

# North Vancouver School District SCHOOL PLAN 2009-2010

**School:** Capilano Elementary School  
**Address:** 1230 20<sup>th</sup> Street West  
 North Vancouver, BC V7P 2B9  
**Phone:** 604-903-3370

**Principal:** Phil Marshall

## School/Community Context:

Capilano Elementary School's experienced staff members are fully engaged in continuously broadening their expertise in teaching methods and curriculum. Teachers are involved in several professional development activities this year, in our work towards IB Candidacy status. Structures to facilitate the implementation of the IB Program are:

- The training of new staff members in IB instruction, assessment and practices
- Use of Educational Leadership and creative team teaching to release another teacher during another's Non-Instructional Time (NIT) to plan and collaborate
- In September, place special consideration on backing or matching periods of NIT to enable specific grade partners to have extended common planning times
- To communicate our IB progress as a standing feature on the school web-site with periodic newsletter updates and parent education sessions.

Our school, staff, and students enjoy substantial support from our Parent Advisory Council in a number of school endeavours such as our new computer lab, class set of cameras, musical instruments, and hallway picture frames. Our PAC is holding a major fundraiser in May 2009 to enhance our playground and learning projects.

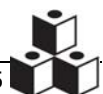
At Capilano School, staff and parents work together to provide a safe, challenging, and supportive learning environment. Students are encouraged to achieve their personal best in pursuit of the knowledge, skills, and attitudes necessary for lifelong learning and responsible citizenship. In May of 2009, Capilano Elementary will enter the Candidate School Phase of the International Baccalaureate Programme. Our Mission: The Capilano School Community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are inspired to be lifelong learners and globally responsible citizens.

## Demographics:

Total number of students: 301 Male: 167 Female: 134

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	20	39	47	24	43	27	28	39	34

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>16.39</b>	<b>1%</b>	<b>5,4%</b>	<b>5.8%</b>	<b>14.9%</b>



## Progress Analysis:

### Review of School Goals – Previous Year

1. To Improve Literacy Proficiency in Students K to 7
2. To Increase Students' Numeracy Success Rates
3. To Provide and Maintain a Safe, Caring and Healthy School Environment

### Opportunities for Further Development:

This analysis represents our trends, the extent to which we are meeting our targets, and the implications for altering our strategies to reflect maximum improvement.

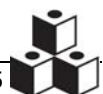
**Goal 1 Objective 1.2 Reading** Performance Standards were introduced as an assessment tool in the May 2008 report and this year's results in Reading have yielded improvement for all grades. Due to variations in teacher interpretations of Performance Standards language, we acknowledge some level of subjectivity in these analyses. We note that there was improvement with the FSA scores however it is difficult to track a trend of the FSA over time as the cohorts change between Grades 4 and 7 and the tests have been written within different periods (from May to February). We note increases in the past two years with our cohorts however three of the four test results are below our district average. The implication for this is that staff will have to continue to work on direct reading instruction to ensure our target is met annually.

**Goal 1 Objective 1.3 Writing** Performance Standards were introduced in the May 2008 report as an assessment tool and this year's results in Writing have yielded improvement all grades except grades three and seven. We also note that our current grade six cohort is below other Capilano cohorts. The implication for this is that staff will have to adjust their instruction specifically at a cohort or increase class time devoted to writing skills. This year's grade four students' FSA results indicated additional support was required and that support was given. In the FSA, we note that the grade seven cohort of 2008 scored significantly above the school district average.

**Goal 2 Objective 2.1 Numeracy** The improvement target was not met last year. We note that the percentage was 93% in January and 93% in June.

**Goal 2 Objective 2.2 Numeracy** Performance Standards were introduced in the May 2008 report and 2009 results in Numeracy have yielded improvement for all grades with the exception of grade five. In regards to the grade six math assessment, the implication for instruction is for an increased attention to the Shape and Space units and we have added this to our numeracy strategies. The FSA scores have indicated improvement for the past three years, although last year's scores remained the same.

