

North Vancouver School District
SCHOOL PLAN for 2015-2016

School: Carson Graham Secondary
Address: 2145 Jones Avenue
 North Vancouver, BC V7M 2W7
Phone: 604-903-3555

School/Community Context:

Carson Graham Secondary is an International Baccalaureate (IB) continuum school that operates both the IB Diploma Programme (DP) and Middle Years Programme (MYP). Consequently, our vision and school goals both align with our school district and the International Baccalaureate Organization (IBO). Beyond our IB programmes, Carson Graham Secondary serves its diverse student population with an array of innovative program offerings within our state of the art facility. Our dedicated and experienced faculty are committed to excellence making Carson Graham Secondary a leading school in both our school district and province. To that end, we are proud of our achievements to date including our Grade 12 graduation rates for 2013-14 was 95.9% - higher than school district and provincial averages. Moreover, our 2013-14 graduation rates for our Aboriginal students was 90.9% - again, higher than school district and provincial averages. Beyond graduation statistics, Carson Graham Secondary uses a variety of data to in connection with our school goals.

Demographics (2014-2015 school year):

Total number of students: 1190 Male: 656 Female: 534

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

Grade	8	9	10	11	12
English	248	263	243	235	201

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
64.99	8.2	16.3	5.6	3.9

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To develop inquiring, knowledgeable, confident and caring students.

To increase successful student transitions between grades, particularly for students who are at-risk academically:

Trend Data Table:

Key Performance Measure: Enter performance measure description			
	Baseline	Target	Actual
2014-15			
2013-14	92.7%		
2012-13	92%	95%	92.7%
2011-12	91.5%	93%	92%
2010-11	89.5%	3% increase	91.5%
2008-09	92.5%	3% increase	89.5%

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

Carson Graham's 2013/14 Graduation Rate rose to 95.9%, the second highest in the school district and above district and provincial graduation rates. Moreover, this graduation rate analysis was also observed with higher graduation rates for our Aboriginal, ELL and Special Needs learners.

Previous School Plan Goal 2: To enhance Aboriginal students' academic achievement, student empowerment and sense of belonging.

We continue to focus on academic achievement, student empowerment and sense of belonging for all our students. In terms of our students of Aboriginal ancestry, we will sustain our initiatives that infuse Indigenous approaches to teaching and learning for both staff and students consistent with the new BC Education Plan.

Previous School Plan Goal 3: To increase student engagement and connection to Carson Graham Secondary School at the 7/8 transition stage.

This collective Carson Graham Family of Schools' goal is one that remains paramount to our vision. An effective 7/8 transition will ultimately assist with our first two goals that will yield a positive and successful high school experience for all students.

Opportunities for Further Development:

Based on last year's plan, we have found our (3) school goals will be best addressed with a long-term focus with annual adaptations for continued growth. Additionally, we look forward to the proposed changes on the school planning process for next year.

School Goals for 2015-2016:

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

- 1. To develop inquiring, knowledgeable, confident and caring students.**
- 2. To enhance Aboriginal students' academic achievement, student empowerment and sense of belonging.**
- 3. To increase student engagement and connection to Carson Graham Secondary School at the Grade 7/8 transition stage.**

School Goal 1:

To develop inquiring, knowledgeable, confident and caring students.

Goal Rationale:

Carson Graham is an accredited International Baccalaureate (IB) continuum school that offers both the Middle Years Programme (MYP) and Diploma Programme (DP). Our IB status is a major part of our school identity that aligns with both our IB and school mission statements. We see this broad goal as the core goal with specific objectives updated on an annual basis.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

IB Mission Statement

We strive for excellence in all endeavours; encourage personal and social responsibility, respect diversity and work to develop a lifelong commitment to learning.

Carson Graham Mission Statement

Objective 1.1

To increase successful student transitions between grades, particularly for students who are at-risk academically and social-emotionally.

Strategies/Structures/Resources:

- Departments continue to update their units and assessment to align with the MYP Next Chapter and department action plans. This ongoing 'road map' remains the focus of our staff development time.
- Departments will further develop and refine the interdisciplinary and transdisciplinary units created over the past year.
- We currently have 43 students registered in at least one CHOICES block and we anticipate future growth to support our students' diverse social emotional needs.
- Continue to provide staff development time for the above strategies that includes adapting curricula that is inclusive for all students. This includes on direct support blocks for both numeracy and literacy.
- Continue with the involvement of faculty participating in our School Based Resource Team Meetings (SBRT).
- Our final instructional week in June has been modified to accommodate two 3hr classes per day allowing for final assessments to take place in a meaningful way. Additionally, the final week of June includes a schedule for students to receive additional support in any academic areas along with exam preparation time.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Ministry Transition Data - Total Student Population	92.7%	95%	
Ministry Transition Data - Grade 11 into Grade 12	87%	90%	
Number of Students successfully supported in new CHOICES Program	43	50	

Objective 1.2:

To improve student learning surrounding overall bullying.

