

North Vancouver School District SCHOOL PLAN for 2015-2016

School: Carisbrooke Elementary School
Address: 510 East Carisbrooke Road
 North Vancouver, BC V7N 1N5
Phone: 604 903-3380

School/Community Context:

Our mission at Carisbrooke is to provide a positive, inclusive, learning environment where individual differences are acknowledged and where every student is challenged to reach his or her intellectual, social, physical, aesthetic and emotional potential. This is a cooperative process that encourages the involvement of students, staff, families and the community.

As a school we are closely connected to our parent community. The Carisbrooke PAC is an active organization that meets monthly and supports the school through its committees: educational programs, recreational programs, earthquake preparedness, traffic safety, School Planning Council, health and wellness, green initiatives, community building events, class reps, and fundraising. Parents are also active throughout the school as volunteers in the library, classrooms, and as coaches for our teams.

At Carisbrooke, our professional staff works collaboratively toward continuous growth and improvement. Active committees include Technology, Primary and Intermediate Teams, and Health and Safety. Staff also provides Carisbrooke students with many extracurricular opportunities: Cross-country, Volleyball and Basketball teams, Track and Field, Choir, and Band; as well as leadership and citizenship opportunities: Student Council, Peer Counselors, Lunch Monitors, and Morning Announcers. Beyond our school community, Carisbrooke students, staff, and families are committed to making a difference for others in the world. Support of local and national charities (WWF/Make a Wish Foundation), and other student-led campaigns are an important part of our school community.

Demographics (2014-2015 school year):

Total number of students: 349 Male: 189 Female: 160

| Number of students per grade | | | | | | | | |
|------------------------------|----|----|----|----|----|----|----|----|
| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| English | 41 | 40 | 47 | 48 | 47 | 41 | 49 | 36 |

| # FTE Teachers & Administrators | % Aboriginal Students | % Special Needs Students | % International Students | % ESL |
|---------------------------------|-----------------------|--------------------------|--------------------------|-----------|
| 18.73 | .5% | 6.8% | 4% | 6% |

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve proficiency in understanding and answering math word problems (math literacy) (NEW Goal 2013/14)

Objective 1.1: To increase reading comprehension, specific to the “language of numeracy.” (primary):

Trend Data Table:

| | | | |
|--|-----------------|--------------------|-------------------------|
| Key Performance Measure: Grade 2 NVSD Numeracy Assessment Test – Indicating average score on the test | | | |
| | Baseline | Target | Actual |
| 2013-14 | 78% | Increase 5% | Did not complete |
| 2014-15 | 78% | Increase 5% | June 2015 |

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

This is a new goal and objective. This test was given in June 2013 to our Grade 2 students (one classroom). Interestingly, both the boys and the girls scored fairly evenly. The average scores for the boys was 77% and the average score for the girls was 79%. This numeracy goal has been the main topic during our Staff Collaboration sessions in 2013-14. We have discussed at length, certain strategies for examining and teaching to the complexity of math language that is now prevalent even in the primary numeracy curriculum. Our plan was for a Grade 2 classroom to take the test in 2014 to see if any of the strategies discussed/implemented during our sessions, would translate into higher scores on the NVSD Grade 2 numeracy assessment. Unfortunately, due to job action we were unable to give the test. Our goal is to give the test again in June 2015. Long range, we are looking to use the assessments in several grades to track over the duration of our students' time here at Carisbrooke.

Objective 1.2: To increase reading comprehension, specific to the “language of numeracy.” (intermediate)

Trend Data Table:

| | | | |
|--|-----------------|--------------------|------------------|
| Key Performance Measure: Grade 6 NVSD Numeracy Assessment Test – Indicating average score on the test | | | |
| | Baseline | Target | Actual |
| 2013-14 | 72% | Increase 5% | 67% |
| 2014-15 | 67% | Increase 5% | June 2015 |

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

This is a new goal and objective. This test was given in June 2013 to our Grade 6 students (all students in Grade 6). Interestingly, Carisbrooke tends to score well above the school district average (66%). This numeracy goal has been the main topic during our Staff Collaboration sessions last year. We have discussed, at length, certain strategies for examining and teaching to the complexity of math language that is now prevalent even in the primary numeracy curriculum. As is school district practice, all Grade 6 students will take the test this year and we will see if any of the strategies discussed during our sessions, will translate into higher scores on the NVSD Grade 6 numeracy assessment. Long range, we are looking to use the assessments in several grades to track over the duration of our students' time here at Carisbrooke. Our school did write the 2013/14 test, but many schools in the district did not. As a result, there is no district data available. We did score 5% lower than the year before, but with no district data available it is impossible to see if this was a district trend.

