B)	98% Jan 2011**	100% June 2011	98% June 2011
2009-2010 Cohort (A)	92% Jan 2010 **	95% June 2010	100% June 2010

\*\*Errors were discovered in the baseline data and has been accurately reported here

**Trend Data Table:**

<b>Key Performance Measure:</b> Report Card Marks- Students meeting or exceeding expectation for Reading- Kindergarten			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-2013 Cohort (D)	84% Term 1	89% June 2013	91% June 2013
2011-2012 Cohort (C)	N/A	N/A	94% June 2012
2010-2011 Cohort (B)	87% Term 1	90% June 2011	93% June 2011
2009-2010 Cohort (A)	64% Term 1	69% June 2010	84 % June 2010

**Trend Data Table:**

<b>Key Performance Measure:</b> Report Card Marks- Students meeting or exceeding expectation for Reading – Grade 1			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-2013 Cohort (C)	87% Term 1	92% June 2013	85% June 2013
2011-2012 Cohort (B)	NA	N/A	88% June 2012
2010-2011 Cohort (A)	81% Term 1	84% June 2011	84% June 2011

**Qualitative Data:**

Given your experience, how do you feel about your students' reading readiness and early literacy skills?

- Socio-economic area does make a difference- we have seen a change in our socio-economic over the past few years; more families with two working parents, more students in daycare
- More kids are coming in with pre-reading skills
- Most of the grade 1's know their sounds and recognize letters
- The grade 1's that were struggling were new to our school
- Good skills are being taught at the pre-school level
- Early intervention does make a difference; recognizing which students need support due to early learning indicators
- Full day K has given more time for more language exploration

**Trend Data Analysis:**

- Excellent progress has been made on a consistent basis over the past four years
- **This objective has been achieved and will be changed for the 2014-2015 plan**

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

Objective 2.1: To increase the number of students who understand the language of Math

**Data Analysis:**

- **Qualitative Data:**
- Students might not know what 'sum' is when they come in, but once they start adding and putting it in context, it comes quickly
- We see a range of kids- some need to be retaught, some have it right away
- Those that have the concept also have the vocabulary
- Some kids use a malapropism of a vocabulary word- "When you use the factories (factors) in math..." students do not quite have the correct word, but are using a word they do know that has a similar sound
- Need to remember the vocabulary is only a piece of the language of math; question as to whether they need all the vocabulary, do they use it in the 'real world'
- Teachers are trying to bring more vocabulary into every day lessons
- Excellent progress on this objective
- **Will continue with a math goal, but change the objective**

**Goal 3: To increase Intermediate students' sense of physical and emotional safety and Intermediate students' sense of belonging at Upper Lynn as measured by the Ministry's Satisfaction Survey and School District Social Responsibility Survey for Intermediate students**

Objective 3.1: To increase the percentage of grade 4 and 7 students who report feeling a sense of belonging to Upper Lynn as measured by the Ministry's Satisfaction Survey

**Trend Data Table:**

<b>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?</b>			
	<b>Baseline</b> (Collected grade 4)	<b>Target</b>	<b>Actual</b> (Collected in grade 7)
	79% April 2010	85% April 2013	65% April 2013
	86% April 2009	91% April 2012	N/A

\*\* Note: the “actual” data reported from the Ministry’s Satisfaction Survey is 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

**Trend Data Table:**

<b>Key Performance Measure: Ministry satisfaction Survey- Grade 4 students responding “All of the Time” or “Many Times” to I feel safe at school.</b>			
	<b>Baseline</b> (Collected grade 4)	<b>Target</b>	<b>Actual</b> (Collected in grade 7)
	80% April 2010	85% April 2013	69% April 2013
	89% April 2009	94% April 2012	N/A

\*\* 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 and 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	99	94
I am bullied/teased at school.	17	No data	4	0	10

**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	78	87

I am bullied/teased at school.	No data	14	9	13
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### Cohort C – 2012-2015

