

North Vancouver School District SCHOOL PLAN *for* 2011-2012

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

School/Community Context:

Lynn Valley School is situated in the heart of Lynn Valley near the cross roads of Mountain Highway and Lynn Valley Road. Lynn Valley School is the oldest school in North Vancouver; the original school was constructed in 1902, and the new building was completed in 2004. A portion of the original school, still on site, now houses the North Vancouver Museum Archives. Additionally, there is Lynn Valley Preschool situated in another historic building on our site.

Due to the closure of neighbouring Fromme Elementary, our school has grown this year from a population of 198 in 2009-2010 to 336 students this year. The families attending Lynn Valley School come from many multicultural, social and economic backgrounds. The parent community at Lynn Valley School is very involved in the education of the children, and they provide many events for students and families that contribute to our connected community. There is an active PAC that holds monthly executive meetings and monthly PAC meetings that are well attended. Lynn Valley PAC has renamed the “Little School with the Big Heart” as the “Bigger School with the Bigger Heart.”

The Lynn Valley neighbourhood provides a wealth of educational opportunities, including District recreational facilities such as the Karen Magnuson Pool and Skating Rink, the Lynn Valley Public Library, and the local Ecology Centre at Lynn Canyon Park. Classes make use of these local amenities during the course of the school year.

Students leaving Lynn Valley School at the end of grade 7 feed into Argyle Secondary School. There is a strong partnership amongst the four elementary schools in the Lynn Valley area, as well as Argyle Secondary School in our “Family of Schools”.

Demographics (2010-2011 school year):

Total number of students: **336** Male: 177 Female: 159

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	41	37	45	28	37	46	42	60

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17.66	2.08	13.10	0	9.23

Progress Analysis:

Review of School Goals – Previous Year

Slightly fewer than 70% of our existing students were not students at Lynn Valley School last year when the Baseline Data for our school goals was collected for this year's plan. 137 of the current students are new to Lynn Valley from Fromme Elementary School, 41 are new kindergarten students, as well as other students new to our school due to family moves. While both Fromme and Lynn Valley had a writing goal using a School Wide Write as a performance indicator, and a goal related to school culture and a safe and caring learning environment, since the cohort of students is so different, and the strategies and specific objectives were so different, it was determined by the SPC that there was no possible way to link last year's data from the two plans into meaningful results for this school year. Data on students is collected as percentages at each grade level, and it was impossible to co-late the scores of the particular students continuing at our school with those who had arrived at our school. We have thus determined to keep the intent of both schools' goals to improve students' skills in the area of writing, and to continue to work towards a safe and caring learning environment in which students have a sense of belonging and a feeling of safety. Additionally, we have added a goal in math based on feedback from teachers, parents and Family of Schools Meetings.

The goals of Lynn Valley School's 2010 - 2011 School Plan were:

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

Opportunities for Further Development:

In keeping with the goal in writing, a fall school wide write was completed and data was collected. At that point, we began to see that we needed to establish new baselines for our very new student population. Discussions amongst staff indicated that there is growth to be made in the overall standards in writing. New staff members brought with them various programs and strategies that were shared at primary team meetings. Additionally, it became clear that we needed to provide time for teachers to do some collaborative planning and marking, to establish legitimate baselines for our population. Interested staff would consider a Collegial Conference in the area of writing. Continuing to work towards improving the writing skills of students is important for all students across the grade levels.

A goal to provide a safe and caring learning environment is important to continue. In discussions with the staff in the fall, great effort was made to welcome the approximately 70% of students and their parents, who were new to our school, as well as 9 new teachers and 16 new CUPE staff members. Creating a sense of belonging and attachment to our school was a significant priority for this first year. Highlighting the Code of Conduct for the school population and providing opportunities to create strong, positive relationships amongst students, staff members and parents was important for students to establish both a sense of belonging and safety.

