

**North Vancouver School District  
SCHOOL PLAN for 2013-2014**

**School:** Capilano Elementary  
**Address:** 1230 West 20<sup>th</sup> St  
 North Vancouver, BC V7P2B9  
**Phone:** 604-903-3370

**School/Community Context:**

Capilano Elementary School's staff members are fully engaged in continuously broadening their expertise in teaching methods and curriculum design. Teachers have taken on significant and on-going professional development to maintain Capilano as an authorized International Baccalaureate (IB) World School, offering the IB Primary Years Programme. In addition to all teachers completing required IBO training certification, we are obligated, as an IB World School, to uphold IBO standards and practices as well as follow the IBO rules and regulations. This is in addition to meeting requirements of the North Vancouver School District, BC College of Teachers, and Ministry of Education. To ensure all requirements are upheld, the staff members at Capilano are involved in on-going reflective collaborative practice and professional development inclusive of:

- The training of staff members in IB instruction, assessment, and curriculum design
- Use of Wednesday early dismissal time, monthly staff meetings, paired Non-Instructional Time, Collegial Conferencing, and Educational Leadership release time to enable teachers to work, teach, and plan collaboratively and to engage in professional development

Our school, staff, and students enjoy substantial support from our active Parent Advisory Council (PAC). The funds raised through many PAC initiatives, including our PAC's Gala Fundraising event held in the spring of each year, has supported the purchase of many resources for the school, including ICT resources. Our parent community also joins us as partners in the education of our students.

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 guides students in the development of personal attributes necessary for becoming caring, reflective, and active global citizens. Through the IB PYP Action Cycle and within IB units of inquiry, students connect to and take action to make positive impacts on both local and global communities.

Capilano's Mission Statement: The Capilano School Community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are inspired to be lifelong learners and globally responsible citizens.

Capilano's Vision Statement: We provide a supportive learning environment that values diversity, promotes success and personal growth, and inspires students to become global citizens who accept responsibility for their learning.

**Demographics (2012-2013 school year):**

Total number of students: 479 Male: 253 Female: 226

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	58	58	66	71	60	60	49	57

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>25.79</b>	<b>8/479 1.7%</b>	<b>30/479 6.3%</b>	<b>2/479 0.4%</b>	<b>80/479 16.7%</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 Primary grades and grades 6 and 7.

**Objective 1.1:** (Reading - Kindergarten): To improve the performance of “at risk” students identified on the Test of Phonological Awareness

**Trend Data Table:**

<b>Key Performance Measure:</b> TOPA – Test of Phonological Awareness			
<i>% students above the 25th percentile</i>	<b>Baseline January</b>	<b>Target</b>	<b>Actual June</b>
2009-10	<b>70%</b>	100% above 25 <sup>th</sup> percentile	<b>87%</b>
2010-11	<b>87%</b>	100% above 25 <sup>th</sup> percentile	<b>92%</b>
2011-12	<b>84%</b>	Increase by 5%	<b>97%</b>

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

<b>Key Performance Measure:</b> TOPA – Test of Phonological Awareness	<b>Percentage increase each year: Baseline to Actual</b>		
<b>Between 2009/2010 and 2011/12 (three different cohorts)</b> **increase, from January assessment to June assessment, in number of students scoring above the 25 <sup>th</sup> percentile, for each year	2009-2010 17%	2010-2011 5%	2011-2012 13%

Since each cohort is a different group of students the data from year to year cannot be compared for trend analysis. However, what can be examined is the percentage increase for each year. Percentage increase may or may not be attributed to the kind and level of support – this cannot be determined from this data alone. All students who scored below the 25<sup>th</sup> percentile on the TOPA in January receive support (small group instruction for 30 to 40 minutes per week with our Learning Assistance Teacher) from January until June, at which time they are re-tested. Some of the reason for differences in percentage gains may be attributed to the level and kind of support parents are providing at home. The decision to create a target of 5% increase is based on trend data results.

**Objective 1.2** (Reading – Grade 1 and 2): To improve the performance of students identified by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test as below “Benchmark”.

**Trend Data Table:**

<b>Cohort Tracking % students below/well below benchmark Date Range SEPT assessments</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
2010 - 2011 - 2012	31% →	11% →	21%
2011 - 2012 - 2013	39% →	21% →	
2012 - 2013 - 2014	43% →		

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

Students who are below/well below benchmark are supported by LAC teacher and tracked through School Based Resource Team discussions. The target is to reduce the percentage of students who score below/well below benchmark through the Primary Grades.

