

**North Vancouver School District**  
**SCHOOL PLAN**  
**2009-2010**

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

**Principal:** Mrs. Charis Kalesnikoff

**School/Community Context:**

The unique characteristic of Lynn Valley Elementary School is that it is not only one of the oldest schools in North Vancouver School District (built in 1902) but is also one of the newest schools, having been rebuilt in 2004. There is an award winning pre-school on site as well as an Archive Museum and History Centre housed in the original school building. The school is located between two of the community's most prominent streets – Lynn Valley Road and Mountain Highway.

The school community is within walking distance of the new public library, shopping mall, recreation facilities and Argyle Secondary. The students are only a few minutes away from Lynn Canyon Park, Lynn Canyon Headwaters, The Ecology Centre, Seymour Demonstration Forest, three ski areas, the Cleveland Dam and the Fish Hatchery; truly, "A natural place to learn".

With an enrolment of 195 students in grades K-7, Lynn Valley Elementary is known as the "Little School with the Big Heart." The families come from many multicultural, social and economic backgrounds. Since 2004 the school has continued to consider the welcoming and integration of these students, and their families, a high priority. New families, including International Students families, have chosen to attend Lynn Valley School because it not only provides a high level of learning, but is also recognized for the outstanding programmes such as band, choir, art, technology and athletics.

The School Planning Council has included the Safe and Caring Schools Goal as a high priority goal. Positive behaviour initiatives such as Character Education, Social Responsibility activities, weekly assemblies and student recognition, as well as Student Council leadership opportunities have been noteworthy. Lynn Valley School has a highly regarded and experienced teaching and support staff, all of whom are committed to making the school a safe, caring and positive learning environment.

**Demographics:**

Total number of students: 195 Male: 102 Female: 93

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		23	11	18	17	16	35	38	37
Fr. Imm.									

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>11.56</b>	<b>1.025</b>	<b>9.23</b>	<b>6.15</b>	<b>16.41</b>



## Progress Analysis:

### Review of School Goals – Previous Year

#### School Goal 1:

**To improve the writing proficiency of students in Grades K-7 using the reading/writing connections**

##### Objective 1.1:

To improve students' writing/composition and skills in grades K-7

- Did not establish a School-Wide Write fall baseline until January 9, 2009
- Used Kidspiration, Inspiration and Cartoon Life
- Implemented listed strategies as per our school plan
- Removed K's from objective after discussion with staff at Collegial Conferencing session
- Clarified wording of objectives to align with the B.C. Performance Standards
- Writing #44 books were provided to all staff and discussions were held around the 8 Writing Skills
- Adjusted the expected outcomes and timelines for the School-Wide Write and Report Card data

##### Objective 1.2:

To improve students' correct use of writing mechanics in grades K-7

- Did not establish a School-Wide Write fall baseline until January 9, 2009
- Focused on Writing 44's 8 components
- "Target" students were identified and follow-up intervention took place
- VERWP – team teaching with librarian took place
- Held several "Writing" workshops with Family of School colleagues, District facilitators during Pro D and Collegial Conferencing
- Removed K's from objective after discussion with staff
- Clarified wording of objectives to align with the B.C. Performance Standards
- Adjusted the expected outcomes and timelines for the School-Wide Write and Report Card data

#### School Goal 2:

**To Provide a Safe, Caring and Healthy Learning Environment**

##### Objective 2.1:

To encourage a school culture that values diversity and engages in proactive violence prevention programs by promoting an understanding and respect for individuality, gender, ability, culture and learning styles

- Social Responsibility Survey results are improving. Actual to be achieved in 2010



- Established a Baseline for the Report Card results under Social Responsibility
- Data for Actual will be available in fall 2009
- Wording will remain the same for the objective

### **Objective 2.2:**

To involve staff, students, and parents in maintaining/increasing student safety, health and socially responsible student behaviour through communication and use of the Code of Conduct

- We're meeting the objectives for Code of Conduct Audit in 2 out of 3 of the target groups and will maintain ongoing attention
- 2007 - Satisfaction Survey results Grade 4 were on target
- 2007 - Satisfaction Survey results Grade 7 were not on target. However, strategies are ongoing and we expect results will be improved next year.
- 2006 - Safe Schools and Social Responsibility Survey results were not on target. This particular cohort had one major incident that was well known to all and cyber bullying is on the increase. New strategies have been planned for 2009-2010 to address this issue and in particular the cyber bullying aspect.

### **Opportunities for Further Development:**

Several strategies have been implemented in order to provide a Safe and Caring School and Learning Environment. We feel that there has been improvement, in 2 out of 3 target groups for Code of Conduct. There will be continued implementation with increased focus on the target group reporting "Not Yet Meeting" or "Minimally Meeting".