Strategies/Structures:

- To continue to provide pro-active anti-bullying education for our students and parents (ie. Red Cross Beyond the Hurt, Safeteen, Jesse Miller on Cyber bullying).
- Increase leadership involvement with student council and recruit junior students into council
- Administer the Social Responsibility Survey (SRS) to a larger number of students. This year only one class at each grade level (8-11) took the survey and felt it did not provide an accurate picture.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
SRS Survey: Adults do a good job of responding to bullying and harassment. (Many times/All the time)	68%	100%	
SRS Survey: At school, are you bullied, teased or picked on? (Many times/All the time)	12%	0%	
SRS Survey: If you have been picked on, discriminated against, bullied, harassed or attacked, have you told the individual to stop? (Never/Hardly Ever)	44%	0%	
SRS Survey: Have you experienced cyber bullying? (Many times/All the time)	12%	0%	

Objective 1.3:

To develop internationally minded people through our IB learner profile. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Strategies/Structures:

- Continue to acknowledge our students who demonstrate our IB learner profile attributes through our CG Stars monthly recognition and annual awards ceremony.
- Continue to refine our Grade 10 Personal Project which serves as a powerful “exit interview” for our Grade 10’s completing their MYP certificate. This will include showcasing some of our personal projects year-round.
- Continue to work on school wide initiatives to support our IB learners through the use of our IB Staff collaboration and Staff Development time. For 2015-16, we will continue with our seminars and presentations (personalized by grade level) spread throughout the school year for increased effectiveness.
- An explicit strategy towards increasing awareness and ultimately, participation in school clubs will be implemented for 2015-16. Beyond our traditional ‘club day’ we will use our learner profile display cases to profile the variety of clubs that are offered at Carson Graham. Further, at our Grade 8 parent meeting, we will strongly encourage students to sign up as a key component of becoming a ‘balanced’ student. Additional communication will go out separately to parents to ensure they are aware of club opportunities.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
SRS Survey: Students at your school accept all individuals regardless of their academic ability. (Many times/All the time) Open-Minded	80.6%	100%	
SRS Survey: Have you participated in a community or club organization? (Many times/All the time) Balanced	53.8%	75%	
SRS Survey: Have you participated in a group to make school a better place? (Many times/All the time) Principled, Caring, Risk-Taker	29%	50%	

School Goal 2:
To enhance Aboriginal students’ academic achievement, student empowerment, and sense of belonging.

Goal Rationale:

Carson Graham is the most culturally diverse school in the district which includes having the largest Aboriginal student population. Carson Graham Secondary takes pride in its diversity and our on-going commitment to educate our staff and students as we embed Indigenous approaches to teaching and learning.

Objective 2.1:

To improve student attendance rates.

Strategies/Structures/Resources:

- Expand our current Aboriginal support team to include members of all curricular areas.
- Deepen academic supports through CHOICES program.
- Continue to administer our Aboriginal Education Secondary Survey and use the data to inform our practice.
- Consider extending our transportation support within a particular time frame. This year we offered transportation assistance for four week prior to Spring Break in order to assist students that were having difficulty getting to school.

Evidence: *(Quantitative)*

Key Performance Measure: (83 Respondents)	2015 Baseline (2014 Data)	Target	Actual
Aboriginal Education Survey: Do you feel your school supports students of Aboriginal ancestry? (Many times/All the time)	94% (88%)	100%	
Aboriginal Education Survey: Do you feel encouraged at school? (Many times/All the time)	88% (79%)	100%	
Aboriginal Education Survey: Do you like school? (Many times/All the time)	62% (52%)	100%	
Aboriginal Education Survey: Do you feel safe at school? (Many times/All the time)	100% (93%)	100%	

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - We have re-structured our Aboriginal support team that is now comprised of mainly in-school support with (3) teachers and (1) support worker having dedicated time within their schedules to support our students of Aboriginal ancestry. - Our Aboriginal Celebration Week began with a school wide assembly with Darrell Dennis as the keynote and individual classes participated in various workshops displaying appreciation for Aboriginal culture and cultural diversity in general. Over the course of four days, we had over 50 workshops and activities hosted by our Aboriginal community leaders and students. Further on the last day our elementary feeder schools joined us for dancing at our closing outdoor concert with the Aboriginal Band named "Bitterly Divine."
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Using our Aboriginal Education Survey and building from school wide events (listed above), we hope to improve sense of belonging for students of Aboriginal ancestry and increase awareness and appreciation for Aboriginal culture. Further, the intent is to celebrate diversity, in general, and offer opportunities throughout the school year.

