

North Vancouver School District
SCHOOL PLAN
2009-2010

School: Keith Lynn Alternate Secondary School
Address: 1290 Shavington Street
North Vancouver, BC V7L-1L2
Phone: 604-903-3800

Principal: Michele Henderson

School/Community Context:

Information about the school's population and/or school program(s)

The population at Keith Lynn is comprised of high school age students (13-19), who are working to complete grades 8-12. Students in the Grade 8-10 program have all been referred to Keith Lynn from one of 7 "mainstream" community high schools. The reasons for referrals differ greatly, but the common element is that these students were struggling to find success in their former settings, and were referred to Keith Lynn in hopes of helping these students find success, and maintain them on a path to graduation or high school completion. The grade 11-12 program called the Training and Secondary School Completion program (TASSC) offers a Dogwood Diploma upon completion, and typically seats 20 students. There is also a grade 6-8 transition to high school program called "The Transition Program" which targets students who are struggling behaviourally, socially or emotionally in an elementary setting, and who have exhausted the resources available to them at their community school settings. These students attend classes in a portable on site, with a goal of building success in their areas of challenge, and assisting them in making the difficult transition to high school as best as possible.

One unique feature that presents certain challenges at our school is the high mobility rate of our student population, which is often between 30-40% during any given school year.

Keith Lynn has a very dynamic and cohesive staff, who make it a priority to continuously find ways to engage and involve students in the life of the school, and their own academic careers. During this past year, evidence of such efforts include:

- Electives unit – students chose one area of interest for a 5 week period (cooking, guitar, drama, outdoor rec, graphic novels, carving)
- Student-led magazine project on topic of health and safety on the North Shore
- Volunteer Day – school wide opportunity to volunteer in the lower mainland for one day
- Art Therapy – offered 2 days a week by KLASS staff person
- Student facilitated yearbook design



Significant structures that illustrate parental support or involvement with the school

Keith Lynn, for its size, has a very diverse and well-attended Parent Advisory Committee. This group actively fundraises through gaming commission grants and other means to generate additional revenue to support the school. This group meets at least 4 times per year, and has most recently begun the process in involving parents in meaningful dialogue around issues of parenting children and youth during difficult times. They have been following similar discussions to those had by staff regarding working with students during difficult times, creating a common language for parents and teachers to use when discussing their children/students.

Significant structures or programs that illustrate the school's safe and caring environment

One of the main structures at Keith Lynn that both illustrates and promotes safe and caring environments at school is the homeroom structure. Upon intake at the school, each student is carefully placed in a homeroom. Each homeroom consists of no more than 12 students, and at least 2 staff. Each homeroom meets at least once a day as a group to check-in with each student there. Once every 3 weeks, the homeroom staff meets individually with each student during an interview time, to more intimately check-in with each student to see how they are doing, discuss progress towards their short and long term goals, and to discuss any needs or issues that have arisen. These homeroom staff will call the parents when the students are not there, and serve the role of on-site advocate and chaplain. This structure and the features of it allow for a unique sense of community to develop amongst members of the homeroom, which accounts for the feeling of safety and caring that so many of our past and current students have commented on.

Significant aspects that demonstrate how the school is connected to the community

The most significant aspect of Keith Lynn's connection with the community is via our resource team. The school is blessed with a team of professionals from the community who not only bring their expertise and wisdom to our students on site, and during school hours, but also build connections that lead out of our building and into the community. This resource team includes doctors, nurses, RCMP officers, probation officers, school district personnel; community youth outreach workers, drug and alcohol counselors, art and music therapists, social workers, child and youth mental health workers, and a whole host of volunteers. Each of these individuals brings a different set of skills, with a common vision of connecting our students with the resources they need, to not only help students make improvements at school, but also empower them to find their support and connections in the community.

Demographics:

Total number of students: 121 Male: 77 Female: 42

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English									5
Fr. Imm.									

