

**North Vancouver School District  
SCHOOL PLAN for 2015-2016**

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

**School/Community Context:**

Capilano Elementary School's staff members are fully engaged in continuously broadening their expertise in teaching and assessment methods and curriculum design. Teachers have taken on significant and on-going professional development as an authorized International Baccalaureate (IB) World School. All teachers complete ongoing, required, IBO training and continually reflect on their teaching practice in relation to IBO standards, practices, rules, and regulations, in addition to meeting the BC Ministry of Education standards. Staff members at Capilano are involved in on-going collaborative planning and professional development, inclusive of:

- The training of staff members in current "best practice" in instruction, assessment, and curriculum design
- Use of Wednesday early dismissal time, monthly staff meetings, paired Non-Instructional Time, Collegial Conferencing, and Educational Leadership time to engage in professional learning

Our school, staff, and students enjoy substantial support from our active Parent Advisory Council (PAC). The funds raised through many PAC initiatives, including PAC spring Gala Fundraising event, has supported the purchase of many resources for the school, including technology, emergency preparedness resources and playground upgrades. Members of our parent community are also actively engaged in supporting the philosophy and learning of the IB Programme.

At Capilano, staff and parents work together to provide a safe, caring, engaging, 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. A focus on the IB learner profile and attitudes helps to guide students in the development of personal attributes necessary for becoming caring, reflective, and active global citizens who take action to make positive impacts on both local and global communities.

**Demographics (2014-2015 school year):**

Total number of students: 460 Male: 234 Female: 226

<b>Number of students per grade</b>								
Grade	K	1	2	3	4	5	6	7
English	56	60	60	57	60	58	54	55

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ELL
<b>25.81</b>	<b>1%</b>	<b>4%</b>	<b>0</b>	<b>17%</b>

**Progress Analysis:**

**Review of School Goals – Previous Year(s)**

**Previous School Plan Goal 1:** To improve literacy proficiency of students identified as “at risk” or not yet meeting grade level expectations in the Primary grades and in Grades 6 and 7.

**Trend Analysis:**

At Capilano we are tracking cohorts of students to assess progress in literacy learning. Kindergarten students are assessed using the Test of Phonological Awareness (TOPA), and in Grades 1-3 assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). For all grades, teachers’ classroom-based assessments, impromptu writing samples, and report card data are also used to track students’ progress in literacy learning.

Kindergarten students who score at or below the 25<sup>th</sup> percentile on the TOPA in January receive additional support during the third term from the Learning Assistance Teacher/Learning Support Worker in the form of small group instruction, and are then reassessed in June. With this support, over the last three years, we have consistently seen a decrease in the percentage of students scoring below the 25<sup>th</sup> percentile on the June reassessment. Likewise, we have consistently seen a decrease in the percentage of students in Grades 1-3 scoring below benchmark in the DIBELS assessment, as they move through the Primary grades, leading to very few students in Grades 4-7 requiring significant support in reading.

Students in Grades Kindergarten to Grade 7 who are identified as needing more intensive support, through the above means of assessment ( Below the 25<sup>th</sup> percentile in the TOPA, Well below benchmark on the DIBELS, “Not yet meeting expectations” classroom assessments), receive additional learning support from the Learning Assistance Centre (LAC) teacher. Student progress is tracked by the administrative team from year to year, and monitored through discussions in School Based Resource Team meetings and with classroom teachers.

Primary teachers attended the 2015 NVSD “Changing results for young readers” workshop series. We hope that this training and application of what was learned in the classroom will further improve student progress in literacy learning.

<b>Key Performance Measure:</b> TOPA – Test of Phonological Awareness	<b>Percentage increase each year: Baseline to Actual</b>		
	2011-2012	2012-13	2013-14
<b>Between 2011/12 and 2013/14 (three different cohorts)</b> Target: To increase, from January assessment to June assessment, in number of students scoring above the 25 <sup>th</sup> percentile, for each year.	JAN 84% JUNE 97% (13%increase)	JAN 94% JUNE 100% (6% increase)	JAN 86% JUNE 98% (12%increase)

The three-year trend in writing proficiency for students in Grades 4-7, shows steady improvement as students move through the Intermediate grades, as evidenced in writing samples and through report card data. It is expected that the decline in the percentage of students assessed as “*Not Yet Meeting Expectations*” in writing will continue to decrease. Identifying students’ specific learning needs in Grade 3 informs instruction and allows for monitoring of, and providing specific learning support for these students throughout the Intermediate grades. Re-assessment of students in Grade 6 reveals areas in which students have improved, and areas still needing improvement. Students requiring more significant support (“*Not Yet Meeting Expectations*”) are identified and supports are put in place to address their specific learning needs.