Qualitative Actual:

- TBA

Objective 2.2:

To improve grade to grade transition rates.

Strategies/Structures:

- Develop and enhance alternative forms of support in classes for students of Aboriginal ancestry.
- Promote meaningful integration of Aboriginal teachings in all curricular areas.
- On-going staff development focusing on supporting learners of Aboriginal ancestry.

Key Performance Measure:	Baseline	Target	Actual
%/of students of Aboriginal ancestry that transition to next grade level	TBA	92%	
Aboriginal Education Survey: Do you learn about Aboriginal Culture at school? (Many times/All the time)	74%	100%	
Aboriginal Education Survey: Do you receive support from a First Nations support worker or Aboriginal Support Teacher? (Many times/All the time)	51%	80%	

School Goal 3:

To increase student engagement and connection to Carson Graham Secondary School at the 7/8 transition stage.

Goal Rationale:

The Carson Graham Family of Schools (FOS) remains committed to improving the 7/8 student and parent transition process. Through on-going collaboration with our feeder schools, we continue to refine our strategies and practices to help ensure a smooth transition for all students.

Objective 1.1:

To improve the elementary to high school transition process.

Strategies/Structures/Resources:

- **Continue with** CGSS 7-8 Buddy Program and refine certain aspects that will include dedicated Grade 8 time with Grade 9 buddies on first day to review their timetable and map of the school. Specifically, we want to ensure all Grade 8's that may have not participated in the spring transition process have a Grade 9 buddy.
- Carson Family of School (FOS) 7-8 Teacher Visit Exchange initiated in spring 2015
- Series of meetings with grade 8 students to explain program
- April: Grade 8's have FOS visit and meet their Grade 7 buddies
- May: Grade 7 CGSS visit, now includes a classroom component for gr. 7s.
- First day of school in September: Grade 8-9 buddy welcome
- Homeroom posters throughout the school
- Late September/early October reconnection activity
- October survey grade 8s about the 7-8 program and the transition process
- Increase communication with feeder schools and out-of-catchment schools
- regular FOS meetings to discuss the transition process
- Grade 7 programming evenings
- Grade 8 Parent Evening to review MYP programme
- Invite grade 7s to the Grade 10 Personal Project Exhibition
- IB sessions focus on MYP and the Learner profile including: Student learning, Social emotional well-being, our community and environment, global citizenship, physical well being
- Grade 8 Parent Newsletter that will go out in August to highlight first day with Grade 9 buddy along with club information.
- Explore common FOS professional development day
- Create joint units of inquiry for intermediate grades and high school: collegial conferencing projects with elementary schools to foster K to 12 instructional collaboration
- Learner profile activities
- Continue with Carson Graham students delivering presentations to elementary schools such as Global Initiatives and anti-bullying presentations.

Key Performance Measure: Grade 7/8 Survey (taken in Grade 7 and Grade 8)	Baseline (Gr.7)	Baseline (Gr.8)	Target	Actual
How comfortable are you with the idea of starting secondary school? (Quite comfortable/Very comfortable)	TBA	TBA	100%	
What is your biggest concern regarding secondary school? Sports (SP), Social (SO) or Academic (A)	TBA (A) TBA(SO) TBA (SP)	TBA (A) TBA (SO) TBA (SP)		

Connections:

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

Our third "transition" goal remains a common goal with all of our 7 feeder schools. Through our Family of Schools meetings and survey data, we will continue to monitor and refine our strategies. Specifically, the Carson Graham Family of Schools is looking to implement:

1 - A common CG FOS parent presentation series throughout the year to be held at various schools. Our goal is to publish a calendar of 3-4 parent presentations at the start of the school year.

2 - We are working with our respective staffs to explore the opportunity for a common professional development day that would include a variety of K-12 workshops for our teachers and support staff to attend at various sites.

Consultation Process of Click to type school name School Planning Council:

School administrators, staff, parents and students have been actively involved in the development of the School Plan.

A summary of the approved Carson Graham Secondary School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: April 22, 2015

	Name	Signature
Chairperson (Principal)	Karim Hachlaf	<i>Original Document Signed by SPC Members</i>
Parent	Chena Binns	
Parent	Lucinda Pentin	
Parent	Lindsay Dawkins	
Student	Colin Quirk	
Student	Negar Hamizadeh	
Student	Ayda Fathi	

Board Approval of School Plan:

Approved by:

Mark Pearmain, Assistant Superintendent
June 15, 2015