Grade	8	9	10	11	12
English	11	39	46	19	1
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
13.2	22	100	0	3

Progress Analysis:

Review of School Goals – Previous Year

Objective 1.1 – To improve individual students reading proficiency over time spent at Keith Lynn.

- Goal and objective were amended to reflect progress specific for individual student versus snapshot of existing cohort
- Use of this individualized data helped to specifically reflect on improvements made during time at Keith Lynn
- Challenging factor is our high mobility rate
- We have elected to continue to monitor this goal for this current school year
- Staff and parents have been very happily surprised by the improvements made in the area of reading proficiency over time at the school

Objective 2.1 – To improve individual student's numeracy skills over time spent at Keith Lynn.

- Goal and objective was amended to reflect progress specific for individual student versus snapshot of existing cohort
- Use of this individualized data helped to specifically reflect on improvements made during time at Keith Lynn
- Challenge is our high mobility rate
- According to the work of the Non-Graduates Committee, math was listed as one of the hurdles for students on their path to graduation. As such, our SPC has chosen to continue to monitor progress in this area
- Students continue to perform very well on provincial exams at the end of grade 10.



- Students also show much improvement over their time at the school

Objective 3.1 – To improve individual reading and numeracy skills of our aboriginal students.

- KLASS has on average 20-25% First Nations population
- The success of this population is very important to the overall success of the school, and as such, the SPC has elected to continue to monitor the academic success of our aboriginal students for the current school year

Objective 4.1 – To improve social responsibility of individual KLASS students over time

- Most of the students referred to Keith Lynn struggle with some aspect of social responsibility, and progress continues to be shown over time at KLASS
- Much attention is paid to the area of social responsibility, respect for differences, and solving conflicts peacefully, and this area will continue to be monitored

Objective 4.2 – To reduce number of students involved in incidents of inappropriate behaviour or conduct.

- There were several shifts in the numbers of incidents at the school this year
- Fewer incidents of physical aggression between students
- Will continue to monitor this goal, as it does offer some perspective on the clientele at the school for each particular year.

Opportunities for Further Development:

An ongoing struggle for the School Planning Council has been the challenge of the high mobility rate of the student population. Throughout any given year, the school can expect to experience a 30-40% turnover rate, as students enter the program, complete the program, or are put on hold from the program. Such constant movement of students in and out of the program has created challenges in the areas of specific monitoring of academic achievement, as well as attendance patterns.

A secondary challenge of a high student mobility rate is a high parent mobility rate. Often, the parents of the students at our school have not been drawn by the traditional means of parent involvement at other schools, and as such, have found themselves feeling disconnected from the school lives of their children. Research has shown the absolute importance of parents being involved in their children's academic careers, especially in terms of graduation rates.

To address this issue, the School Planning Council will be exploring means of encouraging parents to become more involved in the life of the school. This involvement may look like attendance at:

- PAC meetings
- SPC meetings
- Parents Nights
- Parents dinners
- Other events to be determined.

A new goal has been added this year, which will address both the attendance of parents at school events, but also an increased involvement of the SPC in the planning of measures to help bring improvements in this area.

It is also the recommendation of this SPC that the SPC for the 2010-2011 school year examine the relevance of monitoring the reading and numeracy aspects of the school plan. Although these areas are crucial to the success of our students, the monitoring of these as goals on the school plan may not be the best use of the school plan document. The school would continue to carefully track and monitor the academic success and growth of students, but the SPC may find itself liberated to think of the real and present needs of the school, the community agencies, the parents, and the students, and create specific goals that would address the ever-changing needs of an ever-changing population. Areas for exploration may include:

- Student engagement
- Goals relating specifically to TASSC program
- Parent involvement
- Communication strategies
- Fundraising
- Electives
- Student lead initiatives
- Other ideas to be generated by next years SPC based on perceived needs.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Keith Lynn Alternate Secondary School Plan for 2008-2009 are:

1. To improve reading proficiency for individual grade 8, 9, and 10 students.
2. To improve numeracy skills for individual grades 8, 9, and 10 students.
3. To improve success rates of aboriginal students.
4. To increase the social responsibility for individual grade 8, 9, and 10 students.
5. To increase the involvement of parents in the school community.