**Previous School Plan Goal 2:** To improve numeracy proficiency of students in Kindergarten who are identified as “at risk” by the NVSD Kindergarten Numeracy Assessment and increase the percentage of students in Grades 4-7 achieving C+ and above in Math.

**TREND ANALYSIS:**

On the Kindergarten numeracy assessment trend analysis is based on the percentage increase in students scoring at or above 16 between January and June for each year. Of particular interest is the difference in percentage increase from one year to the next. Students who score below 16 on the Numeracy assessment in January receive more intensive support (small group or one-to-one) in class by the classroom teacher. As a result, some differences in percentage gains may be attributed to the level and kind of individualized support students were receiving during class time. The target is to achieve a minimum of 15% increase (or increase to 100%), in the number of students scoring at or above 16 by June of each year. For the past three years this target has been met.

Key Performance Measure: NVSD Kindergarten Numeracy Assessment	Percentage increase range each year: Baseline to Actual		
Between 2011/12 and 2013/14 (three different cohorts) Target: To increase, from January assessment to June assessment, in number of students scoring at or above 16, for each year	2011-2012 JAN 57% JUNE 91% (34% increase)	2012-2013 JAN 77% JUNE 92% (15% increase)	2013-2014 JAN 95% JUNE 100% (5% increase)

**TREND ANALYSIS:**

In the 2014-15 school plan focus was on increasing the number of Grade 4-7 students achieving C+ and above in numeracy. Through classroom-based assessments and discussions with classroom teachers, areas of problem solving and math literacy, as well as concept understanding, were identified as areas needing greater focus in numeracy learning.

**Previous School Plan Goal 3:** To improve students’ abilities as self-directed learners, through self-reflection. There is no assessment of the previous plan Goal 3 as we were not able to collect data due to job action.

**Opportunities for Further Development:**

Having just completed the IB Self-Study, a collaborative process that involved all staff members as well as representative parents and students, and the subsequent generation of a five-year action plan for the school, we see an opportunity to apply the results of this very thorough and reflective work to our school plan. We recognize the need to continue to attend to the diverse learning needs the social emotional well-being of all students and intend to continue to use data from assessments to identify and track “at risk” learners and provide them with interventions and supports. We now have the opportunity to create a school plan that aligns with our IB PYP action plan, better representing the areas for growth and further development that were identified through the IB Self-Study process.

## School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Capilano Elementary School Plan for 2015-16 are:

1. To broaden school community connections as a means of supporting student achievement.
2. To increase student engagement in learning.

### School Goal 1: To broaden school community connections as a means of supporting student achievement.

#### Goal Rationale:

It is well documented in educational research that parent involvement in schools and in their child's learning and education have a positive impact on student sense of belonging at school and their academic success. With respect to the IB PYP, parents' understanding of the Programme and subsequent referral to and integration of various components of the programme at home would further develop students' understanding and success within the programme. Through the IB Self-Study Process it was recognized that there is a need to further expand the growing understanding of IB in the broader community, and to involve the voices of students and parents and community members to a greater extent.

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**Objective 1.1:** To support the social and emotional wellbeing and sense of belonging of students.

#### Strategies/Structures/Resources:

- Continue to facilitate inter- and intra-grade connection opportunities between students
- Team-building activities; Student buddy system/student "welcome ambassadors" - for students new to Capilano (Sept. and during school year); Involve parent class reps and PAC in welcoming new families
- Mind-Up training for staff, parents, and students; Implement Mind-Up program school wide
- Increase "Celebrations of Learning", where parents are specifically invited into the school for student sharing of learning
- Increase mentorship opportunities – parents involved in classes working with students
- Creation of "community spaces" that can be enjoyed/shared by parents and students; welcoming spaces in the school where parents can gather and talk
- Promotion of parents sharing time together in the school – e.g., hosting a regular "Coffee Social" Monday mornings in the Library
- Extend library "open" hours before and after school so parents can spend time with their children in the library
- Increase parent involvement in coaching and clubs at recess and lunch breaks (supervision in the library, after school programs)
- Increase student leadership opportunities to facilitate more opportunities for students to make connections with other students: Peer Mediators, organized playground games, intramurals
- Creation of student feedback system – to collect feedback routinely and consistently from students (e.g., Suggestion box at office where community members including students can submit feedback and/or suggestions)

