

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

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

**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 30 students.

One unique feature that presents certain challenges at our school is the high mobility rate of our student population, which is often between 25-40% 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:

- Photography and animation electives offered for the entire year, with great success and student engagement
- Art Therapy offered four days a week, with students working to create sock monkeys as both therapy, and fundraising endeavour
- Student facilitated yearbook, school t-shirt, and mascot design
- Music Therapy offered with a focus on one-to-one sessions and small groups
- Participation in the Me-to-We Day, as well as various student-driven fundraisers throughout the year
- Green Team in the school has made significant contributions to the recycling, composting, and garden projects

### **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 four 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. The parent group has 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, appropriate homeroom grouping is selected for each student. Each homeroom consists of no more than 15 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 advocates. 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 counsellors, First Nation counsellors, 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 (2010-2011 school year):

Total number of students: 143 Male: 79 Female: 64  
Every student has a designation at Keith Lynn Alternate School.

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	0	0	0	0	0	0	0	0
Fr. Imm.	0	0	0	0	0	0	0	0

Grade	8	9	10	11	12
English	11	40	52	25	12
Fr. Imm.	0	0	0	0	0

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>11</b>	<b>26%</b>	<b>100</b>	<b>0</b>	<b>0</b>

All students have a designation at Keith Lynn Alternate School.

## Progress Analysis:

### Review of School Goals – Previous Year

**Objective 1.1** – To improve individual student’s reading proficiency over time spent at Keith Lynn.

- Students continue to show progress in both qualitative and quantitative domains
- Challenging factor is our high mobility rate
- We have elected to continue to monitor this goal for this current school year
- Students continue to fare well on provincial exams at the end of their grade
- 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.

- Students continue to show growth in this area, and perform well on the provincial exam at the end of their grade
- 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

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

- KLASS has on average 20-35% First Nations population, with this past year ranging in the 25-30% range
- 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
- Our goal to improve the participation of our parents is also a key component to the success of this population as well, and our First Nations support worker has taken this on as one of her main goals
- Increasing reading and numeracy skills will also help improve graduation rates for First Nations students.

**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 increase students self-advocacy for their learning.

- Monitor progress through reports every 5 weeks
- Constant feedback with students during homeroom one-to-one interviews
- Maintain positive reinforcement on steps students are taking in becoming more self-aware, lifelong learners

**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.

- SPC worked quickly in the school year to create a parent survey
- Results from this survey were analyzed, and used to determine items for PAC to discuss, as well as areas for further development in the school

**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

- Data was collected for the first time this year, specifically regarding attendance at parent nights
- Data will offer ability to monitor progress, as implementation strategies are selected
- Turn out for events such as PAC meetings, trip info nights, and the beginning of the year parent night exceeded expectations, and parents continue to become more engaged in the life of the school.
- September 2010 welcome back BBQ was well attended by parents
- Speakers for PAC meetings were on topics chosen by parents and well attended

### **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
- Parent Nights
- Parent Dinners
  - Parent dinner in conjunction with our beginning of the year trip meeting
  - Dinner/art auction to be held in mid to late April
  - Parent support for both of these events will be crucial to their success, and parents from both the SPC and PAC will be asked to be involved

Other areas for further exploration may include:

- Student engagement
- School website
- Goals relating specifically to TASSC program
- Fundraising (after reviewing art auction from 2011)
- Electives
- Student lead initiatives
- Other ideas to be generated by next years SPC based on perceived needs.

## School Goals for 2011-2012:

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 2011-2012 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 school 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.
6. To provide support to parents before and during the transition of Keith Lynn Alternate School to North Vancouver Community Learning Center.

**School Goal #1:**

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

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**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 student's 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 KLASS has an excellent collection of novels that students find easy to engage with, and universally, every student can find a book to enjoy
- 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
- Use of language and word games during parts of the week keep students engaged, working together, and learning at the same time
- Use of Co-Writer program allows for support for students in both spelling and sentence building, eliminating some of the dislike for the writing process

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Target</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Stanford Diagnostic Reading Test – Average improved reading grade level for students completing grade 10, for each year attending Keith Lynn	1 grade level/year	0.99 grade level/year	1.05 grade level/year	1.8 grade level/year
Average Score of Graduating Grade 10 students		10.9 (grade)	11.4	11.2

- Average Provincial English 10 exam mark for June 2010 and January 2011 was 59%.

