

**North Vancouver School District  
SCHOOL PLAN for 2014-2015**

**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 and assessment methods and curriculum design. Teachers have taken on significant and on-going professional development as an authorized International Baccalaureate (IB) World School, offering the IB Primary Years Programme. All teachers complete ongoing, required, IBO training and continually reflect on their teaching practice in relation to IBO standards, practices, 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 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 release time to engage in professional learning, to collaborate with colleagues for planning, and to engage in sharing of professional practice to learn from and support one another.

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 and 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. Through the IB PYP Action Cycle and through 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 (2013-2014 school year):**

Total number of students: 466 Male: 239 Female: 227

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	60	57	59	63	61	59	57	50

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ELL
<b>25.74</b>	<b>8/466 2%</b>	<b>20/466 4%</b>	<b>4/466 1%</b>	<b>75/466 16%</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.

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

**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>		
<p><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</p>	<p>2010-2011                      JAN 87%                      JUNE 92%                      (5% increase)</p>	<p>2011-2012                      JAN 84%                      JUNE 97%                      (13% increase)</p>	<p>2012-13                      JAN 94%                      JUNE 100%                      (6% increase)</p>

Due to the fact each year is a different cohort of students, trend analysis is based on the percentage increase in students scoring above the 25<sup>th</sup> percentile between January and June for each year, with the hope for some consistency in the percentage increase as a possible indicator that the supports provided to students are indeed affecting change. Of interest are the differences noted in percentage gains from one year to the next. 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. Although effectiveness of this support could be assessed somewhat by this trend analysis, other contributing factors must be considered, inclusive of the support students receive from their classroom teachers, the peer group dynamics, and the level and kind of support parents may be providing at home.

**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”.

**Trend Data Table:**

<b>Cohort Tracking DIBELS % students below/well below benchmark Date Range SEPT assessments</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
2011 - 2012 – 2013 cohort	39% →	21% →	16%
2012 - 2013 – 2014 cohort	43% →	14% →	
2013 – 2014 – 2015 cohort	47% →		

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

Tracking of cohort groups allows for identification of students who require more intensive intervention – specifically those who remain below/well below benchmark as they move through the Primary grades. These identified students receive support from the LAC/LSW teacher through small group instruction. Progress of students scoring below/well below benchmark is monitored throughout the Primary years through School Based Resource Team discussions and discussions classroom with teachers. Consistency in meeting the target to reduce the percentage of students who score below or well below benchmark is occurring, however, the increase in the percentage of students scoring below/well below benchmark at the Grade 1 level is worthy of investigation to determine why this is occurring and what might be done to reverse this trend.

**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).

**Trend Data Table:**

Cohort Tracking – WRITING- Impromptu write		
<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		
Fall of Grade 3 * (%) students <i>Not Yet Meeting Expectations</i>	Fall of Grade 6 (%) students <i>Not Yet Meeting Expectations</i>	Fall of Grade 7 (%) students <i>Not Yet Meeting Expectations</i>
N/A	2012 - 4%	2013 - 0%
N/A	2013 - 0%	2014 -
N/A	2014 -	2015 -
2013 - 15%	2016 -	2017

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

Decline in percentage of students *Not Yet Meeting Expectations* to zero has continued. As a result, the focus has shifted to assessment of writing at an earlier grade level (Gr.3) in order to provide earlier intervention and greater support for students throughout the Intermediate grades. Identifying students’ specific writing instructional needs in Grade 3 informs instruction and allows for monitoring of students who require greater instructional support throughout the Intermediate grades. Re-assessment of the same cohort in Grade 6 will reveal how students have improved. Students requiring more intensive support for the remainder of Grades 6 and throughout Grade 7 are also identified and plans for support put in place.

Trends in areas of instructional need (based on aspects of rubric used to assess the impromptu write) can also be analysed through this assessment to inform instruction.

