

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

**School:** Ecole Dorothy Lynas Elementary  
**Address:** 4000 Inlet Crescent  
 North Vancouver, BC V7G 2R2  
**Phone:** 604-903-3430

**Principal:** Cathy Piteux

**School/Community Context:**

Dorothy Lynas is a vibrant dual track, English and French Immersion, school in the Seycove Family of Schools. Education at Dorothy Lynas is directed towards the celebration of the wonder of childhood, and a commitment to the development of personal, social and academic potential of each and every student. No one of these areas has precedence over another and their interdependence should be evident through each child's educational experience. We believe in the importance of building a school culture where all members feel valued as unique individuals who share a collective stewardship of both our local and extended world community.

**Demographics:**

Total number of students: 539 Male: 257 Female: 282

<b>Number of students per grade</b>									
Grade	ADK	K	1	2	3	4	5	6	7
English		22	24	43	27	46	53	52	59
Fr. Imm.		22	43	37	23	27	24	36	27

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>26.6</b>	<b>1.5</b>	<b>3.9</b>	<b>1.8</b>	<b>2.8</b>

## **Progress Analysis:**

### **Review of School Goals – Previous Year**

#### **To improve student social responsibility**

Objectives 1.1 and 1.2

Creating a safe and inclusive community has been a focus of discussion, professional development and instruction in our classrooms for the past three years. This year we had the opportunity to provide intensive supports to students, teachers and support staff through the additional staffing provided through the District behaviour project. Our students have responded that they feel safe at school and that they feel a strong sense of belonging or community. Our collaborative work in this important project has led us to a deeper understanding of the social emotional needs of our students, as well as a strong commitment to continue to work to provide students with greater opportunities to develop their voice and take action in their school and greater community.

#### **To improve reading proficiency of our students**

Objectives 2.1 and 2.2

Our review of the progress of students identified as “at risk” in learning to read indicates that our interventions are continuing to make a difference for a number of students. We have tracked our students’ progress in reading using DIBELS and classroom reading assessment. We acknowledge that there continues to be some fluidity in number of students who are not yet meeting and approaching expectations in Reading. We need to continue to refine our local reading benchmarks. Our collaborative review of classroom assessment of reading has led us to identify the successes and challenges that our “at risk” students face as they move through the grades. We have identified that there is a high level of consistent and effective supports for at risk students in terms of interventions and practices in Kindergarten through Grade 2. The number of students in each of these grades requiring extra support is reduced each year. At the end of Grade 2 one third of the student who benefited from extra learning support in reading earlier in the year are now meeting expectations in reading. We feel that the next logical and important step is to examine and improve the school wide practices and interventions that are in place to support students who continue to be at risk in learning to read in Grades 3 and 4.

Additionally 27.5% of the students who are presently in grade 2 and 22% of the students who are presently in grade 3 are receiving additional supports in reading instruction. We feel that they continue to require our focus and attention.

Our review of Classroom Reading assessment and Report Card data indicates that we continue to be successful at teaching students basic reading skills. We have continued to target the area of critical and higher level thinking skills in reading and across the curriculum, but we have found it challenging to assess student thinking during and after reading. We are often left questioning the impact of writing skills and student engagement on their ability to express their thoughts and responses to reading. We believe that our students are able to articulate their thinking more clearly orally and we have identified a need to craft a series of graphic organizers that will allow our students to show their thinking with minimal interference from writing.

## **To improve success rates in Mathematics**

### Objectives 3.1 and 3.2

We continue to value the success of all students in mathematics. Since 2004 our intermediate team has been administering an assessment of basic mathematical operations or 'math skills' to assess whether students have mastered grade appropriate concepts and skills. Questions for each mathematical operation were aligned with the NCTM standards for grades 5, 6 and 7. At risk students were provided with direct instruction as well as with an individualized math skill program to ensure ongoing school and home support.

Data collected over the past five years has shown that this intervention has succeeded in raising student achievement levels in mathematical operations. We have achieved our target. Although we will continue to use this assessment and act on the data it provides, our team feels that we no longer need to include this as a school goal.

Problem-solving across the curriculum has become a significant area of focus at Dorothy Lynas. Work in mathematical problem-solving over the past five years has highlighted a school-wide need to develop critical thinking skills that identify the question at issue, locate relevant information, identify assumptions and evaluate possible outcomes. The development of problem-solving skills will continue to take instructional precedence at Dorothy Lynas, however, it will no longer be identified as solely a math goal.