Administrators in the Argyle Family of schools are well connected and meet regularly. Argyle Secondary school staff related concerns about the level of math skills in the grade 8 student population. Recent changes to Ministry approved courses necessitated the removal of "Modified" math courses. Thus, all students entering grade 8 math at Argyle are enrolled in the full credit

Math 8 course. Secondary math teachers shared concerns about the level of math skills in many of the students arriving from the elementary level. In support of adequate basic math skills prior to high school enrolment, many of the feeder schools determined that it was necessary to add a goal to support our students' achievement and understanding in math. Lynn Valley teachers felt that students would be better able to successfully problem-solve and utilize mathematical thinking strategies if their foundational skills and understanding of basic adding, subtracting, multiplying and dividing was solid. This opinion was supported by the parent members of the SPC. We have thus added a goal to support students' mastery of basic math facts at each grade level.

School Goals for 2011-2012:

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 2011-2012 are:

- 1. To improve the writing skills of students in grades K-7 in the aspects of "Meaning" and "Conventions" assessed using the BC Performance Standards in any of the modes of writing (Narrative, Descriptive, Persuasive and Expository).**
- 2. To improve students' knowledge and understanding of basic math facts.**
- 3. To increase the numbers of students who report a sense of belonging and a feeling of safety at school.**

School Goal 1.0:

To improve the writing skills of students in grades K-7 in the aspects of “Meaning” and “Conventions” assessed using the BC Performance Standards in any of the modes of writing (Narrative, Descriptive, Persuasive and Expository).

Goal Rationale:

Writing is an essential life skill that enables students to communicate their ideas as well as what they have learned. This ability to express themselves in writing has a great impact on students' success in school across the subject areas.

Linking writing to reading content and the provision of “guided” and “modeled” writing lessons will be our instructional focus. Some of the instruction in writing will take place in subject area lessons (e.g. Math, Science and Social Studies) where certain formats of writing, are best instructed in context (e.g. lab formats, note taking, summaries, etc.)

Objective 1.1:

To track and improve the numbers of students who are meeting expectations in the areas of conventions and meaning on School Wide Writes, as assessed using the B.C. Performance Standards.

Strategies/Structures:

- Implement school wide use of Writing 44, and the eight identified skills of writers
- Provide opportunities for teachers to assess collaboratively to ensure greater consistency and assessment standards across grade levels
- Continued use of School Wide Writes for students extended to all students in grades K-7 both fall (October) and Spring (Late May)
- Tracking of students in grades 2-7 using School Wide Write Data Fall and Spring
- Spring School Wide Write Data tracked for Ks and grade 1s (Performance Standards are based on Spring expectations therefore results for Kindergarten and grade one students tend to be “Not Yet Meeting Expectations” until the spring of those two years in school)
- School Wide focus on identified aspects of writing (October, November, January, February, April and May) with the instructional focus shared with parents through newsletters
- Targeted spending to enable the purchase of literature that models the genres and traits of writing to support classroom instruction

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
School Wide Write	October 2010	May 2011	
% of students in grade 2 meeting or exceeding expectations as assessed using BC Performance Standards. (cohort F)	Oct 2010 33%	80%	
% of students in grade 3 meeting or exceeding expectations as assessed using BC Performance Standards.(cohort E)	Oct 2010 62%	90%	
% of students in grade 4 meeting or exceeding expectations as assessed using BC Performance Standards. (cohort D)	Oct 2010 39%	80%	
% of students in grade 5 meeting or exceeding expectations as assessed using BC Performance Standards. (cohort C)	Oct 2010 46%	80%	
% of students in grade 6 meeting or exceeding expectations as assessed using BC Performance Standards. (cohort B)	Oct 2010 51%	80%	
% of students in grade 7 meeting or exceeding expectations as assessed using BC Performance Standards.(cohort A)	Oct 2010 20%	80%	
% TOTAL of all students in grades 2-7 meeting or exceeding expectations in writing	Oct 2010 42%	80%	

Key Performance Measure:	Baseline	Target	Actual
School Wide Write	May 2011	May 2012	
% of students in K meeting or exceeding expectations as assessed using BC Performance Standards. (Cohort I)		90%	
% of students in grade 1 meeting or exceeding expectations as assessed using BC Performance Standards. (Cohort H)		90%	

Objective 1.2:

To provide early intervention and academic remediation to students in kindergarten, grade 1 and grade 2 who do not demonstrate phonetic abilities linked to early writing (decoding, matching and encoding) and the necessary written fluency skills.