**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 to sustain long periods of silent reading, and are choosing novels close to or above their reading levels

Keith Lynn's English teachers observe that:

- Giving students choice of what they read encourages ownership over reading, and results in them reading more
- Resistance to reading and writing is decreasing
- 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
- Students are feeling more able to complete assignments, and this increase in self-efficacy makes their work on their assignments more meaningful
- 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, the 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 Alternate Secondary School.

**Strategies/Structures:**

- Apply the learning plan as developed in each student's IEP
- Use a variety of instructional strategies such as Instructional Intelligence methods
- 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
- Use of manipulative and math games as means of engaging students in different ways in the classroom

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Stanford Diagnostic Math Test – Average improvement in scores for students completing grade 10 at Keith Lynn	8.7%	10% over time at KLASS	+11.7%	+7.8%	+ 8.9%
Average score on Stanford for graduating grade 10 students	80%	80%	82%	76%	88%

- Average Essentials of Math 10 government exam mark for June 2010 and January 2011 exams : 51%

**Evidence:** (*Qualitative*) Math teachers have reported that:

- Math teachers find that a large percentage of students are missing basic math skills and have very negative feelings towards math and their abilities in math
- There has been a reduction in the number of students walking out of, skipping, or being asked to leave math class, indicating an overall improvement in the attitude of students towards math.
- Teachers exploring the use of worksheets, workbooks, manipulatives and games as means of continuing to engage students in learning. Students have enjoyed the use of manipulatives and games, and this strategy will continue to be expanded upon.

**School Goal #3:**  
**To improve school success rates of Aboriginal students.**

**Goal Rationale:**

About 35% 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. This includes an increased sense of belonging to the school and academic achievement.

**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.
- First Nations Support Worker has been working hard to build relationships with students in both individual and group settings
- First Nations group has been exploring many issues regarding culture, substance use, and health and fitness. Students attend this group on a weekly basis.
- One-on-one bi-weekly goal setting with First Nations worker
- Maintain positive reinforcement on steps students are taking in becoming more self-aware, lifelong learners

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>Target</b>
Stanford Diagnostic Math Test – Average improved scores for individuals while attending Keith Lynn	12.1% while at KLASS	10.8% while at KLASS	15% while at KLASS	7% 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	1.5 grade level/year	2.0 grade level/year	1 grade / year

- o Average Essentials of Math 10 provincial exam mark for Aboriginal Students in June 2010 and January 2011 was 55%
- o Average English 10 provincial exam mark for Aboriginal Students in June 2010 and January 2011 was 60%

**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
- First Nations support worker is taking more students one-on-one during the 2010-2011 school year
- There is a one block per week First Nations group that meet with the Keith Lynn First Nations support worker and the Squamish Support Worker which includes individual help on some academic classroom assignments
- First Nations students often earn achievement awards, which are given out every five weeks. On several occasions a First Nations student has earned the highest award given at the school "Student of the Reporting Period".

**School Goal #4:****To increase the social responsibility for individual grade 8, 9, and 10 students.****Goal Rationale:**

Many students at KLASS demonstrate patterns of poor attendance, lack of engagement, substance abuse or resistance to authority. One of the goals of KLASS is not only the curricular learning of our students, but also the social/emotional learning as well, as we work to make our students contributing citizens, not just stronger students.

**Objective 4.1:**

To improve social responsibility of individual KLASS 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.

<b>Key Performance Measure:</b> Individual improvement in 4 areas of social responsibility	<b>Average Incoming</b>	<b>Average at Grade 10 completion (2010-2011)</b>	<b>Average Improvement</b>	<b>Target</b>
1. Contributing to Classroom and School Community	1.88	2.4	0.52	1.0
2. Solving Problems in Peaceful Ways	1.74	2.18	0.44	1.0
3. Valuing Diversity and Defending Human Rights	1.77	2.23	0.46	1.0
4. Exercising Democratic Rights and Responsibilities	1.79	2.36	0.57	1.0

**Evidence:** *(Qualitative)*

- Interviews are being held with individual students to discuss social responsibility strategies by their homeroom teacher, Planning teacher, and Principal
- 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 begun to adopt the language of problem solving, particularly the older students who have been at the school for a while. They are modelling this approach to problem solving, and the effect of this modelling is profound in the school.
- Students have participated in several volunteer activities, and are given frequent opportunities to help out around the school, providing many 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
- Safe Teen workshops during Planning class teach students communication skills and solving problems without violence.

**Objective 4.2:**

To increase students self-advocacy for their learning.