Examination of the 2010 cohort identified a number of students who moved above benchmark in Grade 2 but then fell back below benchmark in Grade 3. The students who have been below benchmark over two or three years are receiving more intensive support through the Learning Assistance Centre. Their progress will be tracked through the Intermediate grades. The percentage of students below/well below benchmark for Grade 1 was 43% (31% well below, 12% below) in 2012. Progress for this particular group is being closely monitored by Grade 1 teachers and discussed at School Based Resource team meetings.

**Objective 1.3 (writing):** To improve the writing proficiency of students in Grade 6 and 7 who are identified as “Not Yet Meeting Expectations” (*Impromptu Write* – BC Performance Standards) .

**Trend Data Table:**

<b>Key Performance Measure:</b> Impromptu Write – students <i>Not Yet Meeting Expectations</i> on impromptu write(rubric assessment)			
<b>Assessed in first term Cohort years:</b>	<b>Baseline Grade 6</b>	<b>Target</b>	<b>Actual Grade 7</b>
2011 - 2012	<b>26%</b>	<b>Decrease by 10%</b>	<b>5%</b>
2012 - 2013	<b>4 %</b>	<b>Reduce to 0%</b>	

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

Decline in percentage of students *Not Yet Meeting Expectations* is positive.

Of the 5 % (3 students) *Not Yet Meeting Expectations* in Grade 7 (2012), one is ELL, one is a designated student. All three were *Not Yet Meeting Expectations* when assessed in Grade 6. These students are receiving additional support through ELL and LAC teachers.

Of the 4% *Not Yet Meeting Expectations* in Grade 6 (2012), one is ELL and the other is designated. These students are receiving additional support through ELL and LAC teachers.

Reflecting on this objective it has been decided to do the Impromptu writes in Grades 3 and then again in Grade 6 from this point forward, to identify students’ writing needs that can be addressed through Grades 3, 4, and 5 writing instruction. Instructional needs (cohort groups) will then be re-assessed in Grade 6 through another impromptu write and students needing more intensive support for the remainder of Grades 6 and 7 will then be identified.

**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 students in Grades 4-7 who receive C- on term report cards/by teacher referral.

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

**Trend Data Table:**

<b>Key Performance Measure: NVSD Kindergarten Numeracy Assessment</b>			
	<b>Baseline</b> % of students who scored above 16	<b>Target</b> % of students who scored above 16	<b>Actual</b> % of students who scored above 16
2009 - 2010	82%	Increase to 100%	96%
2010- 2011	80%	Increase to 100%	95%
2011 - 2012	57%	<i>Increase BY 15%</i>	91%

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

<b>Key Performance Measure: NVSD Kindergarten Numeracy Assessment</b>	<b>Percentage increase range each year: Baseline to Actual</b>		
Between 2009 and 2011 (three different cohorts) **increase, from January assessment to June assessment, in number of students scoring above 16, for each year	2009-2010 14%	2010-2011 15%	2011-2012 34%

Percentage increase may or may not be attributed to kind and level of support – this cannot be determined from this data alone. All students who scored 16 or below on the Numeracy assessment 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. Based on the trend data results the target was changed to a minimum of 15% increase, from January to June, in the number of students scoring above 16.

**Objective 2.2** (Numeracy – Grades 4-7) To identify and provide additional learning support for students in Grades 4-7 who receive a letter grade of C- in Mathematics on term report cards/ by teacher referral.

**Trend Data Table:**

<b>Key Performance Measure: Term/Report Card Grades of C- in Mathematics (Cohort Tracking)</b>			
<b>Target: Reduce by 50% per year, # students with Grade of C- in Mathematics</b>			
<b>Cohort Tracking Term 1 Report Cards</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
2010 - 2011 - 2012	N/A	14 →	4
2011 - 2012 - 2013	5 →	7	
2012 – 2013 - 2014	0		

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

Tracking of cohort Grade 4 (2011) to Grade 5 (2012): Five students are the same students in previous year. These students are being closely monitored and are receiving additional in-class support.  
 Tracking of cohort Grade 5 (2011) to Grade 6 (2012): Four students received C- last year. These four students have been assessed using the *Criterion Test of Basic Skills* to determine more specific instructional needs.  
 All students receiving C- have been discussed at SBRT meetings and are being closely monitored for progress.  
**Other Evidence:** NVSD Grade 6 Math Assessment  
 Number of students with LESS than 50% (Spring 2012): 2 students

- Tracking these students into Grade 7 (2012-13) – both are achieving above the C- level

**Previous School Plan Goal 3:** To improve students’ abilities as self-directed learners, through reflection.

**Objective 1.1:** To improve students’ abilities to use reflection (IB Learner Profile attributes) as an integral part of being a self-directed learner.