	Gr 4 2012	Gr 5 2013 Target	Gr 5 2013 Actual
I feel safe at school.	83	88	91
I am bullied/teased at school.	9	4	5

### Trend Data Analysis:

- Grade 7- I am bullied/teased at school- only 31 out 50 responded to this question
- **We will continue with the safe and caring school goal, but will be updating the objectives**

### Opportunities for Further Development:

- Goals will be carried forward, but the objectives will be changed
- Continue to pursue opportunities to gather qualitative data for objective 3.1
- Continue to have a Family of Schools Safe and Caring School Goal

### School Goals for 2014-2015:

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

- 1. To increase literacy skills**
- 2. To increase students' knowledge and understanding of Mathematics**
- 3. To increase students' awareness of social responsibility**

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

**Goal Rationale:**

Identifying the main idea of a story is an important reading concept. By third grade, most students are able to decode words and are ready to move on to more complex reading strategies. In order for children to become fluent readers, they must be able to understand what they read. Finding the main idea and supporting details of a text greatly improves comprehension skills. Being able to determine the author's chief point throughout their reading allows children to retell, answer questions and present new information.

**Objective 1.1:**

To increase grades 3, 4 and 5 students' achievement in retrieving information and recognizing meaning (main idea)

**Strategies/Structures/Resources:**

- Provide a copy of Reading Power (Fiction and Non-Fiction) for each grade 3, 4 and 5 teacher
- Develop Reading Power Bins in the library with PAC funding support
- Use strategies from Reading 44
- Reading and writing skills are connected: Write a main idea and provide supporting details, turn it into a paragraph; have other students practice finding the main idea
- Use graphic organizers such as: Main Idea and Supporting Details, Boxes and Bullets' Mind Map
- Teacher developed Rubric or Main Idea reading assessment: Use the RAD (Reading Assessment Device) at grades 3, 4, and 5 to assess for main idea

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
Grade 2 Reading Report Card Marks (spring 2014) Percentage of students Meeting or Exceeding Expectations	85%	98%

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
Grade 3 Reading Report Card Marks (spring 2014) Percentage of students Meeting or Exceeding Expectations	96%	98%

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
Grade 4 Reading Report Card Marks (spring 2014) Percentage of students Meeting or Exceeding Expectations (C+, B, A)	95%	98%

**Evidence:** *(Qualitative)*

**Qualitative Baseline:**

- How can using the RAD help identify students who need support in understanding main idea?

**Qualitative Target:**

- Use the RAD at the grade 3, 4, and 5 level in the fall and again in the spring to assess how well students are performing with main idea. Look at other assessments that are available to assess main idea.

**School Goal 2:**

**To increase students' knowledge and understanding of Mathematics**

**Goal Rationale:**

Personal learning goals are the behaviours, knowledge or understandings that students identify as important to their own learning. Personal learning goals are about improving students' learning and achievement and building students' capacity to learn. Students need to become active participants in the learning process, empowering them to become independent learners, and motivating them to achieve their full potential. It is important that students develop a sense of personal ownership of their learning goals. A combination of discussion, sharing, and writing can help students develop a sense of commitment and a range of goal development skills and strategies.

**Objective 2.1:**

To increase students' involvement in setting and monitoring personal learning goals in mathematics

**Strategies/Structures/Resources:**

- Teachers need to work together to discuss and define what learning goals are, and then consider examples of appropriate learning goals, and goals that are inappropriate (e.g. too grand, too small, too vague, too many, too hard)

-The development of personal learning goals involves the stages of:

- identifying personal learning goals (and strategies to achieve them)
- monitoring progress
- reporting on progress made
- refining or developing new goals

-Students need to think about:

- their own learning and thinking processes and challenge themselves to articulate the way they have gone about learning
- what their next steps might be

- how they are going to proceed with those next steps
- how they are going to know they have achieved success
- whether or not the method of learning was effective
- what they need more help to understand
- how they might achieve better understanding