**Goal 3 Objective 3.1 Social Responsibility** Performance Standards were introduced in the May 2008 report and this year's results in Social Responsibility have yielded significant improvement for all intermediate grades and a slight drop in grades two and three. For 2009, we changed the focus of our goal from a broad Safe, Caring and Healthy School to a narrower focus on the Social Responsibility objectives. We had met our Action Schools BC goals with mandated Daily Physical Activity, together with improving our school lunches and classroom practices with reference to food. In addition, our third objective was to focus on adherence to our school Code of Conduct and we found that there was a high degree of knowledge and compliance to our code. We therefore narrowed our goal to focus on student skill improvement in Social Responsibility.



## School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Capilano School Plan for Capilano School are:

1. To Improve Literacy Proficiency in Students K to 7
2. To Increase Students' Numeracy Success Rates
3. To Improve Students' Skills in the Area of Social Responsibility

### School Goal 1: To Improve Literacy Proficiency in Students K to 7

#### Goal Rationale:

The Primary and Intermediate teams, the Literacy team, and the SPC have reviewed the literacy data from 2001 to 2007 and identified the need to strengthen the Literacy Skills for all students with a focus on early intervention.

**Objective 1.1: (Reading - Kindergarten):** To improve the performance of "at risk" students identified on the TOPA

#### Strategies/Structures:

- Administer the Test of Phonological Awareness (TOPA) to all K students in January and identify those below the 35<sup>th</sup> percentile
- LAC and Kindergarten teachers collaborate to support students who scored below 35<sup>th</sup> percentile on the TOPA
- Use interventions in Kindergarten as outlined in *Firm Foundations*
- Provide additional support through LAC and facilitate home support
- Retest those identified again in June of the same year
- Continue to support the purchasing of literacy resource materials
- Host a Ministry of Education "Ready, Set, Learn" presentation
- Host K/1 parent night to share reading strategies

**Evidence:** (Quantitative)

**Key Performance Measure:** TOPA – Test of Phonological Awareness

#### Quantitative Actual:

January 2003 – 80%	June 2003 - 95%
January 2004 – 88%	June 2005 - 100%
January 2005 – 95%	June 2006 - 100%
January 2006 – 97%	June 2007 - 100%
January 2007 – 100%	June 2007 - 100%
January 2008 – 93%	June 2008 - 100%
January 2009 – 83%	June 2009 - ___ %

#### Baseline:

Baseline: Annual January results of the TOPA assessment of students who achieved above the 35<sup>th</sup> percentile



**Target:**

To increase the number of students who achieve above the 35<sup>th</sup> percentile on the TOPA re-test in June

**Actual:**

Evidence will be gathered and documented twice annually and examined by the School Based Resource Team for programming and allocation of staff.

**Objective 1.2:** (Reading): To improve students' overall performance in the area of Reading as measured by the Reading Performance Standards for grades 1 to 7

**Strategies/Structures:**

- Encourage regular instruction of the reading strategies and the Reading/Writing Connection strategies identified in *Reading 44* and *Writing 44*.
- To provide Learning Assistance/English as a Second Language intervention for identified individuals each year
- Support use of Guided Reading materials
- Principal to publish home support tips in the newsletter throughout the year for Reading and Writing
- Celebrate Reading/Writing school-wide through an annual "Literacy Day" or through a term focus to be determined by the Literacy Team
- Support Library programs and collaborative units and planning
- Administer Reading Assessment District (RAD) in the fall to assess student reading and drive instruction re-administer in May
- Maintain the Literacy Room for guided reading books and novels for Literature studies
- Access literacy resources and District staff to help support our programming

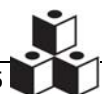
**Evidence:** (Quantitative)**Key Performance Measure:** Reading Performance StandardsQuantitative **Actual:**