**Trend Data Table:**

<b>Key Performance Measure:</b> <i>Quantitative Google Survey (sent out in Term 2 of each school year)</i> <b>Baseline (2011-12 results):</b> <i>% of responses for categories “Agree/Fully Agree” for specific questions</i> <b>Target:</b> Increase % responses for categories “Agree/Fully Agree”	
Year of the Survey	Results for selected statements: % of responses in the “Agree/Fully Agree” category
2011-2012	Student Responses: 59% Parent Responses: 57%
2012-13	Student Responses: % ** not available - insufficient data Parent Responses: 55%

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

Trend data results after two years will be used for the baseline – to increase the % “Agree/Fully Agree” by 5%  
 The statements examined and used for tracking are those most directly related to this goal/objective as follows:  
 Student survey statement: I set learning goals for myself  
 Parent survey statement: My child is better able to reflect on what they know and what they don’t really understand this year

This year we did not have a very good parent participation rate (77 responses versus 132 responses previous year) so the drop (by 2%) would not be considered significant. Student participation was insufficient so no quantitative data has been included as it would not be representative of a school-wide assessment.

In addition to the survey, observations/comments were collected this year from teachers with respect to how students’ ability to be reflective is being fostered and supported. A collection of comments is included as qualitative data in this year’s plan. This qualitative data will continue to be the main source of tracking for this objective.  
 An additional objective for this goal, focusing on transitions between grades, has also been added into this year’s plan.

### **Opportunities for Further Development:**

- Increase the focus on development of writing skills in intermediate grades
- Continue to focus on early literacy skills with more specific emphasis on development of reading skills for students in Grades 1-3
- Continue to monitor students' numeracy skills, although currently only a small percentage of students are requiring additional support; to reconsider the focus of this goal next year
- Further develop effective ways to minimize stress/anxiety and to better "ready" students for transitions between grades
- Include more explicit and purposeful use of the NVSD "Four Pillar" framework (curriculum design, instruction, assessment and reporting, social/emotional learning) to compile data, identify strengths and areas of need, and to assess/plan/reflect on and refine goals, objectives, and associated strategies

### **School Goals for 2013-2014:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Capilano School Plan for 2013-14 are:

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.
2. To improve numeracy proficiency of students in Kindergarten who are identified as "at risk" by the NVSD Kindergarten Numeracy Assessment and students in Grades 4-7 who receive C- on term report cards/by teacher referral.
3. To improve students' abilities as self-directed learners, through self-reflection.

**School 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.

**Goal Rationale:**

Research has shown that early intervention is one of the key factors in future academic achievement, particularly for students who are not meeting grade-level or age-specified expectations for reading. We acknowledge that students identified as “at risk” or below expectations for their age/grade would benefit in the long term from additional learning support. As a result, it was determined that we would continue to identify and provide additional learning support for students in the early primary grades. Additionally, we recognize the importance of having the ability to communicate ideas effectively in writing, and therefore have included an objective to address needs at the upper intermediate grades, providing additional support to students who are identified as “Not Yet Meeting Expectations” (using the *Impromptu Writing* rubric from the BC Performance Standards) in writing.