Qualitative data analysis (to inform instruction)

Aspects of writing assessed: organization of ideas; clarity of presentation of ideas - inclusion of explanation, examples, and details; sentence structure and grammar; conventions of writing (spelling, capitals, punctuation)

Areas of greatest instructional need at the Grade 3 level:

- sentence structure
- organization of ideas
- adding details and description

Areas of greatest instructional need at the Grade 6 level:

- organization of ideas
- inclusion of explanation, examples, and details
- spelling

Areas of greatest instructional need at the Grade 7 level:

- organization of ideas
- inclusion of explanation, examples, and details

**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:**

Key Performance Measure: NVSD Kindergarten Numeracy Assessment	Percentage increase range each year: Baseline to Actual		
	Between 2009 and 2011 (three different cohorts) **increase, from January assessment to June assessment, in number of students scoring at or above 16, for each year	2010-2011 JAN 80% JUNE 95% (15% increase)	2011-2012 JAN 57% JUNE 91% (34% increase)

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

Percentage increase may or may not be attributed to kind and level of support, but this cannot be determined from this data alone, in consideration of other contributing factors. 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 (and note this similar trend with the TOPA, suggesting something of significance with the 2011-12 cohort). 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. 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 at or 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:**

Key Performance Measure: First Term/Report Card Grades of C- in Mathematics (Cohort Tracking)				
Target: Reduce by 50% per year, # students with Grade of C- in Mathematics				
Cohort Tracking Term 1 Report Cards	Grade 4	Grade 5	Grade 6	Grade 7
2010 - 2011 – 2012 – 2-13	N/A	14	4	0
2011 - 2012 – 2013 - 2014	5	7	1	
2012 – 2013 – 2014 - 2015	0	0		
2013 – 2014 – 2015 - 2016	0			

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

Target of reducing the number of students at the C- level appears to be a trend easily achieved. As a result, the focus for this goal will instead be changed to focus more on moving student achievement toward a greater percentage of intermediate students achieving C+ and above, with greater emphasis on development of basic skills, concepts, math thinking (reasoning, justifying), and math literacy. Also, due to the nature of specific content covered in any particular term having significant effect on the letter grade for that term, the overall cumulative (combined) final grade on June report cards will be used for data instead of first term report card data. This way, planning for support for particular students can begin at the class building stage, looking toward to the next school year. Cohort tracking will continue, with greater emphasis on identifying specific areas of instructional need.

**Other Evidence:** *NVSD Grade 6 Math Assessment*

Number of students with LESS than 50% (June 2013): 3 students

From District-generated analysis of results:

- Variables and equations were areas of strength; Conceptual understandings improving
- Areas identified for improvement: algebraic reasoning and generation of equations as they relate to patterns; measurement (area, perimeter, volume calculations).

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

**Objective 3.1:** To improve students' abilities to use reflection (IB Learner Profile attribute) 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> % of responses for categories "Agree/Fully Agree" for specific questions (noted below)			
<b>Target:</b> Increase % responses for categories "Agree/Fully Agree"			
	<b>Results April 2012</b> % responses for categories "Agree/Fully Agree"	<b>Results April 2013</b> % responses for categories "Agree/Fully Agree"	<b>Results April 2014</b> % responses for categories "Agree/Fully Agree"
<b><u>Student Survey Results</u></b> Survey statement: <i>I set learning goals for myself, and work toward achieving them</i>	59%	** insufficient data to be representative	61%
<b><u>Parent Survey Results</u></b> Survey statement: <i>My child is better able to reflect on what they know and what they don't really understand this year</i>	57%	55%	57%

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

*Student survey statement: I set learning goals for myself, and work toward achieving them*

*Parent survey statement: My child is better able to reflect on what they know and what they don't really understand this year*

Responses are demonstrating consistency over time. Discussions will take place with staff as to what can be done to cause an increase in this percentage. Slight changes have been made in the student survey for this year to make it more meaningful/easier to understand for students and to provide us with greater insight into their perceptions of themselves as learners.

In addition to the survey, comments were collected again from teachers with respect to what teaching strategies and learning engagements best foster students' abilities to be reflective in their learning and behaviour. Inclusion of reflection as an integral part of the learning continues to grow and successful strategies are becoming more refined.

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

**Evidence:** *(Qualitative)*

Teacher feedback on the benefits of transition activities (Teacher quotes):

Quotes collected from teachers in the 2013-14 school year reveal great value in cross-grade learning engagements and sharing of learning between grades, such as students showcasing their project work for other classes and buddy classes collaborating on inquiry-based learning engagements. Teachers also cited value in year-end impromptu writes, passed on to the child's next teacher, as a valuable "introduction" to incoming students, informing planning and instruction.