Students:	K	1	2	3	4	5	6	7	Test date	School
Born 1995								52	Mar 08	56%
Born 1996							59	68	Mar 09	67%
Born 1997						39	70			
Born 1998					64	74				
Born 1999				67	77					
Born 2000			67	70						
Born 2001		76	79							
Born 2002	77	82								
Born 2003	84									

**Baseline:**

Percentage of students Fully Meeting and Exceeding Expectations in the Reading Performance Standards as reflected by the March report cards

Grade	K	1	2	3	4	5	6	7	School
Mar.08	77%	76%	67%	67%	64%	39%	59%	52%	56%



**Target:**

To demonstrate improvement in the percentage of students Fully Meeting and Exceeding Expectations in the Reading Performance Standards as reflected by the March report cards over a five-year period

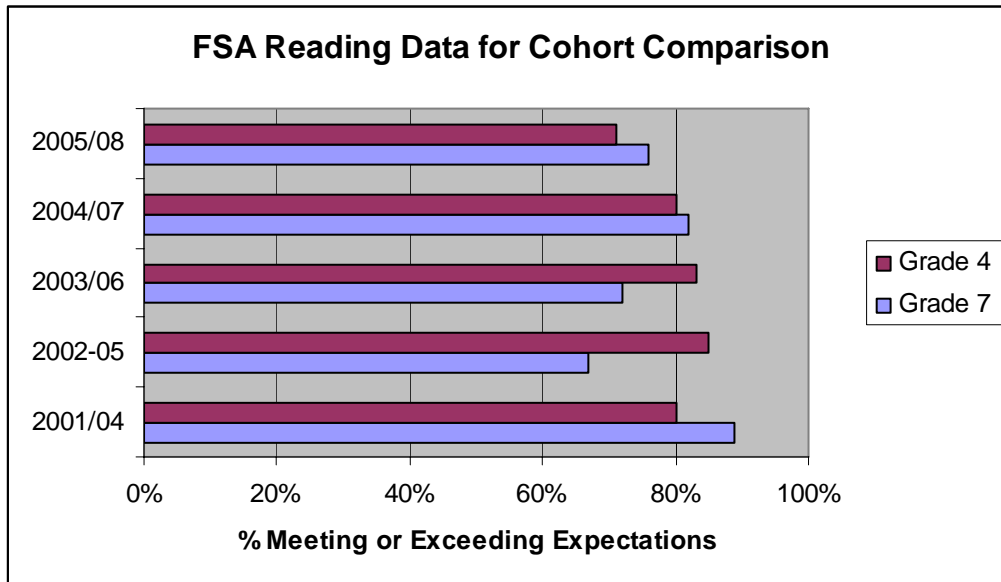
**Key Performance Measure:** FSA Reading

**Quantitative Actual:**

FSA Reading Data for Cohort Comparison  
(percentages represent students meeting or exceeding expectations)

Students born	Years of FSA assessment	Gr.4 School	Gr.4 District	Gr.7 School	Gr.7 District
in the year: 1991	2001 + 2004	<b>80%</b>	86%	<b>89%</b>	89%
1992	2002 + 2005	<b>85%</b>	88%	<b>67%</b>	83%
1993	2003 + 2006	<b>83%</b>	85%	<b>72%</b>	80%
1994	2004 + 2007	<b>80%</b>	89%	<b>82%</b>	81%
1995	2005 + 2008	<b>71%</b>	84%	<b>76%</b>	81%
1996	2006 + 2009	<b>84%</b>	86%		
1997	2007 + 2010	<b>84%</b>	86%		
1998	2008 + 2011	<b>89%</b>	87%		
1999	2009 + 2012				

(1. the same students measured in Grade 4 are compared to their Grade 7 FSA Data on the same line above  
2. Commencing in 2008, students were tested mid-year – Prior to 2008, data reflects year-end knowledge)



**Baseline:**

Percentage of Grade 4 students Meeting or Exceeding Expectations in the Reading Performance Standards as reported by the annual FSA.