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

#### **School Goals:**

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

- 1. To improve student sense of social responsibility**
- 2. To improve the reading proficiency of students**

## **School Goal 1**

### **To improve student sense of social responsibility**

#### **Goal Rationale:**

Social Responsibility and the need to create a truly inclusive community has been a focus at Dorothy Lynas for the past three years. Our students know our Code of Conduct or 'Dragon's Code' and can give a wide range of examples of Respect, Responsibility, Resourcefulness and Recognition. Our hope is that their actions inside and outside of the classroom will consistently reflect these core values. We are striving to further develop our students' communication skills so that they can identify, investigate and communicate multiple perspectives, and develop personal voice on issues that matter to them.

During the 2008-2009 school year, Dorothy Lynas benefited from the District Behavior Project. Although we have a number of students who demonstrate overtly disruptive and aggressive behaviours, the most widespread difficulty is the quieter or more discrete exclusion of students through verbal or social means. Additional staffing through the project allowed our team to specifically target 'Relational Aggression' (RA) at the grade 5/6/7 levels. Staff and students developed their understanding of what RA is, worked together to identify RA in action and began to develop strategies to combat it.

We will continue to work with school & community partners to nurture the development of student voice and action, as well continue to specifically target 'Relational Aggression'. We want each and every member of our school community - students, staff and parents - to be treated with caring and respect. Most importantly, however, we want all stakeholders to feel a sense of stewardship for others, so that they speak up to protect and ensure the rights of all Dorothy Lynas students to learn in a safe and caring school environment.

#### **Objective 1.1:**

To increase student sense of responsibility and empowerment to contribute to a safe and caring school environment

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

- Incorporate the "Community Circle" Tribes strategy as a 'starter' activity to provide direct instruction in positive communication skills and open up discussion in classroom and club meetings
- Teach problem solving skills at the 5/6/7 grade level with an instructional emphasis on investigating multiple perspectives, principled or 'balanced' thinking and taking positive action

- Continue to provide grade 5/6/7 students with opportunities to explore empathy and develop moral courage through drama and literature
- Explicitly teach and model the thinking process, especially open-ended questioning, to illustrate thoughtful and equitable problem-solving
- Provide opportunities for students to have a student-led “voice” in their school, and to empower them to inquire into and implement positive change
- Include First Nations Awareness/Cultural contributions to the school community

**Evidence:** (*Quantitative*)

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Safe School & Social Responsibility Survey (2009) Student Responsibility Behaviour Subset 2006 - 3.45/ 2008 - 3.89	3.67	4.0	
Safe & Caring School Audit, 2009 Student Empowerment Fully Meets - Exceeds Expectations Exceeds Expectations	85% 18%	100% 50%	

**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b> Anecdotal Observations from Behaviour Project Team who have been working with Grades 4-7 during 2008-2009: Students in Grades 5 - 7 are learning to speak up for themselves and others and to ask for help. We are experiencing more students asking the adults in the school for advice in how to approach situations and solve problems rather than asking the adults to fix the problem for them.</p>
<p><b>Qualitative Target:</b> Students in Grades 5-7 will take an active role in identifying, creating and improving the conditions that contribute to a safe and caring school community. We will experience an increase the depth and breadth of student led initiatives. Students will demonstrate pride in their contributions to the community.</p>
<p><b>Qualitative Actual:</b></p>

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**Objective 1.2:**

To improve sense of safety at school for students in Grades 4-7

**Strategies/Structures:**

- Teach Violence Prevention in a consistent manner using age appropriate resources
- Provide instruction and opportunities for students to develop an understanding of relational aggression and to develop strategies and skills to respond appropriately and effectively
- Continue to provide grade 5/6/7 students with opportunities to explore empathy and develop moral courage through drama and literature
- Provide opportunities for all students to work with students and staff from other classes, grades or areas of the school (Buddy Activities, Peer Counsellors, Monitors, etc.)
- Explore strategies and understandings that support school wide plans for teaching and reinforcing positive behaviours.
- Connect with other schools to broaden the impact of student voice and action

**Evidence:** (*Quantitative*)

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Satisfaction Survey Grade 7s feel safe at school	91/93/85/ 86/82%	100%	
Student & Social Responsibility Gr 4-7 Survey Results Bullying/Victimization Subscale	1.83/1.66 /1.74	1.5	

**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b> We believe that as a result of our work in this area over the school year, we have created an increased awareness of social and verbal bullying and the importance of speaking up. We are experiencing more reports of relational aggression. An increase in reporting will allow us to address the more covert problems of verbal and social bullying and exclusion.</p>
<p><b>Qualitative Target:</b> Students will feel comfortable and confident speaking up for themselves or others. Students will also feel comfortable asking a peer or an adult for support in addressing a social problem.</p>
<p><b>Qualitative Actual:</b></p>

## School Goal 2: Improve Reading Proficiency of students

### Goal Rationale:

At Dorothy Lynas we feel that reading is a fundamental skill that is critical to our students; success at school and their future as independent learners. We value the success of all of our students. We want to ensure that at risk learners are provided with every opportunity to achieve success in reading . We want all of our readers to be able to question and think critically about what they are reading. Students in grades 3 and 4 are presented with more challenging and complex reading tasks. We need to ensure they are offered every opportunity to achieve success in this period of transition and in future years.