-Develop a rubric, which includes mathematic terminology that was focused on in last year's school plan

-Develop goal setting sheets

-Modelling by teacher

-Feedback: by teacher- formal/informal; by peers; reflection on self

**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Survey a random sample of students in the fall and ask about their mathematical goal setting: how often have they used it; has it helped them grow as a learner</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Survey the same students in the spring with the same questions and record comments</li> </ul>

**School Goal 3:  
To increase students' awareness of social responsibility**

**Goal Rationale:**

On the 2013 Safe and Caring School Survey, 62 grade 4-7 students indicated they have been bullied this year and 105 grade 4-7 students indicate they have seen other students being bullied, 14 grade 4-7 students indicate they have bullied other students. These data indicate some work needs to be done on the definition of and the reporting of bullying incidents.

**Objective 3.1:**

To increase intermediate students' sense of physical and emotional safety

**Strategies/Structures/Resources:**

- Review and update school Code of Conduct
- Teach the difference between tattling and telling and what the definition of bullying is
- Train grade 6 students to be Peer Counsellors
- Regular class meetings at all grade levels
- Offer extra-curricular clubs and activities
- First Aide training for grade 6 students
- Develop positive social media use
- Buddy class activities: math games, art activities, reading, projects
- Use programs such as Roots of Empathy, Focus on Bullying, ERASE, Kids in the Know
- PAC to host 2-3 Spirit activities each year
- Performing groups that emphasize caring



*Percentage of students responding “All the time” on the School District’s Safe and Caring Schools Social Responsibility Survey for intermediate students*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
I feel safe at school (grade 4-7)	53%	75%

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
I care about my fellow students (grade 4-7)	71%	85%

**Evidence:** (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Survey a random sample of intermediate students in the fall and ask for their definition of bullying.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Survey the same students in the spring with the same question and record comments.</li> </ul>

**Connections:**

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

In the Argyle Family of Schools, we have a common goal of developing a socially responsible and connected community. We share the value of promoting leadership and engagement as a way to foster in students a sense of belonging and responsibility toward their school community. That same sense of connectedness is also promoted across the Family of Schools.

Specific initiatives we share in this endeavour include:

- Regularly scheduled FOS Administrative team meetings
- Shared annual Curriculum Implementation Days
- Common use of the North Vancouver School District Social Responsibility Survey
- Promotion of leadership and service to the school community through initiatives such as the Social Justice and Argyle Student Leadership Program (ASLP) programs. Through the ASLP, secondary students mentor their elementary counterparts in a variety of curricular and extra-curricular activities, such as classroom support and after-school athletics
- Other connections between Argyle and its feeder elementary schools include:
  - Grade 7 to 8 articulation and transition activities
  - Shared extra-curricular activities, such as the zone band concert
  - Curriculum support or enrichment in areas such as Math, French Immersion, Writing, Engineering and Foods & Nutrition (these will vary from year to year)

- We further encourage connections with the broader community through initiatives that vary within our Family Of Schools, such as:
  - Participation in the Lynn Valley Days Parade
  - Christmas tree decorating at Lynn Valley Mall
  - Digital Media Academy Youth Expo
  - Visits from the Lynn Valley librarian and/or participation in the Lynn Valley Library Ed. Camp
  - Secondary students serving on the Library Advisory Committee
  - Strong Start Program
  - Ready Set Learn
  - Use of local facilities:
    - Karen Magnussen Rec Centre
    - Centennial Theatre
    - Lynn Canyon Ecology Centre

**Consultation Process of Upper Lynn 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 Click to type school name School Plan will be posted on the school web site by October 31, 2014.

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

Date: April 30, 2014

	Name	Signature
Chairperson (Principal)	Joan Martins	<i>Original Document signed by SPC Members</i>
Parent	Michelle Potts	
Parent	Sarah Wildman	
Parent	Andrea Wooles	

**Board Approval of School Plan:**

*Approved by:*

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