**Target:**

To demonstrate **improvement** in the percentage of Grade 7 students Meeting or Exceeding Expectations in the Reading Performance Standards as reflected by the annual FSA. The target measure would be the positive difference between the Grade 4 percentage and, three years later, the Grade 7 percentage.



**Actual:** Evidence will be gathered and documented annually and examined by the staff, Primary and Intermediate Teams, and the School Literacy Team during the school year to look at long term trends and as a guide to improve instruction.

**Objective 1.3:** (Writing): To improve students' overall performance in the aspects of writing as identified in the Writing Performance Standards

**Strategies/Structures:**

- Promote the development and use of classroom based criteria and rubrics for assessment of writing
- Promote use of *Writing 44* for writing instruction
- Assess all students' writing with a guided school-wide write using the 8 writing skills from Writing 44. The results will be discussed by teachers in the spring thereby guiding future instruction.
- Continue to focus on Assessment For, As, and Of Learning in writing
- Provide LAC and ELL and resource support for identified students

**Evidence:** (Quantitative)

**Key Performance Measure:** Writing Performance Standards

Quantitative **Actual:**

Students:	K	1	2	3	4	5	6	7	Test date	School
Born 1995								48	Mar 08	56%
Born 1996							65	56	Mar 09	67%
Born 1997						30	58			
Born 1998					45	74				
Born 1999				57	73					
Born 2000			56	55						
Born 2001		57	71							
Born 2002	82	82								
Born 2003	97									

**Baseline:**

Percentage of students Fully Meeting and Exceeding Expectations in the Writing Performance Standards as reflected by the March report cards

Grade	K	1	2	3	4	5	6	7	School
Mar.08	82%	57%	56%	57%	45%	30%	65%	48%	56%

**Target:**

To demonstrate improvement in the percentage of students Fully Meeting and Exceeding Expectations in the Writing Performance Standards as reflected by the March report cards over a five-year period

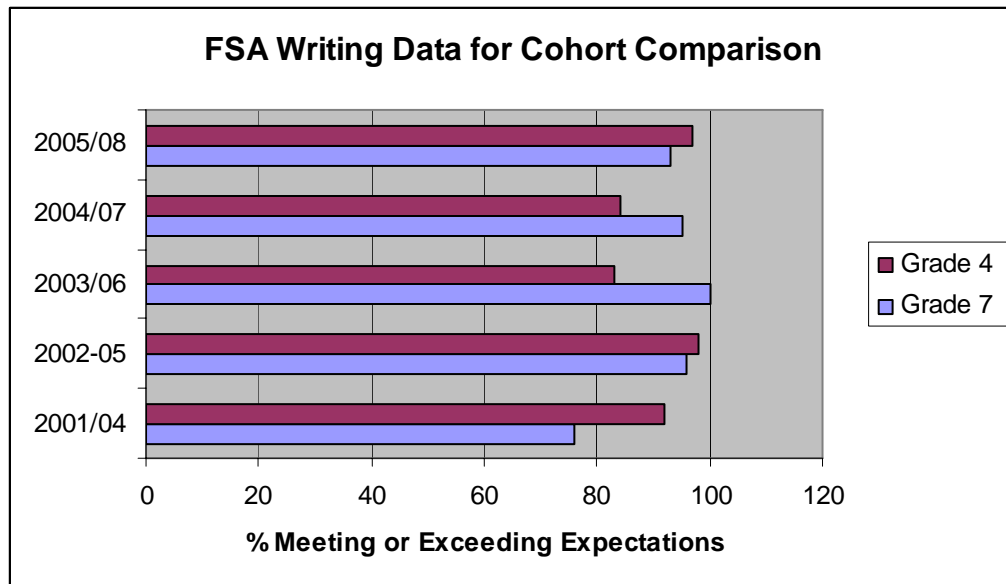


**Key Performance Measure: FSA Writing**

FSA Writing Data for Cohort Comparison  
(percentages represent students meeting or exceeding expectations)

Students born	Years of FSA assessment	Gr.4 School	Gr.4 District	Gr.7 School	Gr.7 District
in the year: 1991	2001 + 2004	<b>76</b>	95	<b>92</b>	96
1992	2002 + 2005	<b>96</b>	97	<b>98</b>	94
1993	2003 + 2006	<b>100</b>	98	<b>83</b>	92
1994	2004 + 2007	<b>95</b>	96	<b>84</b>	91
1995	2005 + 2008	<b>93</b>	96	<b>97</b>	88
1996	2006 + 2009	<b>86</b>	93		
1997	2007 + 2010	<b>97</b>	94		
1998	2008 + 2011	<b>88</b>	86		
1999	2009 + 2012				

(1. the same students measured in Grade 4 are compared to their Grade 7 FSA Data on the same line above  
2. Commencing in 2008, students were tested mid-year – Prior to 2008, data reflects year-end knowledge)



**Baseline:**

Percentage of Grade 4 students Meeting or Exceeding Expectations in the Writing Performance Standards as reported by the annual FSA.

**Target:**

To demonstrate **improvement** in the percentage of Grade 7 students Meeting or Exceeding Expectations in the Writing Performance Standards as reflected by the annual FSA. The target measure would be the positive difference between the Grade 4 percentage and, three years later, the Grade 7 percentage.

**Actual:** Evidence will be gathered and documented annually and examined by the staff, Primary and Intermediate Teams, and the School Literacy Team during the school year as a guide to improve instruction.



## School Goal 2: To improve success rates in Numeracy K-7

### Goal Rationale:

Following an analysis of the data in the testing instruments listed below, the school staff chose to focus instructional practices that would improve the numeracy skills of all students

**Objective 2.1:** (Numeracy Kindergarten): To increase the percentage of kindergarten students who meet the expectations for numeracy readiness by end of the school year.

### Strategies/Structures:

- Assess all Kindergarten students, using the North Vancouver Numeracy Assessment Package, in late January or early February
- Provide each Kindergarten teacher with *Mathematics Intervention Handbook: Kindergarten/Grade 1*
- Provide intervention through aide-time, additional support through LAC, and/or facilitate home support to “at risk” students and re-assess them in June to determine readiness for September

**Evidence:** (Quantitative)

**Key Performance Measure:** K Numeracy Assessment

### Actual:

January 2008 – 93%	June 2008 - 93%
January 2009 – 86%	June 2009 - ___%

### Baseline:

Annual results of the February North Vancouver Kindergarten Early Numeracy Assessment of students who achieved above the score of 16

### Target:

To increase the number of students who achieve above the established benchmark for “at risk” students on the NV Numeracy re- test in June (at risk is defined as a score of 16/20 or below in January and 18/20 or below in June)

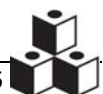
### Actual:

Evidence will be gathered and documented twice annually and examined by the School Based Resource Team for programming and allocation of staff.

**Objective 2.2:** To improve students' overall performance in the area of Numeracy for Grades 1 to 7

### Strategies/Structures:

- Continue to implement *Math 44* strategies from Grades 1 - 7
- Track Grade 4 & 7 Numeracy Foundation Skills Assessment (FSA) annually in Meeting or Exceeding Expectations categories and consider the item-level analysis to inform instruction



- Track Math Achievement of Grade 6 students in June, using North Vancouver School District Grade 6 Math Assessment, to identify math strands that need instructional support
- Increase the instructional implementation of School and District supported Math resources
- Improve ways to communicate math strategies with parents (i.e. family math night or buddy math week)
- Assess students who are minimally meeting or below grade level using the individual testing tool Criterion Test of Basic Skills (CTBS)
- Support the inclusion of math as part of LAC support for students
- Continue to support the math goal to highlight strategies from programs such as “Boxcars and One-Eyed Jacks”, *Teaching Developmentally* by John A. Van DeWalle
- Make numeracy as relevant as possible for students by using real life situations (i.e.. using hand-on materials such as “Fraction Hamburger”, money-play store, “The Real Game” Gr. 7)
- Provide an opportunity for students to share and experience use of manipulatives (i.e. Math Arcade) to support concept understanding and development
- Continue to support staff on the components of *Math 44*: Hands-on-activities, paper and pencil activities, a variety of independent and partner group work, problem solving and exploration (struggle and explore); use manipulatives from school and district resources
- Integrate Numeracy into the IB Units of Inquiry
- Use a variety of texts and resources to meet the learning outcomes of the Instructional Resource Packages (IRPs)
- Place a increased emphasis on the Shape and Space units

**Evidence:** (Quantitative)

**Key Performance Measure:** Numeracy Performance Standards

**Quantitative Actual:**

Students:	K	1	2	3	4	5	6	7	Test date	School
Born 1995								56	Mar 08	70%
Born 1996							65	74	Mar 09	75%
Born 1997						42	76			
Born 1998					82	78				
Born 1999				76	77					
Born 2000			81	88						
Born 2001		81	83							
Born 2002	86	93								
Born 2003	86									

**Baseline:**

Percentage of students Fully Meeting and Exceeding Expectations in the Numeracy Performance Standards as reflected by the March report cards

Grade	K	1	2	3	4	5	6	7	School
Mar.08	86%	81%	81%	76%	82%	42%	65%	56%	70%

**Target:**

To demonstrate improvement in the percentage of students Fully Meeting and Exceeding Expectations in the Numeracy Performance Standards as reflected by the March report cards over a five-year period

**Key Performance Measure: Grade 6 Math Assessment**

**Actual:**

	Overall	Number	Shape & Space	Patterns	Probability / Stats.
Capilano June 08	70%	76%	60%	66%	83%
District June 08	65%	71%	56%	63%	75%
Capilano June 09					
District June 09					

**Baseline:**

The percentage of correct responses of Capilano students in the NV Grade 6 Mathematics Assessment in comparison to District students

**Baseline:**

	Overall	Number	Shape & Space	Patterns	Probability & Stats.
Capilano June 07	60%	70%	Data not avail.	Data not avail.	50%
District June 07	61.5%	69%	Data not avail.	Data not avail.	69%

**Target:**

To demonstrate **improvement** in the percentage of correct responses of Capilano students in comparison to District students in the NV Mathematics Assessment Grade 6 over a five-year period

**Key Performance Measure: FSA Numeracy**

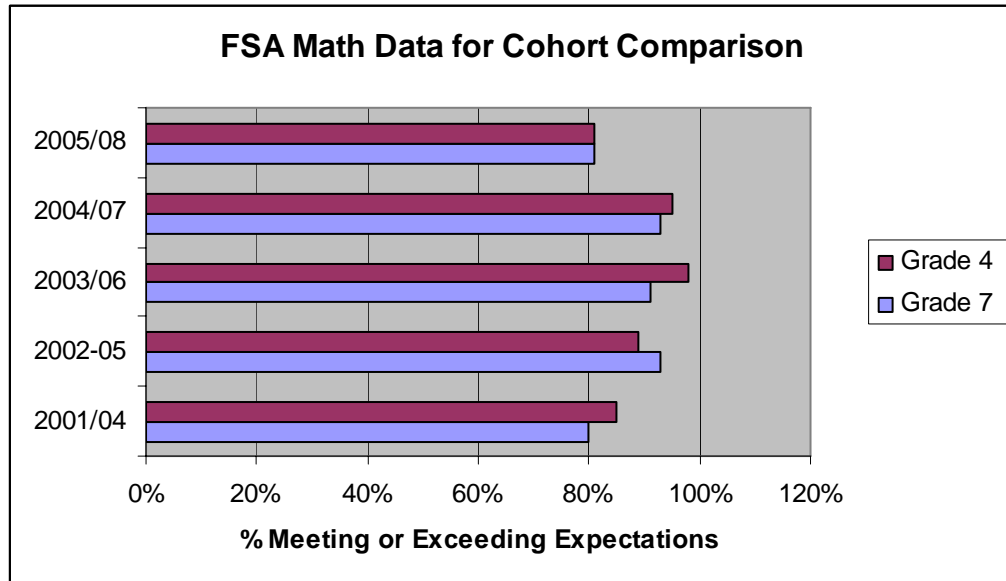
**Actual:**

FSA Math Data for Cohort Comparison  
(percentages represent students meeting or exceeding expectations)

Students born	Years of FSA assessment	Gr.4 School	Gr.4 District	Gr.7 School	Gr.7 District
in the year: 1991	2001 + 2004	80%	89%	85%	92%
1992	2002 + 2005	93%	89%	89%	91%
1993	2003 + 2006	91%	91%	98%	91%
1994	2004 + 2007	93%	93%	95%	89%
1995	2005 + 2008	81%	91%	81%	84%
1996	2006 + 2009	94%	91%		
1997	2007 + 2010	100%	90%		
1998	2008 + 2011	89%	79%		
1999	2009 + 2012				

(1. the same students measured in Grade 4 are compared to their Grade 7 FSA Data on the same line above  
2. Commencing in 2008, students were tested mid-year – Prior to 2008, data reflects year-end knowledge)





**Baseline:**

Percentage of Grade 4 students Meeting or Exceeding Expectations in the Math Performance Standards as reported by the annual FSA.

**Target:**

To demonstrate **improvement** in the percentage of Grade 7 students Meeting or Exceeding Expectations in the Math Performance Standards as reflected by the annual FSA. The target measure would be the positive difference between the Grade 4 percentage and, three years later, the Grade 7 percentage.

**Actual:**

Evidence will be gathered and documented annually and examined by the staff, Primary and Intermediate Teams, and the School Based Resource Team during the school year as a guide to improve instruction.



## **School Goal 3:** To improve students' skills in the area of Social Responsibility

### **Goal Rationale:**

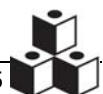
As part of the District's Safe and Caring Schools Program, Capilano School sets a bi-annual focus based on the results of the Safe School Social Responsibility for Elementary Students (Grades 4-7) survey. This is combined with the school wide utilization of the Social Responsibility Performance Standards creating a desired outcome of a safe, caring, and healthy school.

### **Objective 3.1:** To improve students' abilities to:

- a. Contribute to the classroom and school community
- b. Problem solve in peaceful ways
- c. Value diversity and defending human rights
- d. Exercise democratic rights and responsibilities

### **Strategies/Structures:**

- Continued classroom implementation and exploration of ways to use the Social Responsibility Performance Standards
- Utilizing a common Social Responsibility vocabulary and language – Performance Standard common language
- Continued Contributing to the classroom and school community by:
  - utilizing a common class meeting format
  - continuing to review Capilano ROCKS Code of Conduct regularly
  - posting the Capilano Code of Conduct and ROCKS Expectations Grid poster in hallways and all classrooms with a consistent school-wide application of ROCKS Expectations Grid for student behaviour by all staff.
  - making ROCKS Expectations Grid zone specific with wall charts
  - clean-up of the school-grounds by two classes per week
  - a first-week school "Getting to Know You" assembly
  - holding an assembly or principal classroom or grade visit per term that focuses on the Capilano ROCKS Code of Conduct
  - providing an opportunity for families to engage in Capilano ROCKS Code of Conduct homework with a "home" section to reinforce the Code
  - communicating the Capilano ROCKS Code of Conduct information in newsletters and the school web-site
  - continuing to utilize a Primary, 4/5 and 6/7 "Think Paper" to engage students in the five Ws of their actions and how it impacts the victim, class, school, or environment
  - enhancing the profile and authority of our aides. (i.e. introducing aides at beginning year assembly, posting the aide photographs in primary classrooms and monthly aide / administration meetings) and visits to classrooms
- Continued Problem solving in peaceful ways by:
  - reinforcing the Capilano Rocks Expectations Grid
  - continuing to utilize a primary, 4/5 and 6/7 "Think Paper" to engage students in the five Ws of their actions and how it impacts the victim, class, school, or environment



- “active listening” taught and practiced by staff and students (i.e. looking at the speaker, stopping to listen to PA announcements)
- teaching students effective communication skills using “I” messages, role playing, class meetings, and active listening/paraphrasing skills
- assistance in classrooms with the behaviour support worker
- utilizing the Tribes essential agreements
- continuing with the Peer Mediator Program
- teachers reinforcing the morning PA “thought for the day”
- adding to our library collection of Social Responsibility literature
- Continued Valuing diversity and defending human rights ways by:
  - the development and implementation of a school-wide “Buddy Class” program
  - Providing programs such as; Let’s Talk About Touching (K), C.A.R.E. (primary), Feeling Yes / Feeling No (4-5), Second Step (K-7), Focus on Bullying (K-7) and Roots of Empathy
  - Using the IB Learner Profile in instruction
  - Celebrating cultural events
- Continued Exercising democratic rights and responsibilities by:
  - Creating opportunities for students to become leaders with programs such as the Student Council, Peer Mediators, Library Assistants, and the Grade 7 Leadership and Service Program, the student-led morning announcements and the use of Grade 7 Student Tutors
  - Highlighting the IB Learner Profile with activities and recognition in classrooms
  - Developing an assessment rubric for the IB Learner Profile

**Evidence:** (Quantitative)

**Key Performance Measure:** Social Responsibility Performance Standards and the Safe and Caring Survey Data

**Quantitative Actual:**

Students:	K	1	2	3	4	5	6	7	Test date	School
Born 1995								67	Mar 08	74%
Born 1996							62	71	Mar 09	85%
Born 1997						42	89			
Born 1998					77	85				
Born 1999				86	96					
Born 2000			86	80						
Born 2001		76	75							
Born 2002	86	91								
Born 2003	90									

**Baseline:**

Percentage of students Fully Meeting and Exceeding Expectations in the Social Responsibility Performance Standards as reflected by the March report cards

Grade	K	1	2	3	4	5	6	7	School
Mar.08	86%	76%	86%	86%	77%	42%	62%	67%	74%



**Target:**

To demonstrate improvement in the percentage of students Fully Meeting and Exceeding Expectations in the Social Responsibility Performance Standards as reflected by the March report cards over a five-year period

**Actual:**

Evidence will be gathered and documented annually and examined by the staff, Primary and Intermediate Teams, and the School Based Resource Team during the school year as a guide to improving instruction.

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

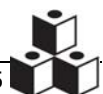
Use of Reading 44, Writing 44 and Math 44 for instruction and the Safe and Caring – A Guide for Schools for guiding our Social Responsibility Plan.

A Focus on Assessment for Learning, including RAD, TOPA and K Numeracy assessments

Use of Backwards Design (Understanding by Design) in planning of IB Units of Inquiry

**Connections to Family of School's School Plans:**

- Principals and vice-principals meet monthly in our Family of Schools meetings to discuss school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation. In April of each year, they share our School Plan Goals for the forthcoming year.
- In March of each year, principals and vice principals review and share their Code of Conduct in the Family of Schools for the forthcoming year.



**Consultation Process of Capilano 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 Capilano School Plan will be posted on the school web site by October 31, 2009.

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

Date: April 30, 2009

Name		Signature
Chairperson (Principal)	Phil Marshall	<i>Original Document signed by SPC Members</i>
VicePrincipal	Jennifer Wilson	
Parent	Margie Spooner	
Parent	Dianna Wilson	
Parent	Lori Worthen	

**Board Approval of School Plan:**

*Approved by:*  
**Dave Pearce, Assistant Superintendent**  
**June 15, 2009**