**Objective 1.1:** (Reading - Kindergarten): To improve the performance of “at risk” students identified on the Test of Phonological Awareness

**Strategies/Structures/Resources:**

- Administer the Test of Phonological Awareness (TOPA) to all Kindergarten students in January of each year and identify the students scoring below the 25th percentile; Learning Assistance Centre (LAC) and Kindergarten teachers then collaborate to provide additional learning support for those students, from January through until June; Students who had scored below the 25th percentile are then re-tested in June of the same year
- Use of interventions in Kindergarten as outlined in *Firm Foundations*; Use of literacy resource materials
- Use of parent volunteers, and/or older students as “peer tutors” and “buddy readers”
- Information provided to parents on how to support their child’s literacy learning at home via a parent education evening/presentation/website communication and links

**Evidence:** (Quantitative)

<b>Key Performance Measure:</b> TOPA – Test of Phonological Awareness	<b>Baseline</b> % students above the 25th percentile	<b>Target</b> % students above the 25th percentile	<b>Actual</b> % students above the 25th percentile
<b>2013</b> 55 Kindergarten students assessed	2013 <b>January</b> 94 %	Increase by 5%	2013 <b>June</b> %

**Objective 1.2:** (Reading – Grade 1 - 3): To improve the reading performance of students identified by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test as below “Benchmark”.

**Strategies/Structures/Resources**

Use the DIBELS test to assess students:

- in Grade 1 who, in Kindergarten, scored below the 25<sup>th</sup> percentile on the TOPA and students referred for testing by classroom teacher

- in Grade 2 and 3 in September who scored below Benchmark in previous year(s) and/or received LAC support, or have been “Not Yet Meeting” or “Approaching Expectations” on assessed reading, and hence referred for testing by classroom teacher
- Students in Grade 1 and 2 who score below “benchmark” on the DIBELS receive additional learning support through LAC for the rest of the year
- Use of classroom-based guided reading groups and in-class reading instruction; *Reading A-Z*
- Use of Phonological awareness/skills for ESL students
- Use of parent volunteers, and/or older students as “peer tutors” for buddy reading
- Information provided to parents on how to support their child’s literacy learning at home via a parent education evening/presentation/website communication and links
- Use of computer-based programs such as *Lexia Learning/* web-based interactive reading programs and Apps
- Through SBRT, identify Grade 2 students who might benefit from attending the NVSD Lit Centre in Grade 3

**Evidence: (Quantitative)**

<b>Cohort Tracking - DIBELS</b> <b>% students below/well below benchmark</b> <b>Date Range SEPT assessments</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
2010 - 2011 - 2012	31% →	11% →	21%
2011 - 2012 - 2013	39% →	21% →	
2012 - 2013 - 2014	43% →		

**Objective 1.3:** (Writing Grades 3 - 6): To improve the writing proficiency of students in intermediate grades, who are identified as “Not Yet Meeting Expectations” (*Impromptu Write* – BC Performance Standards).

**Strategies/Structures/Resources:**

- All Grade 3 and 6 students complete an impromptu write in the Fall
- Group of teachers collaboratively assess the impromptu write using the BC Performance Standards rubric for Impromptu Writing to identify those “not yet meeting expectations” as per rubric criteria
- Additional support for/tracking of progress of students assessed as “not yet meeting expectations” in Grade 3 will carry on through intermediate grades until re-assessment in their Grade 6 year; Students still “not yet meeting expectations” by Grade 6 will receive more intensive support/LAC support throughout Grade 7
- Use of small group instruction and “writers’ workshop” approach; teach use of pre-writing strategies and graphic organizers; “daily” writing
- Use of computer technology (laptops, NEOs) and computer-based programs such as *Inspiration/Kidspiration* and web-based writing programs/Story Apps
- Information provided to parents and students on how to improve writing proficiency communicated through school website/workshops and information sent home with assignments

<b>Key Performance Measure:</b> Impromptu Write - Cohort Tracking			
<b>Target:</b> NO students at the <i>Not Yet Meeting Expectations</i> level by their Grade 7 year			
<b>Fall Assessment Cohort Years</b>	<b>Fall of Grade 3 * # (%) students Not Yet Meeting Expectations</b>	<b>Fall of Grade 6 # (%) students Not Yet Meeting Expectations</b>	<b>Fall of Grade 7 # (%) students Not Yet Meeting Expectations</b>
2011-2012	N/A	26% →	5%
2012-2013	N/A	4 % →	
2013 / 2016- 2017			

**School Goal 2:**

To improve numeracy proficiency of students in Kindergarten who are identified as “at risk” by the NVSD Kindergarten Numeracy Assessment and students in Grades 4-7 who receive C- on term report cards/by teacher referral.