**Evidence: (Quantitative)**

**Key Performance Measure: Baseline 2014-15 Survey results**

**NVSD Safe & Caring Schools Survey (Gr 4-7)**

**2014-15 results: % responses "Many & All the time"**

I feel safe at school - 87%	<u>TARGET: Increase by 5 %</u>
Adults in my school respect me – 62%	<u>TARGET: Increase by 5 %</u>
I am bullied/teased at school - 8%	<u>TARGET: Decrease by 5%</u>
If I see bullying, I tell an adult at school. – 61%	<u>TARGET: Increase by 5 %</u>

**BC Min of ED Satisfaction Survey: Gr 4 & 7**

**2014-15 results: % responses "Many & All the time"**

Do you like school? Gr 4: 66% Gr 7: 25%	<u>TARGET: Increase by 5 %</u>
Do you feel welcome at your school? Gr 4: 89% Gr 7: 51%	<u>TARGET: Increase by 5 %</u>

**Capilano Student Survey Questions:**

**2014-15 results: % responses levels 3 & 4**

TARGET: Increase by 5% for all of the below

- I calmly and respectfully solve problems with peers.
- I like completing cooperative learning tasks at school.
- I am interested in what I am learning at school.
- I feel like I belong at my school.

**Capilano Parent Survey Questions:**

**2014-15 results: % responses levels 3 & 4**

My child feels safe at school.	<u>TARGET: Increase by 5 %</u>
My child is teased and picked on at school	<u>TARGET: Decrease by 5 %</u>
My child has a sense of belonging at school	<u>TARGET: Increase by 5 %</u>
My child has positive peer connections at school	<u>TARGET: Increase by 5 %</u>

**Evidence: (Qualitative)**

**Qualitative Baseline:**

Student interviews, reflective writes, student-led conferences, student feedback in class meetings (Collected from classroom teachers at various points throughout year):

Tracking of student volunteer/student leadership involvement and commitment (collected at end of each term or event):

Feedback from student volunteers (collected at end of each term or event):

**Qualitative Target:**

- To be determined based on results from the 2015-16 school year

**Objective 1.2:** To enhance community understanding of the IB Primary Years Programme and increase parental engagement in students' learning.

**Strategies/Structures:**

- To continue to provide regular parent education opportunities (parent education sessions, website information); Incorporate IB Parent Education events into other school events where large numbers of parents turn out (like before a performance or family event, at parent-teacher interview time, at the welcome back PAC BBQ)
- To use the home inquiry sheets as means of encouraging parents to engage in unit of inquiry-related learning with their children
  - Introduce and go over the home-inquiry sheets at curriculum night in classrooms and provide explanation (“bubble planner” approach) and examples of completed sheets
  - Have student complete a part of the sheet before taking it home
- To engage students in weekly reflections on their IB learning and have them share these reflections at home.
- Send home copies of END of Unit reports; Add section: “*Our next Unit of Inquiry will be on \_\_\_\_\_. If you have experience or expertise relating to this unit, or know someone who does, who would like to share their knowledge/experience with the class, please contact your child’s classroom teacher*”; Request parent comment, signature and return to teacher
- Host celebrations of learning more frequently to showcase what students are learning through the IB programme (e.g., Family “Inquiry Learning” evening; Inviting parent into class at the end of each Unit of Inquiry so students can share their learning of each unit;)
- Re-design school website to make relevant information more visible, easily accessible (School goals, Mission and Vision, components of IB PYP most important for parents to know); Send out to all parents via email “Monday Message” – weekly newsletter with links to various areas of website to highlight upcoming events and opportunities for involvement in school
- Move “Community” Bulletin board to a more visible location where more parents will see it (use rolling board to be able to move to various locations around school to reach all parent audiences; include PAC updates posted on board)
- Involve class parent reps in communicating out to parents – call for “experts” and classroom volunteers, information about when units are ending and the next one starting; school and class events, supporting new families; Meetings with class parent reps in Fall and mid-year to gain feedback and suggestions for improved communications and parent involvement
- Involve local business – class visits to local business as they connect to learning