Previous School Plan Goal 2: To strengthen the process of Grade 7 student transition to Grade 8 (NEW Goal 2013/14)

Objective 2.1: To increase the number of students who report they feel ready to deal with social challenges in high school.

Trend Data Table:

| Key Performance Measure: Grade 7-8 Student Transition Survey – percentage of students who reported they were ready to deal with the social challenges of high school. | | | |
|--|-----------------|---------------|---------------|
| | Baseline | Target | Actual |
| 2013/14 | 38% | Increase 10% | 80%* |
| 2014/15 | 80% | Increase 5% | June 2015 |

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

This is a fairly new goal and objective at the school. This survey was given in May 2014 to our Grade 7 students. Each question was discussed with the Grade 7 students and analysis was based upon responses to the transition survey and general discussion in the classroom. Generally speaking, it is the social demands that seem to cause great concern for our Grade 7 students as they transition into high school. Particularly, the decisions about good social choices and balancing old friends with new friends tend to be the major concerns. *The transition survey was changed slightly last year to narrow down a specific response to readiness to the social challenges of high school. This change may alter the percentages more significantly (up or down) but will be the measure used as we track over the next several years. Again, many schools did not complete this survey due to job action, so district comparisons are not available.

Objective 2.2: To increase the number of students who report they feel ready to deal with academic challenges in high school.

Trend Data Table:

| Key Performance Measure: Grade 7-8 Student Transition Survey – percentage of students who reported they were ready to deal with the academic challenges of high school. | | | |
|--|-----------------|---------------|---------------|
| | Baseline | Target | Actual |
| 2013/14 | 70% | Increase 10% | 87%* |
| 2014/15 | 87% | Increase 5% | June 2015 |

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

This is a fairly new goal and objective at the school. This survey was given in May 2013 to our Grade 7 students. Each question was discussed with the Grade 7 students and analysis was based upon responses to the transition survey and general discussion in the classroom. Generally, speaking, the academic concerns for our Grade 7 students are secondary to the social concerns as they transition into high school. Particularly, the students seem to be concerned about keeping up with the homework from several different teachers and how their organizational skills will hold up. *The transition survey was changed slightly last year to narrow down a specific response to readiness to the academic challenges of high school. This change may alter the percentages more significantly (up or down) but will be the measure used as we track over the next several years. Again, many schools did not complete this survey due to job action, so district comparisons are not available.

Objective 2.3: To increase the percentage of Grade 7 students who consistently complete homework (in preparation for high school).

Trend Data Table:

| Key Performance Measure: Discussions with Grade 6 teachers regarding successful homework completion (%) amongst the Grade 6 student population. | | | |
|--|------------------|---------------|------------------|
| | Baseline | Target | Actual |
| 2013/14 | 77% | Increase 5% | Did not complete |
| 2014/15 | TBA (May2015) | Increase 5% | June 2016 |

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

This is a new goal and objective at the school. This question was posed to Grade 6 teachers in May 2013 regarding our Grade 6 students. It was generally acknowledged that this percentage marker (77%) was based upon students who may receive some or several reminders about homework, but do consistently complete homework on time. We consider completion of homework to be an indicator of student organization and responsibility. Recognizing that, in high school, students may be assigned homework from several different teachers, that this is a skill that will be required for success at the next level. These students will be tracked in Grade 7 and discussions and a questionnaire filled out by Grade 6 and 7 teachers will provide us with data to track this year and into the future. Due to job action this was not completed in June. We will collect data from our Grade 6 students in June 2015 and continue to track trends as they move into Grade 7.

Opportunities for Further Development:

Both of these goals were new to the 2013/14 year. Our numeracy goal was our main focus during the staff collaboration times during 2013/14. Discussions about the new IRPs this year during staff collaboration have included discussions on both numeracy and academic transitions to the new IRPs. With our numeracy goal we have had several discussions about how to address the goal and to examine how our goal could be investigated considering the new IRPs (which offer some interesting considerations when teaching numeracy). In addition, continued examination of the new school district Assessment Document and the new IRPs has led to interesting

discussions about how we assess numeracy (as well as other academic areas). Also, the district has developed numeracy assessment tests for most grades. Currently, our grade 2 and grade 6 students are taking these assessment tests, but we are looking to expand to most grades in order to track “at-risk” students through Carisbrooke Elementary School.