**Goal Rationale:**

Goal Rationale: Acknowledging the importance of having a good conceptual understanding of “the basics” for success in math (for example, concepts of counting, place value, addition, subtraction, multiplication, division), it was agreed to keep the numeracy as a goal, with the focus on students “at risk”. Action will focus on learning support for students in Kindergarten and additional small-group instruction for students in Grades 4-7 who are lacking in understanding of basic math concepts.

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

**Strategies/Structures/Resources:**

- Assess all Kindergarten students, using the NVSD Numeracy Assessment Package, in late January or early February of each year and identify those students who score 16 or below on the assessment (the score that defines “at risk”)
- Facilitate home support for “at risk” students through consultation with child’s classroom teacher and links on the website for tips on how parents can help their children increase math proficiency as well as more intensive support by classroom teacher
- Use of on-line programs such as Math-Whizz, interactive math games/Apps (computer -based programs)
- “At-Risk” students re-assessed in June of the same year ; Results examined by the School Based Resource Team for decisions on programming /class placements and further support in Grade 1

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b> NVSD Kindergarten Numeracy Assessment	<b>Baseline</b> % of students who scored above 16	<b>Target</b> % of students who scored above 16	<b>Actual</b> % of students who scored above 16
<b>2013</b> 56 Kindergarten students assessed	<b>January 2013</b> 77 %	<b>Increase by 5%</b>	<b>June 2013</b> %

**Objective 2.2:** (Numeracy – Grades 4-7) To identify and provide additional learning support for students in Grades 4-7 who receive a letter grade of C- in Mathematics on term report cards/ by teacher referral.

**Strategies/Structures/Resources:**

- Students in Grades 4-7 identified for additional support either through Term 1 report card grades (those who receive a grade of C- in mathematics) or recommended for further assessment by classroom teacher; *Criterion Test of Basic Skills/Woodcock Johnson* may be used to further assess learning needs of those students identified
- Provide intervention through small group and one-to-one
- Use of computer-based programs such as *Math-Whizz!* web-based interactive math games, Math Apps
- Continue to provide support as needed throughout Grades 4-7 (“as needed” meaning for those students continuing to receive C- on report card for mathematics or through teacher request/ with teacher consultation)
- Refer to results of *NVSD Grade 6 Math Assessment* for further assessment of learning needs/identification of students needing support as they move into Grade 7; Continue with learning support throughout Grade 7 for students who did not pass (less than 50%) the *Grade 6 Numeracy Assessment* and for those continuing to receive a grade of C- on report cards, with teacher consultation, for numeracy

<b>Key Performance Measure:</b> Term/Report Card Grades of C- in Mathematics (Cohort Tracking)			
<b>Target:</b> Reduce by 50% per year, # students with Grade of C- in Mathematics			
<b>Cohort Tracking Term 1 Report Cards</b>	<b>Grade 4 # students with C-</b>	<b>Grade 5 # students with C-</b>	<b>Grade 6 # students with C-</b>
2010 - 2011 - 2012	N/A	14 →	4
2011 - 2012 - 2013	5 →	7	
2012 – 2013 - 2014	0		

**Other Evidence:**

*NVSD Grade 6 Math Assessment :*  
 Number of students with LESS than 50% (Spring 2013):

**School Goal 3:**

To improve students' abilities as self-directed learners, through self-reflection.

**Goal Rationale:**

Having a goal that focuses on helping students become better self-directed learners was selected for a number of reasons. First, as an authorized IB World School, there are a number of standards and practices that we need to uphold that are common to all IB schools. Within these standards and practices there are certain aspects that are common to the Primary Years, Middle Years and Diploma Programmes. These common standards include the requirement to increase student responsibility and accountability for, and engagement in directing their own learning in the process to becoming life-long learners. These aspects are reflected in our staff core values, vision and mission statements, and are also considered important elements of 21<sup>st</sup> century learning. Secondly, by focusing on the commonalities that exist within the three IB Programmes, we can better prepare students for transition into the Middle Years Program. The one strand of the IB framework that is common to all three IB Programmes is the Learner Profile. As a result, this has been chosen as the venue through which to develop students' abilities to become self-directed learners. We have selected to focus on the attribute "reflective" from the Learner Profile attributes, as it is an attribute that is necessary to develop in the process of becoming a self-directed learner.

**Objective 1.1:** To improve students' abilities to use reflection (IB Learner Profile attribute) as an integral part of being a self-directed learner.