Regarding opportunities for further development we plan to continue to focus on the writing component of literacy and will make the objectives quite specific. Due to the current focus on Safe and Caring Schools it is expected that the 2008-2009 goal will remain until the 2010-2011 School Growth Plan.

### **School Goals:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Lynn Valley Elementary School Plan for 2009-2010 are:

- 1. To improve the writing proficiency of students in Grades 1-7 using reading/writing connections**
- 2. To Provide a Safe, Caring, and Healthy Learning Environment**

## **School Goal 1:**

**To improve the writing proficiency of students in Grades 1-7 using the reading/writing connections**

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### **Goal Rationale:**

The Writing #44 document states that writing is developmental. With instruction in a supportive environment, all children can move through the stages of development. Students with learning difficulties or disabilities often find the act of writing overwhelming. They may struggle with handwriting, spelling and language conventions and spend much of their time working in isolation on skill-based programs that are disconnected from meaning and real purpose for communication.

Second language learners (ELL) need multiple opportunities to write. Experiencing the full writing process from drafting to revising and publishing will help learners far more than the isolated practice of writing skills or grammar accuracy exercises.

Gifted students often need the opportunity to work with open-ended activities that require them to develop critical thinking skills, expand their thinking, extend their thinking and explore a variety of genres.

The process of learning to write provides students with opportunities to learn to make choices and decisions; they also learn to generate ideas, ask questions, solve problems, and develop meaning. Ultimately, writing engages students as active learners and provides chances for developing thought.

Some of our previous school goals focused on improved reading and comprehension skills. We recognize the important role that reading plays in helping students learn how to write. In addition to continuing to use sound teaching practices in reading, Lynn Valley School would now like to set objectives that will enrich and improve the students' writing skills and make effective Reading-Writing Connections.

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### **Objective 1.1:**

To improve students' writing skills in meaning, style and form in grades 1-7

#### **Strategies/Structures:**

- Implement Writing 44 which provides a framework for writing instruction that is focused, balanced and effective
- Maintain a School-Wide Write to be used in the fall and spring
- Share literature with students with a variety of published styles and purpose
- Lay the foundation for writing by K and grade 1 students using journal writing/pictures



- Review and implement a primary grade writing achievement assessment tool based on existing performance standards
- Conduct regular in-class assessment using existing performance standards
- Use of buddy groups to support writing achievement such as sharing of work
- Use the Kidspiration and Inspiration software to increase writing performance
- Collect and record school-based data to track student progress (e.g. Report Card info)
- Provide opportunities for students to share writing through publishing student's non-fiction work (e.g. science or socials fairs)
- Use of Instructional Intelligence activities which support students' writing of non-fiction text (e.g. Mind Mapping, Fish Bones, Think Pair Share)

**Evidence:** (Quantitative)

Key Performance Measure:	Baseline		Target	Actual	
School Wide Write percentage of students FULLY meeting or exceeding expectations according to the Performance Standards (fall and spring) in the areas of "Personal, Impromptu, Communicating, Stories and Poems"	Gr.	Fall Jan 2009	Spring 2009 5% improvement or higher	Gr.	Spring 2009
	1	64		1	
	2	75		2	
	3	67		3	
	4	37		4	
	5	46		5	
	6	45		6	
	7	41		7	
Report Card Data percentage of students FULLY meeting or exceeding expectations in Writing (Intermediates C+ and above) <ul style="list-style-type: none"> <li>• Primary marks on report card</li> <li>• Intermediate teachers' marks of the writing assessment portion of Language Arts mark.</li> </ul>	Gr.	Fall 2008	Spring 2009 5% improvement or higher	Gr.	Spring 2009
	1	72		1	
	2	69		2	
	3	61		3	
	4	62		4	
	5	85		5	
	6	67		6	
	7	62		7	

**Evidence:** (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Staff met during Collegial Conferencing and decided on a Personal/Impromptu Writing assessment for grades 1-7. The Baseline was not established until later (January 2009)</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Staff felt that the original target set at 75% or higher was not feasible for the 2008-2009 school year. The target will need to be reviewed for the 2009-2010 school year</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- Staff identified several areas of concern after the baseline was established. Also because of the fall School-Wide Write being delayed until January 2009 staff felt there would not be enough time for effective intervention. Areas of concern were identified by all staff and related strategies will be implemented</li><li>- The target of 75% FULLY meeting was well beyond the "Actual". Therefore a new target has been established</li></ul>

**Objective 1.2:**

To improve students' correct use of writing conventions in grades 1-7

**Strategies/Structures:**

- Have students focus on the Eight Writing Skills from Writing 44 that good writers use consistently and purposefully
- Maintain a School-Wide Write to be used in the fall and the spring
- Provide information and activities to parents to support writing achievement
- Use Kidspiration and Inspiration software to increase writing performance
- Teach the 8 components for a well-balanced writing program at the intermediate level
- Implement Writing 44 strategies which provides a framework for writing instruction that is focused, balanced and effective
- Target students identified as "not yet meeting" or "meeting" on performance standards for increased intervention
- Provide direct instruction in the writing of non-fiction text (e.g. research skills, note taking, VERWP etc.)