Strategies/Structures:

- Use of TOPA kindergarten results to screen for “at risk” students in terms of phonetic code knowledge
- Provision of intervention from teachers, LAT, SEAs and parent helpers as well as “at home” packages for families whose kindergarten children did not perform above the 25%ile on the TOPA.

- Establishing cohorts of grade one, and two students in December of 2011 who may be at risk with their writing skills based on class wide writing samples and November report card information (Not Yet Meeting in the area of Writing) for the purpose of providing intervention prior to the spring School Wide Write
- Providing small group support to facilitate the mastery of phonetic code, some common sight words, and instruction in fluency and automaticity that are paramount to writing success

Evidence: *(Quantitative)*

Key Performance Measure: Kindergarten	Baseline	Target	Actual
TOPA results for identified "at risk" kindergarten students (Cohort H)	January 2011 7 of 41 students at risk (17%)	June 2011 Reduce to none	

# of at risk students in Kindergarten 2011-2012 (Cohort I)	Dec 2011	June 2012 100%	
# of at risk students in grade 1 (Cohort H)	Dec. 2011	June 2012 100%	
# of at risk students in grade 2 (Cohort G)	Dec. 2011	June 2012 100%	

School Goal: 2.0

2. To improve students' knowledge and understanding of basic math facts.

Goal Rationale:

Knowledge and understanding of basic math facts and functions (adding, subtracting, multiplying and dividing) enable students to perform mental math problems accurately, and enable students to understand the relationships between numbers. Accuracy with basic facts facilitates mathematical thinking across the strands of math (e.g. statistics and probability, measurement, fractions and decimals, geometry, etc.)

Objective 2.1

Students will work to understand and master basic adding and subtracting facts to 10 in Kindergarten and grade one.

Students will work to understand and master basic adding and subtracting facts to 20 in grades 2 and 3.

Students will work to understand and master basic multiplying and dividing facts in the 0, 1, 2, 3, 4, 5 and 10 times tables in grade 3.

Students will work to understand and master the basic multiplying and dividing facts in for all 12 times tables in grades 4 and 5.

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

Strategies/Structures:

Research Shows that:

- Students cannot simply memorize math facts but need to master the concepts of adding, subtracting, multiplying and dividing using manipulatives and other hands on and visual supports to facilitate their understanding
- Hands on learning opportunities in the formative years are fundamental to mathematical learning and achievement in math
- Teachers will use the strategies and activities in Math 44, the Provincially Prescribed Learning Outcomes, Math Makes Sense, Math to the Max, and other resources to support students' mastery of math facts
- All children learn in different ways and at different rates using various modalities (visual, auditory, kinesthetic)
- Mastering math facts cannot be undertaken by demand, but necessitates on-going practice in a relaxed atmosphere in which students feel supported
- Games and activities to support the learning of math facts make it enjoyable and less stressful for students
- Practice is best when it is "little and often" and consistently supported at both home and school
- Students do best with memory driven work when they are not competing against their peers, but setting goals for themselves that are attainable and supported (buddies, parents, teachers, older students, etc.)

School Structures:

- Students will do a minimum of five minutes of drill and/or practice of math facts each school day (could be flash cards, a game, chanting, drill practice, corrections, buddy practice etc.)
- Home based practice with parents will support this learning
- Baseline data will be collected for each grade cohort from school developed, timed assessments of the students knowledge, speed and accuracy of the math facts to be mastered at each grade level in the fall and reassessed in the following spring

Evidence: *(Quantitative)*

Key Performance Measures	Baseline	Target for June 2012	Actual
# of students meeting or exceeding expectations regarding math facts mastery at the Kindergarten level	October 2011	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 1	October 2011	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 2	October 2011	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 3	October 2011	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 4	October 2011	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 5	October 2011	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 6	October 2011	100%	
# of students meeting or exceeding expectations regarding math facts mastery in grade 7	October 2011	100%	

School Goal 3.0:

3. To increase the numbers of students who report a sense of belonging and a feeling of safety at school.

Goal Rationale:

Research demonstrates that students who have a sense of belonging at school, feel connected to and cared about by adults in their school, and who feel safe at school, are happier, do better academically, have better rates of attendance, and therefore have better rates of achievement. Student engagement in extra-curricular activities is also strongly linked to a sense of belonging and is, of its self, a form of engagement at school.