**Strategies/Structures:**

- Monitor progress through reports every 5 weeks
- Constant feedback with students during homeroom one-to-one interviews
- Maintain positive reinforcement on steps students are taking in becoming more self-aware, lifelong learners

**Evidence:** *(Quantitative)*

- This is the first year Objective 4.2 has been included.
- Teachers will monitor student's progress informally through classroom observations and one-on-one interviews.
- Interviews are recorded by the classroom teacher and support staff
- Students' short term and long term academic, social, and emotional goals are documented and adjusted accordingly

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

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### **Goal Rationale:**

The involvement of parents in the school community and academic lives of 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.

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### **Objective 5.1:**

To increase attendance and meaningful involvement 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
- Asking for preferred method of contact for parent nights and homeroom communication
- Continue to tailor PAC topics to needs and interests of parents involved
- Homeroom staff track all invitations to parent night, PAC meetings, and trip preparation meetings to monitor attendance and involvement rates and patterns
- 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
- Phone calls/ text messages to all parents with regards to teacher/parent interviews and parent nights

**Evidence (Quantitative)**

Parent nights are held at Keith Lynn two times a year. Parents/caregivers (CG) are contacted by phone, and sign up for a twenty minute time slot with their child's homeroom staff. Staff recorded data regarding the turnout of parent/caregivers, as well as the ability to contact them.

Month	Contacted, Confirmed, and Attended	Contacted. Confirmed, Did Not Attend	Contacted and Declined	Unable to Contact
November 2010 (101 CG's)	52 CG's (52%)	17 CG's (17%)	26 CG's (26%)	6 CG's (6%)
February 2011 (96 CG's)	44 CG's (55%)	13 CG's (14%)	27 CG's (28%)	12 CG's (13%)

**Evidence: (Qualitative)**

- **Baseline:**
  - See attached survey results for details
  - Parents are overwhelmingly supportive of the Keith Lynn program, and believe that the elements of the program have had positive impacts on their children, particularly the small class sizes, and individual emotional support for students
  - Parents also believe that their children have experienced positive change in many areas of their lives, most noticeably in their children's self-esteem, level of engagement with school, and academic achievement
  - Parents are most interested in exploring topics of work experience, drug and alcohol issues, and mental health support at upcoming Parent Advisory Council meetings
  - The majority of parents prefer e-mail communication as well as phone calls from homeroom staff as a method of communication, and found the school website not as useful in communicating information

**School Goal #6:** To provide support to parents before and during the transition of Keith Lynn Alternate School to North Vancouver Community Learning Center.

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**Goal Rationale:**

Some parents have reported that their children, current Keith Lynn Alternate students, are anxious about moving to the North Vancouver Community Learning Center. Since many of Keith Lynn's students struggle with anxiety, it is important to have some strategies in place for a smooth transition. The complexity of the issue of moving youth-at-risk into a new and unfamiliar program is large, and the students, staff, and parents should be working closely together to ensure a smooth transition.

**Strategies/Structures:**

- information on the location of and transportation to the new program be released to families electronically as soon as possible
- information on the composition of the new program be released to families electronically as soon as possible
- work be done at the school level to assist staff in addressing students' anxieties about the upcoming changes in the 2011-2012 school year. Equipping the staff to do this will start during the year beginning staff retreat and continue throughout the year with the assistance of district staff if necessary
- information be communicated to students as to how the new program will operate (ie. homework policies, attendance expectations, timetable, subject offerings), as soon as possible next year
- staff be accurately informed in a timely manner on information regarding the new program, and that they be provided with written (e-mail) information whenever possible to avoid miscommunication
- an evening parent meeting, including a senior executive member of the North Vancouver School District, be held in May 2012 for parents of Keith Lynn students to present the specifics regarding plans in place for the Keith Lynn student population; and an in-school assembly for current Keith Lynn students should be held in June 2012 regarding final plans
- parents have requested the confirmation of staffing decisions in the spring of 2012 to ease the anxiety of transition (so that students know which familiar staff will be with them in the fall of 2012) for their sons/daughters
- parent night BBQ be hosted at the new program location in September 2012.

## 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
  - 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
6. Youth Unlimited
  - After school cooking program

**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, 2011.

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

Date: May 2, 2011

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Michele Henderson	<i>Original Document signed by SPC Members</i>
Teacher	Caren Hall	
Parent	Shelly Gibbons	
Parent	Tara Tosun	
Parent	Claudia Exell	
Student <i>(Gr 10, 11, 12 schools only)</i>	Savara Binette	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent  
June 12, 2011**