From a staffing point of view, we were able, through LIF, to offer EA support specific to numeracy during the 2013-14 school year, but this was not able to continue through the 2014-15 school year. We are hoping to reintroduce this idea for the 2015/16 year and this is reflected in our LIF request. We have continued to offer some numeracy support through LAC and numeracy was the topic of our collegial conferencing project during the 2013-14 school year. Our Grade two data for 2014 and district data was not available, due to job action, during the 2013/14 school year.

Concerning our transition goal, teacher surveys/discussions have shown that the importance of obtaining “readiness” for high school is a consistent topic amongst our Grade 7 classrooms. Focusing on student responsibility for behaviour, participation and homework completion is a daily topic. Specific events such as the district “Grade 7/8 Transition Evening” for students and their families creates great interest in and awareness of the importance of obtaining the skill set that will assist with a successful transition to high school. Our FOS has also moved to a 7/8 grouping for connecting students from high school and elementary school (as opposed to the traditional 7/11 model). It will be interesting to track how this impacts transition. Interestingly, the (new) comprehensive Grade 7/8 transition guide should help to align all schools in the process and offers some interesting ideas that will shape our goal. Long term, we will consider both transition from grade to grade and the transition process for students with additional learning needs and students considered to be “at-risk.” Some school and district data was not available during the 2013/14 school year due to job action.

School Goals for 2015-2016:

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

1. To improve proficiency in understanding and answering math word problems (math literacy) (NEW Goal 2013/14)
2. To strengthen the process of Grade7 student transition to Grade 8 (NEW Goal 2013/14)

School Goal #1: To improve proficiency in understanding and answering math word problems (math literacy)

Goal Rationale:

For the past two years we have begun to examine literacy and how it relates to the “language of numeracy.” With an emphasis on comprehension - coupled with computation - current math practice requires close examination of “math language.” It is our belief that specific teaching to develop a school-wide math vocabulary would be advantageous to our students. Current testing practice from both district and provincial sources amply demonstrate that current expectations in numeracy include the ability to read both with fluency and comprehension. The belief is that increasing students’ math vocabulary, coupled with focusing on mastery of math fundamentals, would help students with both fluidity (fluency) and concept (comprehension) when answering numeracy word problems.

Objective 1.1:

To increase reading comprehension, specific to the “language of numeracy.”

Strategies/Structures/Resources:

- Continue to in-service staff and inform parents on the purpose of Math 44, implications of new Math IRP, and the importance of making connections to real world mathematics. Include in each Student Planner, key skills to work on at home. Include in monthly newsletters ideas for games, puzzles and activities that parents can use to further math understanding and skills. This new objective would also emphasize the role of literacy (comprehension and then computation) in understanding mathematics (particularly in the area of problem-solving).
- Development of numeracy “word walls” and the development of a school-based “math literacy” test with the emphasis on comprehension and application to computation.
- In grade level teaching teams (staff collaboration time), establish time lines and structure conversations with a focus on increasing comfort levels with strategies as defined in Math 44 and in *Elementary and Middle School Mathematics: Teaching Developmentally* by John A. Van De Walle and *Teaching Student-Centered Mathematics*
- Continue to provide regular in-service (staff collaboration time/NID) on the importance of math-based literacy in teaching mathematics, particularly as it pertains to problem-solving (comprehension then computation)
- Use established meeting times (staff collaboration, staff meetings, Intermediate and Primary team meetings, Networking Groups – K-2, 3-5, 6-7) and focus questions to engage in conversations to further a school-wide understanding of all aspects of mathematics teaching (particularly literacy-based concerns, discoveries and instructional ideas).
- Explore Provincial Performance Standards and school wide rubrics for assessing and evaluating Numeracy skills to further guide classroom and individual instruction.

Evidence: (Quantitative)

| Key Performance Measure: | Baseline | Target | Actual |
|---|----------|-------------|-----------|
| Grade 2 NVSD Numeracy Test (Class Score Average%) | 78% | Increase 5% | June 2016 |

Evidence: (Qualitative)

| |
|---|
| <p>Qualitative Baseline:</p> <ul style="list-style-type: none">- The changing expectation in numeracy is a topic across staff, schools and districts. Concern over the increased demands on literacy (reading comprehension) when undertaking math questions (computation) has required that teachers need to focus on a targeted, combined literacy/numeracy approach when teaching math. |
| <p>Qualitative Target:</p> <ul style="list-style-type: none">- The target is to increase discussion amongst teachers, students and parents regarding the need for a focused approach on math literacy. Also, to develop some discussion on specific tools (word walls) and processes (deconstructing word problems) that can be used in the classroom and reinforced at home |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments |

Evidence: (Quantitative)

| Key Performance Measure: | Baseline | Target | Actual |
|---|----------|-------------|-----------|
| Grade 6 NVSD Numeracy Test (Class Score Average%) | 67% | Increase 5% | June 2016 |

Evidence: (Qualitative)

| |
|---|
| <p>Qualitative Baseline:</p> <ul style="list-style-type: none">- The changing expectation in numeracy is a topic across staff, schools and districts. Concern over the increased demands on literacy (reading comprehension) when undertaking math questions (computation) has required that teachers need to focus on a targeted, combined literacy/numeracy approach when teaching math. |
| <p>Qualitative Target:</p> <ul style="list-style-type: none">- The target is to increase discussion amongst teachers, students and parents regarding the need for a focused approach on math literacy. Also, to develop some discussion on specific tools (word walls) and processes (deconstructing word problems) that can be used in the classroom and reinforced at home |

Qualitative Actual:

- Click here to type qualitative ACTUAL comments

**School Goal #2:
To strengthen the process of Grade 7 student transition to Grade 8**

Goal Rationale:

Transition to high school has long been recognised as an exciting but difficult time for many of our students. High school is considerably different than elementary school and both academic and social demands can be significant. In recognition of this fact, it has become imperative that educators examine ways in which the transition from one school to another can be openly discussed and addressed. Effective implementation of strategies and structures can result in minimalizing the stress and strain of change, as students make this very important and essential transition.

Objective 2.1:

To increase the number of students who report they feel ready to deal with social challenges in high school

Strategies/Structures/Resources:

- engagement in open discussions with students and parents about preparing for high school
- provide opportunities for Grade 6 and 7 teachers to meet with high school teachers to talk about the differences regarding both academic and social expectations as students' transition into high school
- provide opportunities for students to attend high school for specific grade areas when appropriate (one of our students attended a Grade 8 woodworking course at a local high school)
- Organize peer visits to and from secondary school (ex. cyber bullying workshop delivered by students, band presentations etc.)
- Organize intake meetings with secondary school counselor (specifically for students identified as being "at-risk.") (Preferably mid-year and specific to students "at-risk.")
- Organize grade 7 visits to secondary schools (including specific events)
- Have a Grade 8 teacher speak with Grade 7 classes as a "kickoff" to introduce quasi grade 8 classroom expectations' in grade 7 classrooms toward year-end
- Introduce opportunities for Secondary School First Nation Support Workers to visit elementary school and vice versa
- Work with Learning Support Teachers from both elementary and secondary school to determine appropriate and individualized ways to support special needs students in their transition

- Establish “check-in” routines to track student adjustment in the first 6 months of grade 8
- Organize post-transition visits for Grade 7 teachers to visit both counselors and students (when appropriate)
- Use of staff collaboration time to discuss transition goal

Evidence: *(Quantitative)*

| Key Performance Measure: | Baseline | Target | Actual |
|--|-----------------|---------------|---------------|
| Grade 7-8 Student Transition Survey (social readiness) | 80% | Increase 5% | June 2016 |

Evidence: *(Qualitative)*

| |
|--|
| <p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Discussions with both Grade 7 students and teachers suggest that the social transition to high school is of great concern to many students. Fear of making new friends and figuring out how to maintain connections with old friends is significant. Fears of falling into the “wrong” group and communicating with teachers are also concerns for students. |
| <p>Qualitative Target:</p> <ul style="list-style-type: none"> - Having discussions with Grade 7 students about the social demands of high school and sharing data from Grade 8 students should help to lessen the anxiety. Having Grade 8 students and teachers coming to the school to talk about social demands and solutions would also be very helpful. |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments |

Objective 2.2:

To increase the number of students who report they feel ready to deal with academic challenges in high school

Strategies/Structures:

- S/S/R are the same as those listed in Objective 2.1

| Key Performance Measure: | Baseline | Target | Actual |
|--|-----------------|---------------|---------------|
| Grade 7-8 Student Transition Survey (academic readiness) | 87% | Increase 5% | June 2016 |

Evidence: *(Qualitative)*

| |
|---|
| <p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Meeting the academic demands of high school is a concern for most Grade 7 students. The thought of having several different teachers and the expectations of increased independence and responsibility can be intimidating. |
| <p>Qualitative Target:</p> <ul style="list-style-type: none"> - Having discussions with Grade 7 students about the academic demands of high school and sharing data from the Grade 8 student survey should help to lessen the anxiety. Having Grade 8 students and teachers coming to the school to talk about academic demands and solutions would also be very helpful. |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments |

Objective 2.3:To increase the percentage of Grade 7 students who consistently complete homework (in preparation for high school).