**Opportunities for Further Development:**

- Increase the focus on development of writing skills particularly in the areas of organization and addition of detail and explanation in intermediate grades
- Continue to focus on early literacy skills with specific emphasis on development of reading skills for students in Grades 1-3 who continue to demonstrate this as an area of instructional need (tracking of individual students through their primary years; analyzing effectiveness of supports provided; consider alternative strategies and approaches)
- Switch the focus of the numeracy goal to an emphasis on higher achievement in the intermediate grades; closely monitor students' numeracy skills of those who have significant learning needs and develop intervention plans for on-going support
- Further the use of cross-grade and mixed-grade learning engagements with the focus on developing relationships and understandings to improve transition between grades and from year to year
- Examine opportunities for greater concept-based assessment and data collection, linking to new BC Curriculum
- Examine opportunities for making greater connections to Capilano's PYP Action Plan and associated IBO standards and practices; Connect School Plan goals more explicitly to our PYP goals, which will be identified through the IB PYP Self-Study process (estimated completion date of IB PYP Self-Study: June 2014)

**School Goals for 2014-2015:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Capilano School Plan for 2014-15 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 increase the percentage of students in Grades 4-7 achieving C+ and above in Math
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. Students identified as “at risk” or below expectations for their age/grade benefit in the long term from additional learning support. As a result, additional learning support for students continues to be an area of focus, particularly in the early primary grades. The ability to communicate ideas effectively in writing is also of significant consideration and is included in this objective as the focus as students move through the intermediate grades.

**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. Learning Assistance Centre (LAC) and Kindergarten teachers collaborate to provide additional learning support from January through until June for the students who scored below the 25th percentile. These students 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 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>2014</b> 59 Kindergarten students assessed	2014 <b>January</b> 86%	Increase by 5%	2014 <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 in September of each year to assess students in Grades 1-3:

- Students in Grade 1 and 2 who score below “benchmark” on the DIBELS receive additional learning support through LAC/LSW 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; website communication and links
- Use of computer-based programs, 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> % students below/well below benchmark Date Range SEPT assessments	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
2011 - 2012 - 2013	39% →	21% →	16%
2012 - 2013 - 2014	43% →	14% →	
2013 - 2014 - 2015	47% →		

**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 teacher/LAC support throughout Grade 6 & 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

<u>Cohort Tracking – WRITING- Impromptu write</u>	
<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 6 year	
<b>Fall of Grade 3</b>	<b>Fall of Grade 6 (same cohort)</b>
Number of students <i>Not Yet Meeting Expectations</i>	Number of students <i>Not Yet Meeting Expectations</i>
2013 – 9 students	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 increase the percentage of students in Grades 4-7 achieving C+ and above in Math.

**Goal Rationale:**

Goal Rationale: The development of strong skills and conceptual understandings relating to numeracy has been identified as an area of focus for Capilano, based on analysis of assessment data and feedback from teachers. Strengthening numeracy skills, math literacy, math thinking (reasoning, rationalizing, justifying) and problem solving abilities have been identified as areas of emphasis. Action will focus on improving learning supports for all students, with particular attention to students lacking in understanding of basic numeracy concepts and skills.

**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 additional home/classroom support for “at risk” students through consultation with child’s classroom teacher and/or numeracy links on the website/ tips on how parents can help their children increase math proficiency
- Use of on-line programs such as *Dreambox*, 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>2014</b> 59 Kindergarten students assessed	<b>January 2014</b>  95%	<b>Increase by 5%</b>	<b>June 2014</b>

**Objective 2.2:** (Numeracy – Grades 4-7) To increase the percentage of students in Grades 4-7 *achieving C+ and above* in numeracy as per June report card final grades, while continuing to identify and support students with significant numeracy learning needs.