Objective 1.1:

To determine the numbers of students who feel welcome and safe at school and who have at least one adult at school whom they trust enough to talk to if they have a problem based on the Satisfaction Survey Results each Spring (grades 4 & 7) and the school based survey of intermediate students (attached)

Strategies/Structures:

Satisfaction Survey Student Data

Key Performance Measure:	Baseline April 2011	Target	Actual April 2012
% of students in grade 4 who report feeling "safe at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	82%	100%	
% of students in grade 7 who report feeling "safe at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	83%	100%	
% of students in grade 4 who report feeling "welcome at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	76%	100%	
% of students in grade 7 who report feeling "welcome at school" "Many Times" or "All of the Time" on the Student Satisfaction Survey	78%	100%	
% of students in grade 4 who report having "3 or more adults in the school who care about you" on the Student Satisfaction Survey	87%	100%	
% of students in grade 7 who report having "4 or more adults in the school who care about you" on the Student Satisfaction Survey	80%	100%	

School Based Survey Student Data

Key Performance Measure:	Baseline April 2011	Target	Actual April 2012
% of students in grade 4 who report having "at least one adult at school that I trust enough to talk to if I have a problem"	89%	100%	
% of students in grade 4 who report they "feel that I belong and am welcome at Lynn Valley School"	83%	100%	
% of students in grade 5 who report having "at least one adult at school that I trust enough to talk to if I have a problem"	88%	100%	
% of students in grade 5 who report they "feel that I belong and am welcome at Lynn Valley School"	88%	100%	
% of students in grade 6 who report having "at least one adult at school that I trust enough to talk to if I have a problem"	62%	100%	
% of students in grade 6 who report they "feel that I belong and am welcome at Lynn Valley School"	87%	100%	

Evidence: *(Qualitative)*

Students' sense of belonging in schools can also be linked to how many students participate in extra-curricular, activities, school-based clubs and programs (e.g. sports,

band, choir, student council, knitting club, library helpers, lunch monitors, Valet Program, etc.)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Results from a school based survey of students in April 2011 demonstrated that all but 10 of our intermediate students participate in at least once extra-curricular activity- Primary students were not surveyed, though many students are asking for opportunities to participate in activities
<p>Qualitative Target:</p> <ul style="list-style-type: none">- To continue to provide a variety of extra-curricular activities for intermediate students- To increase the roll of intermediate students in providing games, sports or activities for the primary students
<p>Qualitative Actual:</p> <ul style="list-style-type: none">-

Connections:

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

The goals of this year's Lynn Valley School Plan are closely 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. For the past several years, we have all included goals to improve students writing in our school plans. Many of the feeder schools feel that a writing goal is worthy to continue as successful writers tend to achieve well across the academic subject areas. This year, feeder schools are adding a math goal to support Argyle Secondary School with their goal to improve students' achievement in math. Our goal for students to feel a sense of safety and belonging at school also aligns with the District Achievement Plan.

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, 2011.

School Planning Council Approval of Proposed School Plan:

Date: April 26, 2011

	Name	Signature
Chairperson (Principal)	Deborah Wanner	<i>Original Document signed by SPC Members</i>
Teacher	n/a	
Parent	Tracey Burgess	
Parent	Danielle Moore	
Parent	n/a	
Student <i>(Gr 10, 11, 12 schools only)</i>	n/a	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 13, 2011**

Lynn Valley Intermediate Student Survey
September 2010 – Now

Please complete this survey privately and accurately. Thank you for your participation!

Since September I have participated in	YES	NO
Cross Country Running		
Basketball		
Volleyball		
Junior Band		
Senior Band		
Jazz Band		
Choir		
Musical Auditions		
Musical Cast		
Lunch Monitor		
Student Council Election Candidate		
Student Council Member		
Valet Program		
Knitting Club		
Library Volunteer		
Track & Field		
School Connections		
I have at least one adult at school that I trust enough to talk to if I have a problem.		
I feel that I belong and am welcome at Lynn Valley School.		
I feel safe at Lynn Valley School.		