**Strategies/Structures/Resources:**

- School-wide focus on the "reflective" attribute through direct/explicit teaching, social stories, daily announcements, bulletin board displays, assemblies, artwork, motivational posters and catch-phrases, clubs such as the "Difference Makers Club" and Student Council, as well as supporting individual action initiatives (especially those identifying a need or problem, demonstrating empathy, coming up with solutions, taking action)
- Recognition of demonstrations of the attribute "reflective" through Action stars, Action boards (hallway displays), weekly school communication slideshow, website communications, assemblies, and PA announcements
- Teacher, student (self and peer) and parent assessment of each child's development of the attribute "reflective", with associated goal-setting
- Use of formative self-assessment strategies to engage students in reflective thinking
- Provide families with activities they can engage in to facilitate development of the attribute reflective (suggestions and web links posted to website and shared in IB parent education evenings)
- Structure class time for direct and explicit instruction on what it means to be reflective (inclusive of "class meetings" or "community circles")
- Student involvement in generating learning criteria and assessment rubrics, and classroom essential agreements
- Focus on the IB Action cycle – interconnected triangle of think, act, reflect
- Use of Capilano's behaviour "Think Sheets" in problem resolution (based on the Learner Profile attributes, incorporated into our Code of Conduct, and also including a reflection on the IB PYP "action cycle")
- Programs: *Roots of Empathy*, *Tribes/Cooperative learning*; *Mind-Up* program
- Teaching self-regulation

**Evidence: (Qualitative)**

- Student (self and peer) formative assessments
- Teacher formative assessments

**Qualitative Baseline:**

- To be determined through student, parent, and teacher formative assessments in September 2012

**Baseline for survey (2011-12 results):** % of responses for categories "Agree/Fully Agree" for specific questions

**Qualitative Target:**

- Students' demonstration of an understanding of the importance and value of being reflective (both in relation to self and in relationships with others; metacognition as well as "taking personal inventory" and responsibility)
- Samples of students' reflections that reveal their ability to accurately identify learning progress, successes, struggles, and needs; Action taken toward directing own learning based on identification of needs and reflections on learning processes as presented through assignment criteria
- Demonstrations of students' abilities to reflect on problems/problematic situations and generate solutions/resolutions

**Target for survey:** Increase % responses for categories "Agree/Fully Agree"

**Qualitative Actual:**

**Survey (April 2013) results**

The following two questions were selected from the survey as a means of tracking progress for this goal.

<u>Student Survey Results</u>	<b>Results April 2012 (200 responses)</b>	<b>Results April 2013</b>
	% responses for categories "Agree/Fully Agree"	% responses for categories "Agree/Fully Agree"
I set learning goals for myself	59%	** insufficient data to be representative
<b>Parent Survey Results</b>		
	<b>Results April 2012 (139 responses)</b>	<b>Results April 2013</b>
	% responses for categories "Agree/Fully Agree"	% responses for categories "Agree/Fully Agree"
My child is better able to reflect on what they know and what they don't really understand this year	57%	55%

- Parent formative assessments

**Qualitative Baseline:**

- Early in the school year teachers identified a goal to help our students become increasingly reflective. They identified four areas they'd like students to reflect on: 1) IB Learner Profile, IB Attitudes and IB Transdisciplinary Skills; 2) Goal setting and progress toward goal achievement; 3) Work Habits and; 4) Ways to develop conceptual understandings. At present students are engaging in a variety of activities designed to help them reflect in these areas. Activities include, but are not limited to: reflective journals, unit of inquiry reflections, weekly/monthly goal-setting, co-construction of assignment criteria, student self-assessment, group discussions, and student-teacher conferences.

**Qualitative Target:**

- Students will develop along continuum of reflective skills with increasing competency, accuracy and depth of thinking evident in their reflections. Our goal is to help students continually move along this continuum
- Broaden the variety of reflection strategies implemented and identify those that are most effective
- Compare students' reflections on progress to teachers' assessments (e.g., Compare students' self-assessments to teachers' assessments of assignments and learning goals)
- Identify whether students' self-assessments become increasingly aligned with teachers' assessments, and whether students find they are better at engaging in self-reflection
- Identify efficient and accurate tracking systems to record students' progress on reflection continuum
- Increase frequency and regularity of inclusion of self-reflection as an integral part of learning