**Evidence: (Quantitative)**

Key Performance Measure:	Baseline		Target	Actual	
<p>School Wide Write percentage of students FULLY meeting or exceeding expectations according to the Performance Standards (fall and spring) in the areas of "Conventions"</p> <p>*N/A Not available 2009 fall data will provide baseline</p>	Gr.	Fall 2009	<p>Minimum of 5% improvement after fall 2008 data collection</p>	Gr.	Spring 2010
	1	*N/A		1	*N/A
	2	"		2	"
	3	"		3	"
	4	"		4	"
	5	"		5	"
	6	"		6	"
	7	"		7	"

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Staff met during Collegial Conferencing and decided on a Personal/Impromptu Writing Assessment for grades 1-7. The Baseline was not established in January 2009 but will be set in the 2009 fall "Write"</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Staff felt that the original target set at 75% or higher was not feasible for the 2008-2009 school year. The target has been reviewed for the 2009-2010 school year and will now state "minimum of 5% improvement or higher"</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>- Staff will identify areas of concern after the baseline is established</li> </ul>

## **School Goal 2: To Provide a Safe, Caring and Healthy Learning Environment**

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### **Goal Rationale:**

At Lynn Valley Elementary School we place primary importance on educating our students in an environment that reflects a strong ethic of caring, safety, empathy and mutual respect.

While we have been largely successful at meeting our past targets, we feel that we can refine and improve upon our past performance in this area. We have, therefore, decided to alter our focus a little in the coming year.

Our first objective focuses on the student's individual feelings of belonging and an overall climate of inclusiveness in our school. Our second objective concentrates on the safety of the children, promoting socially responsible behaviour and stressing the Code of Conduct.

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### **Objective 2.1:**

To encourage a school culture that values diversity and engages in proactive violence prevention programs by promoting an understanding and respect for individuality, gender, ability, culture and learning styles

#### **Strategies/Structures:**

- Character Education themes addressed at regular assemblies, outside guest speakers, performances, classroom meetings, lesson plans and teaching ideas provided to staff (e.g. Acceptance of Diversity)
- Use Social Responsibility Performance Standards to assist students in setting goals and by teachers for formal reports
- Use a variety of resources in classrooms (e.g. Second Step, Friend to Friend, CARE, Feeling Yes/Feeling No, and Get Set)
- Provide opportunities for regular culture recognition/celebration events and activities throughout the school year
- Promote empathy for students by working with the Roots of Empathy programme and supporting inclusion of special needs students
- Celebrate student successes at regular assemblies
- Encourage and provide professional development opportunities for all staff

- Directly teach and reinforce proactive habits to increase the likelihood of children making appropriate personal safety choices (Internet Safety, Focus on Bullying)
- Teach students how to use Conflict Resolution strategies when problems arise
- Communicate in the school newsletter ways for parents to support the school-wide behaviour strategies
- Develop interpersonal skills through forums such as class meetings, buddy meetings and Tribes activities (Instructional Intelligence)
- Encourage and support initiatives that generate student leadership opportunities (RCMP, Valet, Art, Fun Day, Drama, Choir, Musical Trios, Terry Fox Run, Peer Mediators, Friendship circles and family grouping activities) and a Musical every second year
- Continue the Student Council including elections, table officers and student led activities (Talent Show, community and charity work)

**Evidence:** (Quantitative)

Key Performance Measure:	Baseline		Target	Actual	
Percentage of students in grades 1-7 fully meeting or exceeding expectations in Social Responsibility report card marks.	Gr.	Fall 2008	Spring 2009 2% increase	Gr.	Spring 2009
	1	88		1	
	2	69		2	
	3	88		3	
	4	82		4	
	5	67		5	
	6	84		6	
	7	73		7	
North Vancouver Safety and Social Responsibility Survey for Intermediate Students Percentage of students indicating "Most of the time, always", to a Sense of Belonging and Acceptance Section C # 22 and #23	Spring 2006 Survey 70%		Spring 2010 75%	Spring 2008 71%	

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Qualitative evidence will be gathered and documented twice yearly at staff and team meetings</li><li>- Staff have reviewed strategies at collegial conference meetings – continued support for these interventions was identified</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Target of 80% was too ambitious. Suggested a change in target to 75%</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- We believe there has been an improvement in participation of “School Spirit” activities which should lead to an improvement in a “feeling of belonging” in future results (2010)</li></ul>