School Goal #1:

To improve reading proficiency for individual grade 8, 9, and 10 students.

Goal Rationale:

After a review of the data sources below, school staff have identified that KLASS students perform below grade level in reading proficiency.

Objective 1.1:

To improve individual students reading proficiency, over time.

Strategies/Structures:

- Apply the learning plan as developed in each student's IEP
- Address skill deficiencies identified in diagnostic testing through targeted materials
- Use phonetically based programs for students struggling with decoding
- Use appropriate, high interest, skill appropriate materials, short stories and novels
- Provide access to a reading specialist during class time for those students who present a significant reading deficit

Evidence: (Quantitative)

Key Performance Measure:	Baseline	2007-2008	2008-2009	Target
Stanford Diagnostic Reading Test – Average improved reading grade level for students completing grade 10, for each year attending Keith Lynn	No data	0.76 grade level/year	0.99 grade level/year	1 grade / year
Average Score of Graduating Grade 10 students (12 Students for 2008)	10.7 (grade)	10.6 (grade)	10.9	11

- Average Provincial English 10 exam mark for June 2007 and January 2008 was 63%.

Evidence: (Qualitative)

- A significant number of students say they are enjoying what they are reading for the first time in their lives
- On the whole, students are able sustain long periods of silent reading, and are choosing novels close to or above their reading levels
- Giving students choice of what they read encourages ownership over reading, and results in them reading more
- Increased number of students are signing out books for pleasure
- Students who attend KLASS seem to learn to enjoy reading
- Expectations for assignment completion are high
- Classes continue to be quieter and more focussed than in the past



School Goal #2:

To improve individual numeracy skills for grade 8, 9, and 10 students

Goal Rationale:

After a review of data sources, school staff have identified that KLASS students perform below grade level in mathematics. As well, district committee looking at graduation rates for the district have identified math as a major hurdle to students staying connected to school, and to graduation.

Objective 2.1:

To improve individual numeracy skills over time spent at Keith Lynn.

Strategies/Structures:

- Apply the learning plan as developed in each student's IEP
- Use a variety of instructional materials
- Provide modified and adapted assignments as needed
- Provide adequate, one-on-one support for students who require special assistance
- Track success daily, mark effort out of ten and provide immediate feedback
- Provide optional homework to reinforce assignments

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Stanford Diagnostic Math Test – Average improvement in scores for graduating individuals while attending Keith Lynn	8.7%	+11.7%	10% over time at KLASS
Average score for graduating grade 10 students	80%	82%	80%

- Average Essentials of Math 10 exam mark for June 2008 and January 2009 exams was 65%

Evidence: (Qualitative)

- There has been a reduction in the number of students walking out of, or being asked to leave, math class, indicating an overall improvement in the attitude of students towards math.
- Students participated in cross-curricular units focussing in the areas of India and North Vancouver. Both math teachers made efforts to include skill-building activities with these two topics as the underlying theme, which contributed greatly to the school wide focus of these units
- Teachers exploring the use of manipulatives and games as means of continuing to engage students in learning



School Goal #3:

To improve the success rate of aboriginal students.

Goal Rationale:

22% of students at KLASS are of aboriginal ancestry. The North Vancouver School District, as part of the Aboriginal Education Enhancement Agreement, has committed to the continued building of success for aboriginal students in the district, and KLASS shares this commitment.

Objective 3.1:

To improve individual reading and numeracy skills of our aboriginal students.

Strategies/Structures:

- Apply the strategies outlined in Goals #1 and #2
- Enhance opportunities for achievement through the application of technology
- Apply the use of First Nations specific educational material.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Stanford Diagnostic Math Test – Average improved scores for individuals while attending Keith Lynn	12.1% while at KLASS	10.8% while at KLASS	10% while at KLASS
Stanford Diagnostic Reading Test – Average improved reading grade level for each year attending Keith Lynn	No data	2.78 grade level/year	1 grade / year

Evidence: (Qualitative)

- First Nations students are on average actively engaged in both reading and numeracy activities
- First Nations reading materials are being provided for not only First Nations students, but for all students, which increases engagement levels of First Nations students
- First Nations students are often drawn to our field studies opportunities, intramural tournaments, and other out of the classroom activities

**School Goal #4:
To increase the social responsibility of students at KCLASS.**

Goal Rationale:

Many students at KCLASS demonstrate patterns of poor attendance, lack of engagement, substance abuse or resistance to authority. Harassment and violence can also be issues with our school population.

Objective 4.1:

To improve social responsibility of individual KCLASS students over time spent at Keith Lynn.

Strategies/Structures:

- Support students through homeroom structure and daily advisory period
- Build relationships that are purposeful through wilderness activities, classroom based interventions, out-days, field trips, and field studies
- Provide regular goal setting, counselling and personal interviews
- Provide personal growth opportunities through our concurrent disorders counsellor, drug and alcohol counsellor, family doctor, aboriginal support worker, music therapist and art therapist
- Utilize motivational speakers, CAPP seminars, CAPP initiatives, , volunteer opportunities, school and community service, celebrations and peer counselling

Evidence: (Quantitative)

Using the Ministry of Education Social Responsibility Quick Scale: (1=Not within expectations, 2=Meets expectations, 3=Fully Meets Expectation, 4=Exceeds Expectations). This data was not for individual students, but an average for incoming and outgoing students. This will be individualized for next years plan

Key Performance Measure: Individual improvement in 4 areas of social responsibility	Average Incoming	Average at Grade 10 completion	Average Improvement	Target
1. Contributing to Classroom and School Community	1.88	2.72	0.84	1.0
2. Solving Problems in Peaceful Ways	1.74	2.29	0.55	1.0
3. Valuing Diversity and Defending Human Rights	1.77	2.61	0.84	1.0
4. Exercising Democratic Rights and Responsibilities	1.79	2.41	0.62	1.0

Evidence: (Qualitative)

- Students are being called upon to solve their own disputes in peaceful ways and are frequently taught problem solving skills, and are coached through the problem solving process by staff

- Students have participated in several volunteer activities, and are given frequent opportunities to help out around the school, providing lots of chances for them to experience contributing to both school community, and community as a whole
- As evidenced, students do improve in the area of social responsibility over time at Keith Lynn

Objective 4.2:

To reduce number of students involved in incidents of inappropriate behaviour or conduct.

Strategies/Structures:

- Provide required intensive, supportive supervision
- Provide regular goal setting, counselling and personal interviews
- Provide personal growth opportunities through our family counsellor, drug and alcohol counsellor, family doctor, aboriginal support worker, music therapist and art therapist
- Use of collaborative problem solving method as a means to resolving conflict in classrooms, and school as a whole
- Active discussions regarding bullying, violence, drug misuse, and problem solving that encourage students to think about both sides of the issue, rather than just one

Evidence: (Quantitative)

Tracking numbers of individual incidents that resulted in suspensions for various offences.

Key Performance Measure: Number of students involved in incidents (September to February)	Baseline (06-07)	Actual (07-08)	Actual (08-09)	Target
Drug Suspension	47	45	63	0
Fighting	4	7	4	0
Bullying/Intimidation	17	11	8	0
Disrespect to Staff	15	4	16	0
Other	13	2	6	0
Total	96	69	97	0

Evidence: (Qualitative)

- Dramatic reduction in the number of students being asked to leave class, or who are being sent home for the day due to inappropriate behaviour at school
- A change in the marking scheme, allowing students to still earn partial marks despite entering a class late has improved student motivation to attend more classes
- Relationships between students and staff continue to be very positive, and these positive relationships help with both the process of resolving conflicts, and planning for success for the future

School Goal #5: **To increase involvement of parents in the school community**

Goal Rationale:

The involvement of parents in the school community and academic lives of our students has been shown in current research to be a large contributor to the academic and social success of students, and more parent involvement is linked to higher rates of graduation.

Objective 5.1:

To maximize contributions of parents of the School Planning Council, as they relate to improvements in school facilities, students successes, communications, fundraising, and reputation.

Strategies/Structures:

- Use SPC as a steering committee for PAC meetings
- Use SPC as the vehicle for planning and implementation of events, activities, and other means of improving involvement of parents at the school
- SPC to be part of planning and implementation of:
 1. Parent and student surveys in fall of 2009
 2. Parent dinner/art auction event during fall of 2009

Evidence: (Qualitative)

- Current SPC is very involved in generating ideas for PAC meetings, fundraising ideas, communication ideas (website, videos, etc)
- Meetings of the SPC are always very lively, and it seems as though everyone looks forward to these meetings as chance to think outside the box on school improvement
- Will now link the idea generation during these meetings with a formal goal in the school plan, allowing us to formally document all that the SPC does at our school
- Idea to post Keith Lynn video to website for prospective students and parents to view

Objective 5.2:

To increase attendance of parents at events such as PAC meetings, parent nights, trip info nights, and other to be determined events.

Strategies/Structures:

- Creation of a parent and student survey, seeking input regarding opinions, attitudes, and reflections on school experiences thus far
- Generation of a parent e-mail list for more efficient communication of parent events and other school activities
- Frequent updating and referral to school maintained website as means of keeping parents updated with school events
- Exploration of ways of inviting and welcoming First Nations parents
- Posting of school video to school website



Evidence: (Qualitative)

- Baseline:
 - Currently collecting data regarding attendance of parents at interviews, parent nights, PAC meetings
 - Tracking of which parents decline to attend, do not respond to messages, accept but do not attend, and do attend
 - PAC meetings are well attended for the size of school, but we would like attendance to improve, as topics are usually very relevant and useful for parents

Connections:

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

Keith Lynn is not directly associated with a family of schools, as we are a school that serves the entire school district of North Vancouver. However, when examining our connection to other agencies on the North Shore, our school does have many connections with other agencies and their plans for service delivery. The following are some of those agencies:

1. Local First Nations Band Councils
 - Squamish band provides bus tickets, meal programs, and funding for school activities for all Squamish band students attending the school
 - Support for the First Nations support workers in our schools
 - Active representation on School Planning Council, and other initiatives
2. RCMP
 - RCMP Liaison officer is able to attend school whenever called upon
 - The RCMP has recently created a Youth Intervention Team, with a focus on targeting and building relationships with students most at risk, many of whom attend Keith Lynn
3. Vancouver Coastal Health
 - Weekly involvement with Concurrent Disorders program for issues regarding drug use and mental health
 - School doctor on site once a week to see students regarding physical and sexual health topics
 - School nurse is an advocate for harm reduction, and available upon request for meetings with students
4. Ministry of Child and Family Development
 - Working relationship with case managers and social workers, to ensure that students are receiving the best possible service
 - Frequent referrals for families who are struggling with behaviour, violence, or drug related issues for family preservation support
5. Youth Probation
 - Very positive and professional relationship with Probation Officers
 - Frequent communication with Probation Officers regarding attendance, behaviour, and other items that may be part of students probation orders
 - Probation Officers are willing to assist the school in any way, and are always willing to attend meetings or case conferences



Consultation Process of Keith Lynn Alternate Secondary 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 Keith Lynn Alternate Secondary School Plan will be posted on the school web site by October 31, 2009.

School Planning Council Approval of Proposed School Plan:

Date: April 27, 2009

	Name	Signature
Chairperson (Principal)	Michele Henderson	<i>Original Document signed by SPC Members</i>
Teacher	Jennifer Macdonald	
Parent	Tammy Watson	
Parent	Virginia Pateman	
Parent	Norma Doig	
Student (Gr 10, 11, 12 schools only)	Jane Ludde	

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 15, 2009