### Objective 2.1:

To identify, monitor and improve the reading performance of students in Grades 3 and 4 who are at risk in learning to read.

### Strategies/Structures:

- Provide direct instruction in the classroom at the readers instructional level in the form of small group or individual instruction
- Provide varied and interesting resources to support at risk readers in the classroom
- Provide appropriate interventions to identified students (Launch into Reading Success, Reading Recovery, Phonographix, Read Well. Read Naturally, Academy of Reading, LAC support, Buddy Reading, etc.)
- Systematically and explicitly teach the 12 Reading strategies and related reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension of text) as outlined in Reading 44
- Provide opportunities for teachers to work together to further develop our literacy screening and assessment practices
- Provide opportunities for teachers to work together to support the implementation of key reading activities
- Communicate with parents in a consistent and regular format to support their efforts in helping their children become better readers (Home Reading Program)

### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Report Card Data % students in Grades 2-3 (08-09)/Grades 3-4 (09-10) fully meeting & exceeding expectations in Reading	March 2009 78%	Spring 2010 85%	
DIBELS % students at risk	Fall 2008 25%	Spring 2010 15%	



**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b> Observations of Classroom teachers, Learning Assistance teachers and our teacher-librarian indicate that many of our students who have experienced difficulty learning to read struggle when they are asked to apply their skills in new contexts or more independent situations.</p>
<p><b>Qualitative Target:</b> Our Grade 3 &amp; 4 students will be able to select and read a wide range of materials for pleasure and for information. They will be able to communicate what they have learned or read using graphic organizers.</p>
<p><b>Qualitative Actual:</b> -</p>

**Objective 2.2:**

To develop students ability to identify and use the strategies they are using to get meaning from text (metacognition)

**Strategies/Structures:**

- Systematically and explicitly teach the 12 Reading strategies and related reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension of text) as outlined in Reading 44
- Provide students with a wide and engaging range of reading materials and opportunities to talk about and explore their thinking while accommodating individual differences
- Facilitate teacher dialogue to develop critical questions and challenges at the Grade 3 & 4 levels
- Teach students to use graphic organizers to communicate their thinking

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Report Card Data % students in Grades 2-3 (08-09)/Grades 3-4 (09-10) fully meeting & exceeding expectations in Reading	March 2009 78%	Spring 2010 85%	
Classroom Reading Assessment % students able to identify strategies used	Fall 2008 75%	Spring 2010 85%	

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**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline</b>  <i>Our students enjoy reading and make good predictions. Explaining their thinking is a challenging task for our students at this grade level.</i></p>
<p><b>Qualitative Target:</b>          Students in Grades 3 &amp; 4 will become more aware of the connections they are making when reading. They will be able to explain their thinking, identify strategies used and apply these strategies with confidence in new or challenging reading situations.</p>
<p><b>Qualitative Actual:</b>          -</p>



## Connections:

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

Literacy and Social Responsibility are areas of focus for both our school plan and the District Achievement Contract.

At Dorothy Lynas we are committed to increasing our students' sense of social responsibility. We are working to ensure that all of our students feel safe and are willing and able to speak up to protect the rights of all students to learn in a safe and caring school environment. This goal is also shared by two of our other schools in the Seycove Family of Schools.

Improving the reading proficiency of our students in Grades 3 & 4 is a reflection of our commitment to enhancing the literacy skills of all of our students. We understand and this skill is fundamental to the success of our students at school and in the future as independent learners. We share this goal with other schools in our Family of schools.

**Consultation Process of Click to type school name 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, 2009.

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

Date: Click to type date

Name		Signature
Chairperson (Principal)	Cathy Piteux	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Lynne Belzile	
Parent	Linda Castagna	
Parent	Barb Racey	
Student <i>(Gr 10, 11, 12 schools only)</i>	Click to type name	

**Board Approval of School Plan:**

*Approved by:*

**Dave Pearce, Assistant Superintendent  
June 15, 2009**