**Strategies/Structures/Resources:**

- Focus on developing math literacy skills through:
  - employment of math vocabulary “word walls” with explicit instruction relating to vocabulary development (esp. the language of problem solving)
  - increased dialogue for collaborative problem solving to develop and enhance expression of mathematical thinking
  - use of math literature

- employment of math journals to enhance student reflection and metacognition (use of the language of math in explaining thinking)
- Enhance problem-solving skills through the explicit teaching of and use of the language of problem solving
- Employ greater and more effective use of inquiry-based and concept-based math instruction
  - develop instructional efficacy through collegial conferencing project on inquiry-based math teaching and learning that includes an increase in collaboration and staff in-service, team teaching and consultation with FOS leader Shannon Sharp; Through Collegial Conferencing Project, mentor for leadership in numeracy teaching
- Parent workshop on numeracy teaching and learning
- Emphasis on development of basic math concepts, skills, and strategies through “hands-on” learning and real-world application
- Focus on developing students’ experiences with and ability to explain math thinking (justification and rationalization/reasoning)
- Emphasis on cross-curricular connections through conceptual lens
- Use of computer-based programs such as *Dreambox*, web-based interactive math games, Math Apps
- Progress of students with significant and ongoing numeracy learning needs monitored and support for individual students determined each year in consultation with classroom teachers and School Based Resource Team members; *Criterion Test of Basic Skills/Woodcock Johnson* assessment tools may be used to further identify learning needs of identified students
- Refer to results of *NVSD Grade 6 Math Assessment* for identifying students going into Grade 7 who may need support (those who received less than 50%) the *Grade 6 Numeracy Assessment* - teacher consultation re: best means of support

<b>Key Performance Measure:</b> Term 3 Report Card - % students achieving C+ and above in Mathematics (final grade)				
<b>Target:</b> to increase the % of students with Grade of C+ or higher in Mathematics (tracking cohort and % students)				
<b>Grades</b>	<b>Gr 4</b>	<b>Gr 5</b>	<b>Gr 6</b>	<b>Gr 7</b>
June 2014				
Grades 4-7 combined: % of students C+ or above:				

**Other Evidence:**

*NVSD Grade 6 Math Assessment* :

Number of students with LESS than 50% (Spring 2013): 3 students

**School Goal 3:**

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

**Goal Rationale:**

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. By focusing on the commonalities that exist within the three IB Programmes, we can better prepare students for transitions through the IB Programmes. 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 as a means to aid in successful transitioning, from year to year and from one IB Programme to another. We have elected to focus on the attribute "reflective" from the Learner Profile, as it is a necessary attribute to develop in the process of becoming a self-directed learner.

**Objective 3.1:** 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, Student Council, as well as action initiatives (Focus on the IB Action cycle of *think, act, reflect*)
- Examine student reflection in four areas of focus: 1) IB Learner Profile, IB Attitudes and IB Transdisciplinary Skills; 2) Goal setting and progress toward goal achievement; 3) Work Habits 4) Development of conceptual understandings.
- Recognition of demonstrations of the attribute "reflective" through Action stars, Action boards (hallway displays), website communications, assemblies, and morning announcements
- Explicitly teaching the language of reflection and "habits of mind" associated with being reflective
- Teacher, student (self and peer) and parent reflection on student development of the attribute "reflective", with associated feedback and goal-setting
- Use of formative self-assessment strategies to engage students in reflective thinking; Have students routinely reflect on their progress as learners (their strengths and areas to work on) and ensure the act of reflection is a consistent component of the learning journey – purposefully built into student learning engagements
- Provide families with examples of activities they can engage in to facilitate development of the attribute reflective
- IB parent education evenings (ways to develop the reflective attribute at home; how this attribute is nurtured at school)
- 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
- Use of Capilano's reflective "R.O.C.K.S Report" 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*
- Teaching self-regulation (*Mind-Up* program)

**Evidence: Survey****Baseline for survey:** % 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)
- Evidence of action taken toward directing own learning based on identification of learning strengths and needs and reflections on learning processes

**Target for survey:** Increase % responses for categories "Agree/Fully Agree"*Qualitative Actual:***Survey results**

The following items were selected from the survey as a means of tracking progress for this goal.	
<b><u>Student Survey Results</u></b> <b>April 2014</b>	% responses for categories "Agree/Fully Agree" Total # responses: 291 (sample across Gr 1-7)
I know what I am good at as a learner.	79%
I know what areas I need to work at in my learning.	73%
I set learning goals for myself, and work toward achieving them.	62%
I regularly work hard to make improvements in my learning and understanding.	74%
<b><u>Parent Survey Results</u></b> <b>April 2014</b>	
% 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%

**Qualitative Baseline:**

Teacher feedback on the types of activities students engage in designed to nurture the reflective attribute.