**Qualitative Actual:** (reflection in 2013-14)

**Objective 3.2:** To facilitate grade-to-grade transitions

**Strategies/Structures:**

- Have students routinely (e.g., weekly) reflect on their progress as learners; their strengths and areas to work on
- Ensure the act of reflection is a consistent component of the learning journey – purposefully built into student learning engagements
- Explicitly teaching the language of reflection and “habits of mind” associated with being reflective
- Explore ways to facilitate grade-to-grade transitions by having students in next grade “tour”/include students in former grade through their learning journeys (e.g., Have younger students join older students' presentations as audience members, reciprocal teaching, exhibitions of learning).
- Students interact with teachers of the next grade (question and answer period)
- Students complete an “impromptu write” (letter to next year's teacher introducing themselves) that will be passed to the teacher receiving that student
- Student reflection on learning strengths and needs/goals will be completed in June and passed to the teacher receiving that student
- Sharing ways of tracking students' growth and fostering their ability to reflect on learning
- Celebrations of learning at year-end in all classes

**Evidence:** (*Qualitative*)

Student reflections tracked over time:

- On knowledge of themselves as learners (their own strengths and areas to work on)
- On the benefits of transition activities

**Connections:**

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

Members of the Capilano SPC attended the FOS "School Plans" session in January 2013 where the purpose of school plans and the process for developing school plans were reviewed. FOS goals and objectives were also shared and discussed. Following that session, Capilano's SPC members reviewed our previous year's school plan, current school data, and the District Achievement Plan. Comparison of plans revealed a common theme of supporting "at risk" students in numeracy and literacy and the inclusion of a goal to connect with Carson transition. Analysis of other schools' plans within our FOS resulted in the following decisions:

- Maintenance of targeting "at risk" or "Not Yet Meeting Expectations" students in literacy and numeracy
- Continued inclusion of literacy focus in the early primary years with greater focus on improving writing in later Intermediate Grades
- Sources of data and measurement tools aligned with those used in FOS (TOPA, DIBELS, BC Performance Standards, report card grades, impromptu writing assessments, teacher referrals and observations)
- A focus on the numeracy skills of Kindergarten and Intermediate students (Grade 4-7) as in other FOS plans

The Capilano School Plan goals were established to reflect the needs of our own school population while still giving consideration to the goals and objectives of the District and Ministry of Education

School Goal and Objective	Connections
<p>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.</p>	<p><b>To the NVSD Three Year Operating and 10 Year Strategic Plans:</b>                      - Provide increased and unique opportunities for personalized learning  <b>To the BC ED Plan:</b>                      - <i>Personalized learning for every student:</i>                      Student-centered learning that's focused on the needs of individual students</p>
<p>2. To improve numeracy proficiency of students in Kindergarten who are identified as "at risk" by the NVSD Kindergarten Numeracy Assessment and students in Grades 4-7 who receive C- on term report cards/by teacher referral.</p>	<p><b>To the NVSD Three Year Operating and 10 Year Strategic Plans:</b>                      - Provide increased and unique opportunities for personalized learning  <b>To the BC ED Plan:</b>                      - <i>Personalized learning for every student:</i> Student-centered learning that's focused on the needs of individual students                      - <i>Learning empowered by technology</i></p>
<p>3. To improve students' abilities as self-directed learners, through self-reflection.</p>	<p><b>To the NVSD Three Year Operating and 10 Year Strategic Plans:</b>                      - Strengthen engagement and connection for all learners                      - Provide seamless transitions for all students at each stage of their growth and development.  <b>To the BC ED Plan:</b>                      - <i>Personalized learning for every student:</i>                      Students will be increasingly accountable for their own learning success.</p>

**Connections to District Achievement Plan:** Reference: <http://www.nvsd44.bc.ca/AboutUs/AccountabilityAndAchievement.aspx>

School goals are:

- Aligned with District's key areas, goals, and objectives in literacy, numeracy and graduation and completion rates\*  
*\*addressed through a focus on self-directed learners in Goal #3*
- 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)

**Consultation Process of Capilano'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, 2013.

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

Date: April 23, 2013

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Jennifer Wilson (P) Glenda Robertson (VP)	<i>Original Document signed by SPC Members</i>
Teacher	Click to type name	
Parent	Tamara Olson	
Parent	Deanna Bracewell	
Parent	Chelsea Seaby	
Student (Gr 10, 11, 12 schools only)	Click to type name	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent**