

North Vancouver School District
SCHOOL PLAN
2009-2010

School: Plymouth Elementary School
Address: 919 Tollcross Road
 North Vancouver, BC V7H 2G3
Phone: 604-903-3690

Principal: Ross Bligh

School/Community Context:

Plymouth is the smallest K-7 elementary school in the district. As more students leave grade 7 than enter Kindergarten, it will be even smaller next year. Additionally, class sizes are relatively large, leaving very little and in some cases no room for growth during the year for students who move into the catchment area. Plymouth was identified as a candidate for closure by the Finance and Facilities Standing Committee as part of the budget for the 2009-2010 school year. The Board declined to act on the recommendation of the committee and removed the closure of Plymouth from consideration for 2009-2010. The possibility of school closure in the immediate future remains a possibility.

Plymouth contains a rich mosaic of families with broad social/economic backgrounds and children with diverse learning needs. The small size of the school ensures that we know all of our kids extremely well—it is harder for kids to ‘slip through the cracks’ here. Our parent involvement continues to be one of the strongest points of the school—there are a great many parents who are willing to roll up their sleeves and help out as best they can. Santa’s Breakfast is a heartening example—the gym is full of past, present, and future students as well as their parents.

Demographics:

Total number of students: 140 Male: 71 Female: 69

| Number of students per grade | | | | | | | | | |
|------------------------------|-----|----|----|----|----|----|----|----|----|
| Grade | ADK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| English | | 15 | 12 | 11 | 16 | 19 | 14 | 28 | 25 |
| Fr. Imm. | | | | | | | | | |

| Grade | 8 | 9 | 10 | 11 | 12 |
|----------|---|---|----|----|----|
| English | | | | | |
| Fr. Imm. | | | | | |

| # FTE Teachers & Administrators | % Aboriginal Students | % Special Needs Students | % International Students | % ESL |
|---------------------------------|-----------------------|--------------------------|--------------------------|------------|
| 8.1 | 4.2 | 16.4 | 0 | 7.1 |



Progress Analysis:

Review of School Goals – Previous Year

1. To improve students' sense of well-being at school.

Three instruments were used in the analysis of this goal: The Ministry of Education Satisfaction Survey of Students, the NVSD44 Safe Schools and Social Responsibility Survey, and the NVSD44 Safe and Caring Audit. The first one occurs yearly—information from this year's survey is not yet available. The final two take place every other year, and of those, the Safe Schools and Social Responsibility Survey provides the richest amount of data. This survey asks a great many questions of students in grades 4, 5, 6, and 7. The questions can be examined individually, or can be grouped into themes for a higher-level analysis. By using multiple questions to address topics, the results have much more validity and reliability.

The results from the Safe Schools and Social Responsibility Survey were heartening: there was improvement, and in some cases substantial improvement, in every single theme measured. Student's sense of overall victimization was down, and their sense of Self Esteem, Social Responsibility, Understanding of Adult Respect and Recognition and Student Belonging were up.

We have put a great deal of emphasis into supporting our First Nations learners this year—a trend that needs to be continued next year.

Clearly, this is good news and we need to continue with the programs currently in place (and work to enhance them) to continue this trend.

2. To increase the number of students meeting or exceeding expectations in reading.

Objective 2.1 examines data from Kindergarten learners—the TOPA test. The initial test is administered in January and is used to identify those young learners whose pre-reading skills need a boost. Last year we had two students identified, one of whose parents declined additional intervention. This year, we have one, and intervention is currently taking place. The final round of testing will take place in June and we will see how the students are doing at that time. And, in an example of how small class sizes colour the data, 12% might sound like a lot until you realize that it is only 2 students!

Objective 2.2 looks at the final report card marks for all students in grades 1-7 for reading. This measure is a bit muddy as it contains both primary and intermediate data. The baseline was established last June, and we will collect the next set of data at the end of this final reporting period. Curiously, an analysis of report cards shows that 9.4% of students in 1-7 were not yet meeting expectations in Reading, while on the FSA test of 2008 the figure was 22% for grade 4 and 25% for grade 7. Use of the RAD next year will provide yet another instrument to help to measure the students' progress.

We were also looking at the numbers of students receiving interventions to support reading from our Learning Assistance Teacher. One can see that the number far exceeds those identified via report cards, which is a tribute to the professionalism of the staff in general and specifically our wonderful learning assistance teacher who work together to provide service to as many students as possible.



3. To increase the number of students meeting or exceeding expectations in math.

Like the TOPA test, the Kindergarten Numeracy Assessment (Objective 3.1) seeks to identify students who need additional help before they begin to fall behind. Last year, none were identified—and this year, the same!

Objective 3.2 looks at proficiency in numeracy for students in grades 1 through 7. Once again, we see a wild fluctuation in scores between data collected at the classroom level (12% of students in grades not yet meeting expectations) and the FSA test 50% at grade 4, 21% at grade 7. By contrast, on the final report card 17% of grade 4's (which is only 3 students) had a letter grade of C-. This was the first time the grade 4 cohort would have encountered an on-line exam, which may go toward explaining why the results are so divergent. It is an area that should receive additional scrutiny next year.

Opportunities for Further Development:

This plan marks a shift away from using the FSA as the main source of data toward using instruments administered at the school and classroom level. The FSA, while still potentially useful, has to be taken with such a huge grain of salt that one can't put much faith in the data it generates. Our school is small to begin with; some parents kept their kids home during the administration of the FSA resulting in an even smaller number. From a mathematical perspective, the smaller numbers greatly increase the chances for wild fluctuation of the data. Plus, this year, most likely as a result of political action, students were observed during the administration of the test to not take it as seriously as they otherwise might. This was confirmed in the marking phase. The FSA is capable of generating fascinating and detailed line-item analyses of data, and as such it is useful to keep in the plan. Hopefully the FSA will cease to become a political football and return to being an instrument that will help us to analyze student progress. It still has great potential.

This plan also marks a shift away from collecting data in one calendar year and analyzing it the next toward collecting data in September and using it to guide instruction during the year. Students may not take the FSA, administered in February, seriously. However, they are much more likely to buckle down and concentrate on an assignment in September they know is going to be marked by their teacher. It also ensures that the teachers, the ones who know the kids best, are collecting data at the beginning of the year to help inform their instruction as the year progresses. By collecting additional data at the year end, they can evaluate how they have done and how the kids have improved. We have incorporated the use of the RAD, and performance standards for writing—two things that involve the staff. The RAD also generates data regarding reading for the school plan for students in the intermediate grades. The existing plan only collected data for beginning readers.

Objective 2.2 uses report card data to report on reading. This is a bit of a muddy measure as while there is a specific reading section in the report card for Primary students, at Intermediate reading is grouped as part of a Language Arts mark. It would be advisable to consider adjusting this measure next year to make a distinction in data collection between primary and intermediate.

Similarly. Objective 3.2 looks at numeracy from grade 1 to grade 7. It would make more sense to collect the information on a grade by grade basis in addition to school wide data to help track cohorts as they progress.



As mentioned in the opening paragraph, there is a real possibility that the school might close next year. Collecting data in September and June will help to guide the staff to stay focussed as much as possible on student progress during the year. It should also help to buffer some of the distractions that come with school closure, and will also be of assistance in guiding teachers if they have to facilitate a transition to another school. It will also be important to look after the social and emotional needs of the students if the board decides to act on the possibility of school closure.

We have been particularly successful this year with integrating First Nations culture into the school. It has been heartening to watch all of our students see how people and traditions that are valued within our First Nations communities are also valued in the school. This needs to be continued. As we work toward improving the graduation rate (grade 12) of First Nations learners, activities such as these will help to build a strong foundation that will hopefully allow students to be successful both at school and in their native communities.

If there is a 2010-2011 School Plan, we would recommend carrying forward with the same initiative and track the same data over time. This will require some modifications to the templates to make room for additional data from subsequent years.

School Goals:

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

- 1. To improve students' sense of well-being at school.**
- 2. To increase the number of students meeting or exceeding expectations in reading.**
- 3. To increase the number of students meeting or exceeding expectations in math.**
- 4. To increase the number of students meeting or exceeding expectations in writing.**

School Goal 1:

To improve students' sense of well-being at school.

Goal Rationale:

For our learners to demonstrate their best learning behaviours, they must be and feel safe & cared for in their school with appropriate supports advocated for their home environments.

Plymouth supports this goal area as it is critical for student learning success.

Objective 1.1:

To improve socially responsible student behaviours throughout the school.

Strategies/Structures:

- Continue use of "BC Performance Standards—Social Responsibility in BC Schools"
- Review, evaluate, update, and communicate the Plymouth Code of Conduct
- Support students and parents re: bullying and how to deal with it...reporting, anti-bullying as topic in classes, etc.
- Identify 'at risk' students through tracking student behaviour, provide appropriate interventions through wrap-around support such as parent involvement, IEP, safety plan, threat assessment, partnership with outside agencies, etc.; monitor to support transition to next grade
- Support & implement Ministry and District initiatives such as Guidelines for Food and Beverage, Daily PE, tobacco free, and anaphylaxis awareness and preparedness
- Support activities and programs, through PAC sponsorship, that promote social skills and develop healthy relationships with specialists as instructor to various grade groups, including DARE, Internet safety, Roots of Empathy, 1st aide, and Safeteen.
- Share information and strategies at staff meetings to support positive behaviour support
- Provide information for parents re: procedures, policy, expectations on topics including code of conduct, social responsibility, performance standards, class meetings, parenting, etc.
- Make greater use of the website as a source for the above information
- Use the website as a means of highlighting students who are positive role models through taking pictures of them in action
- Train students in grades 5 and 6 this spring to act as peer counsellors in the fall
- Use grade 7 students in leadership positions (announcements, ball sign out, hot lunch delivery etc.) so that the younger students see the older ones demonstrating a culture of helping out for the greater good
- Use Andrew VanEden to provide sessions in restorative justice
- Sponsor a presentation from the Justice Institute on the consequences of malicious internet use
- Organize a drum making workshop to provide an opportunity to value an important aspect of First Nations culture



Evidence: (Quantitative)

| Key Performance Measure: | Baseline | Target | Actual |
|---|-----------------|--------------------------|---------------|
| Ministry of Education Satisfaction Survey of Students % of Students who felt safe at school "many/all times" | 2008 | Improving Trend | 2009 |
| Gr. 4 | 79% | | |
| Gr. 7 | 64% | | |
| Ministry of Education Satisfaction Survey of Students % of Students who felt "bullied, teased, or picked on" | 2008 | De- creasing Trend | 2009 |
| Gr. 4 | 21% | | |
| Gr. 7 | 28% | | |

| Key Performance Measure: | Baseline | Target | Actual |
|--|-----------------|---------------|---------------|
| NVSD 44 Safe Schools & Social Responsibility Survey (Students in Grades 4, 5, 6, 7) Composite measure: mean & reliability (a)* | 2006 | | 2008 |
| | Mean a | | Mean a |
| Overall Victimization | 1.92 .76 | Toward 0 | 1.69 .77 |
| Self Esteem | 3.91 .83 | Toward 5 | 4.07 .85 |
| Social Responsibility | 3.39 .84 | Toward 5 | 3.67 .83 |
| * measure for internal consistency with .7 considered to be the minimum for acceptability re: strength as an indicator | | | |

| Key Performance Measure: | Baseline | Target | Actual |
|--|-----------------|--------------------|---------------|
| NVSD 44: Safe and Caring Plymouth Audit (Fully Meet / Exceed) | 2007 | Improving Trend | 2009 |
| Aspect and Expectation | | | |
| Violence Prevention | 40% | | 44% |
| Intervention Strategies | 35% | | 64% |
| Code of Conduct | 70% | | 73% |
| Community Support | 70% | | 86% |

Objective 1.2:

To increase student involvement in school activities

Strategies/Structures:

- Support instructional initiatives that promote this objective, such as classroom management strategies, Tribes, cooperative learning, etc.
- Present assemblies and school-wide days to celebrate student success (in the classroom, school, community, district), citizenship qualities, Terry Fox run, Walk to School Day, Literacy, Earth Day, Fun Days (crazy hair day) etc.
- Have selected students participate in a drum-making project to bring an integral part of First Nations culture into the school
- Use grade seven students as formal leaders
- Increase the use of peer counsellors
- Use the website to highlight student success, particularly through the use of photos
- Use the website to provide increased access to information for parents
- Encourage and enhance the consultation process for stakeholders, especially parents