Strategies/Structures:

- tracking homework completion for students who are considered to be “at-risk.”
- engagement in open discussions with students and parents about preparing for high school
- provide opportunities for Grade 6 and 7 teachers to meet with high school teachers to talk about the differences regarding both academic and social expectations as students’ transition into high school
- provide opportunities for students to attend high school for specific grade areas when appropriate (two years ago one of our students attended Mountainside High School for woodworking)
- Organize peer visits to and from secondary school (ex. cyber bullying workshop delivered by students, band presentations etc.)
- Organize intake meetings with secondary school counselor (specifically for students identified as being “at-risk.” Preferably mid-year and specific to students “at-risk.”
- Organize grade 7 visits to secondary schools (including specific events)
- Have a Grade 8 teacher speak with Grade 7 classes as a “kickoff” to introduce a “quasi” Grade 8 expectations (in the Grade 7 classroom) towards the end of the year
- Introduce opportunities for Secondary School First Nations Support Workers to visit elementary schools (and vice versa).
- Work with LSTs and LATs from both elementary and secondary schools to determine appropriate and individualized ways to support special needs students in their transition
- Establish “check in” routines to track student adjustment in the first 6 months of Grade 8.
- Organize post-transition visits for Grade 7 teachers to visit both counselors and students (when appropriate)

| Key Performance Measure: | Baseline | Target | Actual |
|---|-----------------|----------------|---------------|
| Teacher survey that identifies the percentage of Grade 6 students who complete their homework on a consistent basis (students will be tracked in Grade 7) | June* 2015 | Increase 5% | June 2016 |

- Due to job action we need to re-establish a Grade 6 baseline this year and track into Grade 7 next year (June 2016)

Evidence: (*Qualitative*)

| |
|---|
| <p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Discussions with Grade 6/7 teachers suggest that most students will complete homework if constantly reminded by their teachers and if given opportunities within class time to complete work. If not given reminders, or in-class time to complete, up to 1/4 of the students struggle with homework completion-which is essential to success in high school. |
| <p>Qualitative Target:</p> <ul style="list-style-type: none"> - Our target is to begin talking with students, as they move into Grade 7, about the expectations of high school and how homework completion is a definitive marker to high school success. This discussion should include parents (support network from our parent community is outstanding) |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments |

Connections:

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

The School Planning Council met as a leadership team throughout the year and this was followed up with FOS meetings where the development of the school plan was a consistent agenda item. Attention to the District Achievement Plan was also acknowledged both at the SPC and FOS level.

Goal # 1: To improve proficiency in understanding and answering math word problems (math literacy)

Our Numeracy goal is tied closely to the School District's Achievement Plan Goal #2 (To improve students' achievement in Numeracy) and goes further into the investigation of the literacy/numeracy link (math literacy). This goal was created in recognition of the fact that students today are required to demonstrate mastery both in computation and comprehension. As a result, this goal is also tied to the first goal under the District Achievement Plan (To improve students' achievement in literacy)

Goal # 2 : To strengthen the process of Grade 7 student transition to Grade 8

This goal was a focus of many FOS meetings this year and was seen as an essential goal for all "feeder" schools to embed in their school plan. Development of this goal also resulted in a uniform Grade 7 and Grade 8 survey to be given to students over the course of two years. The Grade 7 survey (anticipatory) and the Grade 8 survey (reflective) were developed to determine the academic and social concerns of our transitioning students. Needless to say, this ties in very nicely with the District Achievement Plan's third goal (To improve graduation and six-year completion rates).

-The District Plan highlights the importance of aboriginal awareness and aboriginal achievement; As a school with a very small aboriginal population, we are very interested in creating an awareness of both aboriginal peoples and their achievements. Our goal at Carisbrooke is to create awareness of the diversity of cultures – aboriginal and otherwise.

Consultation Process of Carisbrooke 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 Carisbrooke School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 14/15

| | Name | Signature |
|--|-------------------|--|
| Chairperson (Principal) | Wayne Mitchell | <i>Original Document Signed by SPC Members</i> |
| Teacher | N/A | |
| Parent | Lucy Cayuela | |
| Parent | Lea Anne Sexton | |
| Parent | Melanie Zimmerman | |
| Student (Gr 10, 11, 12 schools only) | N/A | |

Board Approval of School Plan:

Approved by:

Mark Pearmain, Assistant Superintendent
June 15, 2015