Baseline activities include (generated from 2012-13 teacher feedback):

- reflective journals
- unit of inquiry reflections
- weekly/monthly goal-setting
- co-construction of assignment criteria
- student self-assessment
- group discussions
- student-teacher conferences

**Qualitative Target:**

- Broaden the variety of reflection and self-assessment strategies implemented and identify those that are most effective
- Identify efficient and accurate means of tracking students' development of the reflection attribute
- Increase frequency and regularity of inclusion of self-reflection as an integral part of learning

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

Teacher feedback on the types of activities students engage in designed to nurture the reflective attribute.

All activities as listed in baseline, above, as well as/with particular emphasis on:

- Teachers explicitly plan for student reflections throughout Units of Inquiry and incorporate these reflections in their assessments; Summative assessment end of Unit Report have students reflect specifically on Learner Profile attributes/attitudes, transdisciplinary skills that applied to that unit
- Reflections on learning an integral part of Student-led conferences and self-selection of work for portfolios
- Regular and on-going goal setting and reflection purposefully built into learning engagements; Co-constructing criteria prior to and during units; Self-assessment during learning and after receiving feedback.
- Criterion-referenced teacher feedback provided throughout the learning process
- Independence and development of self-efficacy built through opportunities to think critically and creatively; Encouraging students to think for themselves rather than giving them answers to foster independence, critical and creative thinking, resourcefulness, etc.

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

**Strategies/Structures:**

- 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

**Evidence: (Qualitative)**

**Teacher reflections the benefits of transition activities (April 2014)**

Reflection on participation in cross-grade learning activities and project-sharing sessions:

*“Our younger students loved visiting sharing sessions in which older students shared their projects - the most common reaction was, ‘Wow, I get to make that when I get older?!’. This is the benefit for them - getting them excited about higher grades/projects”*

*“Sharing learning across-grades makes the school feel more like a community, and gives presenting students a sense of pride and leadership, and enables viewing students to appreciate the learning of presenters.”*

*“The sharing sessions are really valuable - both for the students presenting and those attending – students presenting felt very proud to share and the quality of work improved knowing they were sharing with the school. It also solidified concepts having to repeat them so often and allowed for even the shy ones to take part.”*

*“The cross-grade activities are enormously valuable. There is, of course, the educational aspect of actually learning something from another student, but more importantly is the role-modeling and mentoring taken on by the students. Without exception, the older students have been fabulous leaders to the younger ones - they have taken their roles very seriously.”*

Reflections on year-end impromptu write and communication of learning strengths/needs (to pass along to the student’s next teacher as an introduction):

- *Positive as it gives the receiving teacher a writing sample as well as information about the incoming students.*
- *Helps receiving teacher understand students’ comfort with self-reflection, as well as degree to which they engaged in goal-setting in previous years.*
- *Valuable in getting a sense of your next year’s students and helping plan for the fall - Tells me what they may have found difficult or a sense of what they think about my teaching.*

**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 where the purpose and the process for developing school plans were reviewed. FOS goals and objectives were shared and discussed. Following that session, Capilano's SPC members reviewed our previous year's school plan and current school data. Comparison of plans revealed a common theme of supporting students in numeracy and literacy and the continued inclusion of a goal to support grade-to-grade transitions. For the 2014-15:

- Maintenance of targeting "at risk" or "Not Yet Meeting Expectations" students in early literacy learning and a focus on improving writing in Intermediate Grades
- A focus on the numeracy skills of Kindergarten and Intermediate students (Grade 4-7), as in other FOS Plans
- Open up the numeracy goal to include a focus on increasing competence in math for all students, with a specific focus on inquiry-based learning
- Continue with use of 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)

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> Encourage the growth of collaborative, adaptive and personalized learning environments <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 increase the percentage of students in Grades 4-7 achieving C+ and above in Math</p>	<p><b>To the NVSD Three Year Operating and 10 Year Strategic Plans:</b> Goal: Expand the availability of best instructional practices and enriched curriculum  <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); Quality teaching and learning; <i>Learning empowered by technology; High Standards</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 NV District Achievement Contract:**

School goals are:

- Aligned with District's key areas, goals, and objectives in literacy, numeracy, and graduation and completion rates
- 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)
- Strategies 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'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, 2014.

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

Date: April 25, 2014

	<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	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  
May 25, 2014**