Evidence: (Quantitative)

| Key Performance Measure: | Baseline | Target | Actual |
|--|-------------|--------------------|--------|
| % of grade 5 and 6 students who sign up to be peer counsellors | 2009 40% | Improving Trend | 2010 |

| Key Performance Measure: | Baseline | Target | Actual |
|--|----------|--------------------|----------|
| NVSD 44 Safe Schools & Social Responsibility Survey (Students in Grades 4, 5, 6, 7) Composite measure: mean & reliability (a)* | 2006 | Improving Trend | 2008 |
| Adult respect and recognition | 3.73 .83 | | 4.05 .86 |
| Student belonging | 3.64 .82 | | 3.93 .81 |
| * measure for internal consistency with .7 considered to be the minimum for acceptability re: strength as an indicator | | | |

| Key Performance Measure: | Baseline | Target | Actual |
|--|-----------------|--------------------|---------------|
| NVSD 44: Safe and Caring Plymouth Audit (Fully Meet / Exceed) | 2007 | Improving Trend | 2009 |
| Aspect and Expectation | | | |
| Student Empowerment | 15% | | 54% |
| School Climate | 100% | | 93% |

Evidence: *(Qualitative)*

Parents continue to be involved in both formal and informal roles. Formal roles would be elected members of the PAC and DPAC reps. Informal roles would be helping out in class, in the library, with Santa's breakfast, etc. Due to the possibility of the school closing, there were a great number of people very involved with politics and policy at the district level.

Through the website and the use of Synrevoice, we will continue to provide parents with information in a timely and useful manner to make it as easy as possible for them to stay involved.

Objective 1.3:

To increase students' appreciation for Aboriginal history, traditions, and culture of those First Nations Communities whose traditional territories are served by North Vancouver Schools, including Plymouth.

Strategies/Structures:

- Continued support from District Aboriginal Support Teacher with a weekly contact for First Nation students and involvement with all students through class visits and school assemblies
- Use of resources provided by the School District, suitable for K-7, including music cds, legend cds, Literacy bins
- Participation in NVOS Bighouse program
- Familiarize staff with and support the strategies identified in the "Aboriginal Enhancement Agreement as signed by the Tsleil-waututh Nation and Squamish Nation and NVSD44
- Communicate information and update about class, school, and community events that celebrate our Aboriginal culture
- Take classes to participate in activities on the Tsleil-Waututh Nation
- Organize a drum-making project for First Nations and other students at Plymouth
- Participate in the PowWow organized by the Tsleil-Waututh Nation
- Use resources provided by the Tsleil-Waututh Nation such as Andrew Van Eden, Aboriginal Liaison Worker who specializes in restorative justice

Evidence: *(Qualitative)*

We have been successful in a number of important ways. Firstly, Carleen Thomas is seen by all students and teachers as a valuable resource. Although she works primarily with First Nations students, she does interact with all students in the class and as such serves as an excellent role model for all students, but particularly for our First Nations learners. She provides invaluable bridging between our First Nations learners, the school, and their families.

The use of other adults from the band (Andrew Van Eden) furthers the connections between the school and our First Nations learners. Perhaps most importantly, participation in the Bighouse program, visiting the Tsleil-Waututh Nation, participation in the Powwow, and the drum-making project all help to value, validate, and respect First Nations culture and values within our school and community.

School Goal 2:

To increase the number of students meeting or exceeding expectations in reading.

Goal Rationale:

In the Primary years, students learn to read; in Intermediate (and onward) they continue to learn to read—it is a skill that is fundamental for student success.

Plymouth data from 1996 to the present identifies the need to improve reading skills across K-7. Although the goal is identified as increasing numbers of students meeting or exceeding expectations, we can best accomplish this by focussing in on those who are 'not yet meeting' expectations.

Objective 2.1:

To improve students' reading readiness by focussing on those 'at risk' as indicated by % of students scoring lower than the 25th percentile on the TOPA.

Strategies/Structures:

- Identify 'at risk' students through classroom assessments, TOPA, Jansky, etc.; provide appropriate interventions including the support of LAT (pull-out or in-class support), SEA, and other available staff or volunteers to provide programs include 'Launch into Reading', 'Our Turn to Talk', and 'Reading Rainbow'; monitor to support transition to Grade 1
- Provide coaching to parents so they support home activities
- Offer two developmental, Ministry sponsored programs: Ready, Set, Learn (3 year olds) and Welcome to K (incoming September Ks)
- Continue with the highly successful Friday morning pre-school library time

Evidence: (Quantitative)

| Key Performance Measure: TOPA--% of K students below the 25 th percentile | Baseline January | Target | Actual June |
|--|----------------------------|---------------|-----------------------|
| 2008 | 15% | 0% | 7% |
| 2009 | 12% | 0% | |

Please note that we have had a number of students leave the school since January who scored below the 25th percentile. Percentage differences between January and June will reflect increased student success as well as student transfer.



Objective 2.2:

To increase the % of Grade 1-7 students who are meeting expectations for reading proficiency.

Strategies/Structures:

- Identify ‘at risk’ learners (grade 1-7) through classroom assessments, report card information, FSA Reading results, etc.; provide appropriate interventions and supports; monitor to support transition to completion of Gr. 7 and with receiving Secondary Schools
- Pilot NVSD RAD in 2007-2008 using this formative assessment to guide instruction
- Share at staff meetings as a regular agenda item
- Provide literacy information to parents that includes ways to support students

| Key Performance Measure: | Baseline June 2008 | Target | Actual June 2009 |
|--|-----------------------------------|---|---------------------------------|
| Report card information (Grade 1-7, % of students ‘not yet meeting expectations’—includes C- letter grade) | 9.4% | 0% | |
| FSA Reading % of students “not yet meeting expectations” Grade 4 (2008) Grade 7 (2008) | 22% 25% | Toward 0% | |
| % of students receiving interventions to support reading | 23% | Similar to % identified as not yet meeting | |

| Key Performance Measure: | Baseline Fall 2009 | Target | Actual Spring 2010 |
|--|-------------------------------|---------------|-----------------------------------|
| Reading Assessment Device (RAD) % of students identified as “not yet meeting expectations” Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 | | 0% | |

Evidence: *(Qualitative)*

The FSA assessments have come under a great amount of scrutiny in recent years. Some parents have chosen to keep their students at home, others have tried to give their kids the choice as to whether or not they complete the tests, and some have encouraged their kids to do their best. There was at least one student who deliberately did not take the test seriously. From a mathematical perspective, the smaller the sample size, the greater the fluctuations in data.

Unfortunately, the FSA is an assessment device being used by outside agencies as if it was a high-stakes test, which it is not. There is no direct connection for the students between how they perform on the test and report card scores or marks. Unfortunately, outside agencies use the assessment as if there were. The FSA may yet be useful for analysis of student progress in specific line item areas, and as such the data should continue to be tracked. However, it needs to be tracked with a large grain of salt.

Primary teachers continue to provide guided reading instruction in classrooms. Intermediate teachers continue to use literature circles with their classes. In addition, the intermediate staff have purchased a school-wide set of support materials to that there is consistency in reinforcement activities from grade to grade and class to class.

Data from June of 2009 is not yet available.

School Goal 3:

To increase the number of students meeting or exceeding expectations in math.

Goal Rationale:

A balanced numeracy program to help each student achieve proficiency in mathematics is fundamental for student success.

Plymouth data from 2000 to the present identifies the need to improve math success across grades K-7 and this may be best accomplished by tracking individual students within our population who “do not yet meet expectations”.

Objective 3.1:

To increase the numeracy readiness skills of Kindergarten students.

Strategies/Structures:

- Use of tactile (manipulatives), auditory & visual strategies for instruction
- Identify ‘at risk’ students through classroom assessments and North Vancouver Kindergarten Numeracy Assessment; provide appropriate interventions; monitor to support transition to Grade 1
- Provide coaching to parents for home activities

| Key Performance Measure: North Vancouver Kindergarten Numeracy Assessment % of students not yet meeting expectations | Baseline January | Target | Actual June |
|---|----------------------------|---------------|-----------------------|
| 2008 | 0% | 0% | 0% |
| 2009 | 0% | 0% | |

Evidence: *(Qualitative)*

Data from June of 2009 is not yet available, although we don’t expect a change from January.



Objective 3.2:

To increase the % of Grade 1 to 7 students who are meeting expectations for numeracy proficiency by the end of their current year,

Strategies/Structures:

- Use of the LAT for numeracy, as available
- Identify 'at risk' learners | Grades 1 through 7 by assessment: classroom, report card information, FSA Numeracy; provide appropriate interventions; monitor to support transition to completion of Grade 7 and with receiving Secondary Schools
- Share at Staff Meetings as a regular agenda item
- Provide information about numeracy to parents that includes ways to support students with games, strategies, suggested activities, etc.

| Key Performance Measure: | Baseline June 2008 | Target | Actual June 2009 |
|--|--------------------------|--|------------------------|
| Report card information (Grade 1-7, % of students 'not yet meeting expectations'—includes C- letter grade) | 12% | 0% | |
| FSA Math % of students "not yet meeting expectations" Grade 4 Grade 7 | 50% 21% | Toward 0% | |
| % of students receiving interventions to support numeracy | 1.3% | Similar to % identified as not yet meeting | 4% |

Evidence: (Qualitative)

The FSA assessments have come under a great amount of scrutiny in recent years. Some parents have chosen to keep their students at home, others have tried to give their kids the choice as to whether or not they complete the tests, and some have encouraged their kids to do their best. There was at least one student who deliberately did not take the test seriously. From a mathematical perspective, the smaller the sample size, the greater the fluctuations in data.

Unfortunately, the FSA is an assessment device being used by outside agencies as if it was a high-stakes test, which it is not. There is no direct connection for the students between how they perform on the test and report card scores or marks. Unfortunately, outside agencies use the assessment as if there were. The FSA may yet be useful for analysis of student progress in specific line item areas, and as such the data should continue to be tracked. However, it needs to be tracked with a large grain of salt.

School Goal 4:**To increase the number of students meeting or exceeding expectations in writing.****Goal Rationale:**

An analysis of the writing samples from the FSA test and evaluation of daily written work indicate the need to work on improving the students' abilities in the area of writing, specifically in the area of writing to communicate ideas and information.

Objective 1.1:

To increase the number of students meeting or exceeding expectations in writing to communicate ideas and information.

Strategies/Structures:

- Use of 2 school-wide writes to collect data—the first in September, the last in June
- Use of the performance standards to evaluate the students work
- Use of Nelson Communication Skills to provide consistent reinforcement activities between classes and grades
- Regular staff meeting agenda item
- Sharing of student work at staff meetings
- Focus of professional development activities

| Key Performance Measure: Percentage of students not yet meeting expectations in writing to communicate ideas and information as judged by the criteria set out in the performance standards | Baseline Sep- tember 2009 | Target | Actual June 2010 |
|---|---|---------------|-------------------------------|
| Grade 2 | | 0% | |
| Grade 3 | | | |
| Grade 4 | | | |
| Grade 5 | | | |
| Grade 6 | | | |
| Grade 7 | | | |



Connections:

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

North Vancouver School District

Alignment with 3 of the District Achievement Plan goals

Inclusion of Aboriginal Culture and Awareness

Safe and Caring Initiatives: Safe and Caring Audit, Introducing intruder drills to lessen the impact on younger students if there is a real lockdown, Visits from RCMP re inappropriate uses of technology at home

Early intervention as focus of both literacy and numeracy goals. Continued sponsorship of Literacy Centre East

Daily PE, Action Schools BC, Tobacco Free, Fine Tuning response to Anaphylaxis Emergencies, staff training for use of epi pen and seizure disorders, reinforcing Food and Beverage guidelines, compliance with school fee regulations, etc.

Continued participation in the "Toward the Future of our Schools" initiative for the East of Seymour

Windsor Family of Schools

Alignment with codes of conduct for the Windsor family of schools

Alignment of protocol regarding the use of electronic devices with that of Windsor

Administrator meetings

Student support meeting with Windsor Student Service Team and Elementary School-based Resource Teams

Curricular Connections including FSL and IT

Community

Parent/Teacher Relationships

Plymouth Parent Advisory Council

Plymouth School Planning Council

Programs offered at Plymouth by the North Vancouver Recreation Commission

Events: Pizza/Open House night, Family Skate, Santa's Breakfast, Year End Appreciation and Activities, Grade 7 activities.



Consultation Process of Plymouth Elementary School Planning Council:

- X School administrators, staff, parents and students have been actively involved in the development of the School Plan.

- X A summary of the approved Plymouth School Plan will be posted on the school web site by October 31, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 8, 2009

| | Name | Signature |
|--|--------------------|--|
| Chairperson (Principal) | Ross Bligh | <i>Original Document signed by SPC Members</i> |
| Teacher | Click to type name | |
| Parent | Chris Slight | |
| Parent | Janice Fletcher | |
| Parent | Click to type name | |
| 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**