**Evidence:** *(Qualitative)*

<p><b>Key Performance Measure:</b> <i>Qualitative</i>  <b>Baseline</b> established in 2015-16</p> <ul style="list-style-type: none"> <li>– Attendance at parent information sessions and feedback from those who attend</li> <li>– Feedback from parents on Joint IB committee and PAC executive</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>– To be determined based on results from the 2015-16 school year</li> </ul>

**School Goal 2: To increase student engagement in learning.**

**Goal Rationale:**

Student success in school is closely linked to and dependent upon engagement. By identifying individual students' unique learning needs and their interests we can better plan and structure units of instruction to engage all students. Teaching through inquiry and a concept-based lens is one means through which student engagement can be enhanced. Supporting student action projects and further developing Learner Profile attributes will also contribute to students' engagement in their learning.

**Objective 2.1:** To continue to develop inquiry and concept-based teaching and learning.

**Strategies/Structures/Resources:**

- To continue professional dialogue and exploration started through our Collegial Conferencing projects related to inquiry and concept-based instruction.
- To engage in ongoing professional development related to inquiry and concept-based instruction through our IB collaborative and Staff meetings, professional days, and attendance at workshops
- To use inquiry and concept-based instruction to support students' literacy and numeracy development.
- Provide time for teachers to collaborate/learn, team-teach and observe lessons to enhance our collective efficacy
- Increase home-school connections and information about inquiry-based learning (e.g., send home students' questions; copies of Unit of Inquiry reports sent home at end of each unit, and Home inquiry sheet sent home with children's writing on it at beginning of unit); Family Inquiry Learning evenings where the children lead their parents through an inquiry based learning activities; Invitations for parents to participate in classroom inquiry-based learning
- Include on the home Inquiry Sheets a section where the student (or parent) can make a comment about level of engagement
- Add web-site links for parents/students, and "easily accessed" information and examples on web site for parents, about inquiry and concept-based learning
- Increase amount of communication home about child's learning. For example:
  - Send home a copy of the End of Unit reports with request for parent comment, signature and return to teacher
  - Invite parents in to view summative assessments/Portfolios at end of each Unit of Inquiry
  - Send home copies of assessment rubrics
  - Have more "student-led" conferences (one each term)
  - Friday "reflections on learning" – written by student - in agenda or a home communication book/paper or journal (communications to let parents know about the learning the students focused on over the course of the week)

**Evidence:**

**Key Performance Measure: Qualitative**

**Baseline: evidence gathered during the 2015-16 school year**

Collegial Conferencing "report"  
Student and parent feedback after shared inquiry-learning "events"  
Student reflections on learning

**Objective 2.2:** To build on school community's understanding of meaningful student action.

**Strategies/Structures:**

- To frame central ideas, teacher questions and lines of inquiry with intent to have meaningful student action naturally result from the units of inquiry.
- To continue to highlight meaningful student actions through public displays and website.
- To keep and display a list of action projects from year to year (cumulative), to demonstrate breadth and acknowledge those students involved, as a means of inspiring others
- To include in parent workshops/information sessions the purpose of the action component of the IB PYP and how it is connected to other elements of the PYP, the effect of meaningful action on learning, and the connection of action to the development of the IB Learner Profile Attributes and IB Attitudes, and examples of meaningful student action; Have parents share how they encourage and support meaningful action at home

**Evidence:** (Qualitative)

<p><b>Key Performance Measure:</b>  <i>Qualitative:</i></p> <ul style="list-style-type: none"> <li>- Cumulative list of Action Projects</li> <li>- Comments made on Home Inquiry Sheets</li> <li>- Feedback from classroom teachers and parents</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- To be determined based on results from the 2015-16 school year</li> </ul>

**Objective 2.3:** To continue to support students' understanding and development of the Learner Profile Attributes.

**Strategies/Structures/Resources:**

- To involve students in regular, purposeful, ongoing self-reflection and self-assessment related to their development of the Learner Profile attributes
- Use a consistent self-assessment scale (descriptors and possible a common format too) – two versions – one Primary and one Intermediate
- Connect LP attributes explicitly to real-life situations; (e.g. *When I am reflective: \_\_\_\_\_; I can be reflective when \_\_\_\_\_ or ...A situation in my life where being reflective is important \_\_\_\_\_*)
- Each term, reflection and comments on development of LP attributes by the student, their parents, and their teacher (students indicate what they are doing to develop the attribute, student marks on a continuum to show where they think they are at in their development of each attribute; sets goals)

<p><b>Key Performance Measure:</b></p>
<p><b>Quantitative: Baseline 2014-15 results: levels 3 &amp; 4</b>  <b>TARGET: Increase % for all of the below</b>  <b>Capilano Student Survey:</b>          I know what the Learner Profile is.          I can name some or all of the Learner Profile attributes.          I know what the Learner Profile attributes mean.          I know which Learner Profile attributes I am strong at showing.          I can identify which learner profile attributes I need to work on.          I reflect on my development of the LP attributes (daily, weekly, monthly, every term, yearly).          I use the LP language outside of school.</p>



**Capilano Parent Survey:**

My child knows what the Learner Profile is and understands what the Learner Profile attributes mean.  
 My child is developing the attributes of the Learner Profile.  
 At home we use the language of the Learner Profile.

**Qualitative:**

Entries in students' reflective journals  
 Student goals (student identified attributes of the Learner Profile that are strengths, and areas to develop)  
 Unit of Inquiry Reports  
 Playground behaviour incident tracking

**Objective 2.4:** To support students' individual learning needs.

**Strategies/Structures/Resources:**

- Identify the students who are (Using NVSD 4 Pillars Framework) needing "intensive" and "targeted" support in numeracy/literacy by using data from:  
*(identified level of support required determined by various assessments, as noted in table below)*
  - Literacy: Kindergarten Test of Phonological Awareness (TOPA) Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Report Card data (June reports), Teacher assessments and referrals to School Based Resource Team (SBRT)
  - Numeracy: Kindergarten NVSD Numeracy Assessment, Grade 1 NVSD Math Assessment, Gr 6 NVSD Math Assessment (June), Report Card data (June reports), Teacher assessments and referrals to School Based Resource Team (SBRT)
- Further develop and increase use of differentiated instruction and assessment strategies (tiered assignments and assessments; alternative frameworks and graphic organizers, student choice; effective use of diagnostic assessments to guide instruction; multiple means of assessing what students Know, Understand, can Do (KUD )
- Inquiry and concept based instruction and learning
- Peer buddies (older students mentoring younger students)
- Parent readers (Parents trained in shared reading strategies)

<b>Key Performance Measure: 2014-15 LITERACY</b>	<b>Intensive Support (I)</b> <i>(# students requiring in Kindergarten to Gr 7)</i>	<b>Targeted Support (T)</b> <i>(# students requiring in Kindergarten to Gr 7)</i>
<p><b>Means of Identifying student learning needs:</b></p> <ul style="list-style-type: none"> <li>• Teacher Referrals to School Based Resource Team (SBRT)</li> <li>• Kindergarten (TOPA): <i>I &lt; 25<sup>th</sup> percentile T = 26<sup>th</sup>-40<sup>th</sup> percentile</i></li> <li>• Grade 1,2,3 (DIBELS) <i>I = Well Below Benchmark T = Below Benchmark</i></li> <li>• Grade 4 -7 - Based on previous year's June report card – final grades in reading &amp; writing <i>I = Not Yet Meeting Expectations/C- T = Approaching Expectations/C</i></li> </ul> <p><small>* Note: final grades in 2014 were not completed due to job action so not used to identify; Students identified in Gr 4-7 by SBRT and teacher assessments</small></p>	<p>Primary K-3: 34            Intermediate Gr 4-7: 7</p> <p>Total Gr K-7:            41 students</p>	<p>Primary K-3: 20            Intermediate Gr 4-7: 17</p> <p>Total Gr K-7:            37 students</p>

Key Performance Measure: 2014-15 Numeracy	Intensive Support (I) (# students requiring in Kindergarten to Gr 7)	Targeted Support (T) (# students requiring in Kindergarten to Gr 7)
<p><b>Means of Identifying student learning needs:</b></p> <ul style="list-style-type: none"> <li>Teacher Referrals to School Based Resource Team (SBRT)</li> <li>Kindergarten – NVSD Numeracy Assessment / scores &lt; 16; T=scores 16 or 17</li> <li>Grade 1-7 Report Cards - Based on previous year's June report card – final grades in numeracy / = Not Yet Meeting Expectations/C- T = Approaching Expectations/C</li> </ul> <p>* Note: final grades in 2014 were not completed due to job action so not used to identify; Current Data is from Term 1 &amp; 2 2014-15 report cards</p>	<p>Primary Gr K-3: 4</p> <p>Intermediate Gr 4-7: 3</p> <p><b>Total in Gr K-7: 7</b></p>	<p>Primary Gr K-3: 27</p> <p>Intermediate Gr 4-7: 16</p> <p><b>Total in Gr K-7: 43</b></p>

<b>Key Performance Measure:</b> <u>TARGET: Increase % for all of the below</u>
<p><b>BC Ministry of Education Satisfaction Survey: Grades 4 &amp; 7</b>            Baseline: (2014-15 results: "Many &amp; All the time")</p> <p>Are you getting better at reading? Gr 4: 86% Gr 7: 56%</p> <p>Are you getting better at writing? Gr 4: 73% Gr 7: 53%</p> <p>Are you getting better at math? Gr 4: 78% Gr 7: 57%</p> <p>Do your teachers help you with your schoolwork when you need it? Gr 4: 90% Gr 7: 55%</p> <p>At school, do you have opportunities to work on things you are interested in as part of your coursework? GR 7 question only – 19%</p>
<p><b>Capilano Surveys</b>            Baseline: 2014-15 results - % responses levels 3 &amp; 4</p> <p><b>Capilano Student Survey: Gr 1-7</b>            My individual learning needs are supported at school.            I feel successful in achieving my personal learning goals.            When learning tasks are hard for me, I get help.            I have choices for how to learn.            I have choices for how to show what I know, understand and can do.</p> <p><b>Capilano Parent Survey:</b>            Baseline: 2014-15 results - % responses levels 3 &amp; 4            I am satisfied with my child's literacy development.            I am satisfied with the development of my child's numeracy skills.            My child's individual learning needs are supported at school.</p>

<p><b>Evidence: Qualitative Baseline:</b> identifying concepts/areas needing specific attention/further instruction</p> <ul style="list-style-type: none"> <li>Student led conference – student reflections on learning (strengths and needs student reflections)</li> <li>Teacher assessments and feedback at end of each term (areas needing further development)</li> <li>Grade 1 NVSD Numeracy Assessment</li> <li>Grade 6 NVSD Numeracy Assessment</li> </ul> <p><b>Qualitative Target:</b>            To be determined based on results from the 2015-16 school year</p>
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## Connections:

### Connections to Family of School's School (FOS) Plans and/or District Achievement Plan:

#### Connection to the Carson Family of Schools:

In discussions with FOS principals and school leaders, it is apparent that one aspect that is a consistent thread in all schools' goals is a focus on ensuring students are feeling connected and have a sense of belonging in their school communities, including developing a connection and a sense of belonging between Elementary and Secondary school. A second component that has been noted as a common thread is the desire for all learners to be successful. Students' engagement in learning is acknowledged as having significant influence in student success, along with students' feelings of being supported, valued, and cared for by others – peers and adults – when at school. As a result, the importance of a focus on the social emotional wellbeing of students, as well as identifying and supporting students' individual learning needs, comes through as an important area of focus in our school plan.

#### Alignment with District:

Capilano's goals are:

- Aligned with District's vision (Community Connections, Integrated Communities, Instructional Practice) and key areas of District goals in the areas literacy, numeracy, and student success/achievement.
- Aligned with instructional practices as referenced in the NVSD Vision (Personalized learning, Assessment For, As and Of learning)
- Aligned with District measurement/data collection tools (TOPA, Kindergarten Numeracy Assessment, The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and letter grades/report card data)
- Include strategies that have been reflected upon and revised through the lens of the District's "Four Pillars of Educational Practice" framework: Curriculum design, instruction, assessment and social/emotional learning (reflecting levels of universal, targeted, and intense support).

**Consultation Process of Capilano Elementary's 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 Capilano School Plan will be posted on the school web site by October 31, 2015.

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

Date: May 11<sup>th</sup> 2015

	<b>Name</b>	<b>Signature</b>
Chairperson	Jennifer Wilson (Principal) Glenda Robertson (Vice Principal)	<i>Original Document Signed by SPC Members</i>
Teacher		
Parent	Deanna Bracewell	
Parent	Janis Borkowsky	
Parent	Nicola Killeen	
Student (Gr 10, 11, 12 schools only)	N/A	

**Board Approval of School Plan:**

**Approved by:**

Mark Pearmain, Assistant Superintendent  
June 15, 2015