**Objective 2.2:**

To involve staff, students, and parents in maintaining/increasing student safety, health and socially responsible student behaviour through communication and use of the Code of Conduct

**Strategies/Structures:**

- Create awareness of parenting workshops offered in the community
- Increase parental awareness of Code of Conduct through newsletters, school handbook and providing information on the school web site
- Review and revise the Code of Conduct with parents, students and staff in spring 2008
- Train and develop the skills of Peer Counsellors in mediation and conflict resolution
- Directly teach and reinforce the Code of Conduct as part of class discussions, newsletters, projects and assemblies
- To implement the Action Schools BC Initiative (fitness and healthy eating) as an intervention strategy to have a positive impact on student behaviours over time
- Clearly communicate to staff, parents, and students the relationship between discipline responses and the Code of Conduct (Discussion papers, Conduct Forms)

- To have agenda items during regular meetings with supervision staff that address issues related to student conduct
- To teach and reteach students about, and communicate to parents an awareness of safe and appropriate use of technology (e.g. Internet safety, cyberbullying, instant messaging, phone texting, chat rooms, cell phone use/abuse etc.)
- To communicate a shared understanding in the school community with respect to appropriate and consistent responses to positive and negative student behaviours in the school (e.g. a user-friendly brochure)
- Invite guest speaker from North Vancouver District's IT Dept. to speak to Intermediate students. 2 sessions – one on internet safety and the other on cyber bullying

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
North Vancouver Safe and Caring Schools Audit Code of Conduct Component Percentage of staff, students and parents reporting "Fully Meets" or "Exceeds" expectations	2007 82%	2010 to 90%	2009 71%
2007 Satisfaction Survey – Grade 4 students Percentage reporting "All of the Time", or "Many times" to the question, "Do you feel safe at school?"	2007 79%	2009 90%	2008 100%
2007 Satisfaction Survey – Grade 7 students Percentage reporting "All of the Time", or "Many times" to the question, "Do you feel safe at school?"	2007 88%	2009 90%	2008 62%
2006 North Vancouver Safe Schools and Social Responsibility survey for Intermediate students Percentage of students indicating that they had been bullied "About once a month", "About once a week", "Many times a week". (Bullying in this case includes Physical, Verbal, Social and Cyber bullying) Section E #46	2006 15%	2010 10%	2008 11%

**Evidence:** (*Qualitative*)

**Qualitative Baseline:**

- Baseline stays the same. Staff have given high priority to strategies of this objective

**Qualitative Target:**

- Satisfaction survey target has been increased due to high numbers from 2008 with the grade 4 cohort. Grade 7 will remain the same at 90%

**Qualitative Actual:**

- Will continue to monitor. Staff opinion is that Grade 7 results for 2008 are not reflective of the actual tone of the school. Social Responsibility Survey 2008 is a strong indicator of the actual decrease in students' sense of "bullying"



## Connections:

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

While school plans should connect thoughtfully to district directions, it is equally important that school plans reflect the unique characteristics of each school site, so that they may be authentic, meaningful and purposeful at the school level. Based on the recommendations from a recent district review, the new district achievement plan will reflect school goals and objectives. North Vancouver School District, with the support and input of its stakeholder groups, has designed a clear and well thought out set of guidelines, with models and procedures, which allow for school uniqueness while being mindful of district directions for improving student achievement.

### ***Connections to Argyle family of Schools' School Plans and District Achievement Plan:***

- North Vancouver School District supports the individual School Growth Plans of its schools while maintaining the focus on improved student achievement by specifying the parameters under which unique school goals are set, including analysis/rationale, data sources, district standards, and current school standards. The Lynn Valley School Plan is aligned with the District Safe and Caring Schools Goal and the Literacy/Writing Goal.
- North Vancouver School District has a clear goal to provide safe and caring school environments for all students, supported through the District-developed Safe and Caring Schools Guide and the Safe Schools Audit. These documents are used and are reflected in the Lynn Valley School Plan.
- Administrators meet monthly in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation.
- In support of Safe and Caring Schools' initiatives the FOS Administrators created a Parent Information Forum ("Making Positive Choices") in partnership with Family of Schools' PAC's, and Community Support Groups.
- As per Ministry direction, our Family of Schools is reviewing and developing expanded school Codes of Conduct, including student expectations and consequences for behaviour.



**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, 2009.

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

Date: 2009-04-05

Name		Signature
Chairperson (Principal)	Charis Kalesnikoff	<i>Original Document signed by SPC Members</i>
V. Principal	Jason Haywood	
Parent	Tracey Lazenby	
Parent	Tracey Burgess	
Parent	Danielle Moore	

**Board Approval of School Plan:**

*Approved by:*

**Bryn Roberts, Assistant Superintendent  
June 15, 2009**