

North Vancouver School District  
**SCHOOL PLAN for 2012-2013**

**School:** Carson Graham Secondary  
**Address:** 2145 Jones Avenue  
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**School/Community Context:**

Over the past three years Carson Graham Secondary School has been operating as a single school with two campuses. The previous series of School Plans have not only been reflective of this reality, but more importantly, they had always been intended to be transitional in nature. When the doors of the new Carson Graham open on September 4, 2012 it will be the first time that students in Grades 8-12, its teachers and administrators, para-education and support staff will be in a single building since the movement to amalgamate the Carson Graham and Balmoral school communities into a single school began in June 2009. With the new school comes a new set of school goals that we believe will enable the community to be more responsive to the diverse academic and social and emotional needs of our learners.

**Demographics (2011-2012 School Year):**

Total number of students: **1136** (May 2012) Male: **630** Female: **506**

**Number of students per grade**

Grade	8	9	10	11	12
English	207	192	235	261	240

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
63.36	5.7% (65)	15.7% (178)	5.5% (63)	6% (69)

## Progress Analysis:

### Review of School Goal – Previous Year (2011-2012)

*To create a school environment that enables and expects all students to become engaged responsible, independent learners who recognize their roles and responsibilities in their own learning, in their community, and in the world.*

The single goal that we developed over four years ago was admittedly incredibly broad and ambitious. We believed that it reflected the core educational mandate that has been set down before us by the Ministry of Education.

This goal encompassed three distinct sub-sets; one that centered on strategies and structures that focused on improving overall levels of student achievement; one that built upon and augmented the various programs, structures, and events designed to enhance First Nations students' academic success rates, empowerment, and sense of belonging; and finally another that allowed for the further development of student empowerment and leadership opportunities both here at the school and within our wider community.

#### Objective 1.1:

- To improve overall levels of student achievement:

#### Objective 1.2:

- To build upon and augment the various programs, structures, and events designed specifically to enhance First Nations students' academic success rates, empowerment, and sense of belonging

#### Objective 1.3:

- Further develop student empowerment and leadership opportunities both here at the school and within our wider community

Quantitative data was difficult to attain this past school year as a result of the BCFT job action. Yet we were able to receive informal, qualitative feedback which indicated that – particularly in regard to Objective 1.2 – much more work still remains to be done.

We are generally pleased with the overall degree of success we have managed to attain with respect to our overarching goal; its three objectives, and the various strategies we employed to reaching that goal. We continue our work to further develop into the community of learners we strive to be.

#### Opportunities for Further Development:

As we continue with the next phase of trying to further create a single, unifying school community we will need to continue to monitor our new goals (all of which could be considered as related to our current single goal). By aligning our pedagogy and our instructional approaches to learning we will increase students' chances for success both in the classroom and in life in general.

## School Goals for 2012-2013:

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 2012-2013 are:

1. To improve student success rates in grade-to-grade transition from entry in Grade 8 through to graduation.
2. To enhance First Nations 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 improve student success rates in grade-to-grade transitions from entry in Grade 8 through to graduation.**

**Goal Rationale:**

Student achievement underpins all that we do in schools. While this first goal applies to all of our students it has greater significance to those within our school community who are “at-risk” academically and social-emotionally. It is our intent, therefore, that teachers, students and parents will work together to make sure every student’s needs are met, passions are explored and goals are achieved.

**Objective 1.1:**

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

**Strategies/Structures:**

1. Departments to review and revise scope and sequence of curricula from Grades 8-12 ensuring that both BC Ministry of Education curricula and IB curricula and Program Standards and Practices are aligned in a purposeful and cohesive manner.
2. Departments to develop a comprehensive Grade 8-12 IB *Approaches to Learning* (critical thinking and learning skills) scope and sequence. *Approaches to Learning* are to be integrated into all units of inquiry across the school.
3. Provide staff development for the following
  - a. Adapting and modifying curricula
  - b. Revising and creating units of inquiry that have adaptations to better meet the needs of all students

**Evidence: (Quantitative)**

Key Performance Measure:	Baseline	Target	Actual
1) %/Number of current Grade 7's from Carson Graham's FOS elementary feeder schools who are choosing to enrol elsewhere for 2012-2013	11.98% (29 out of 242 students)	3% reduction overall targeted in 2012-2013	
2) %/Number of Grade 8, 9, 10, 11 students successfully transitioning to the next grade.	93.1% (876 of 941 students based on 2010-2011 data)	3% increase overall targeted in 2012-2013	
3) %/Number of Grade 8-12 student s who transferred out of Carson Graham in 2011-2012 (to KLASS, YLC, Non-Attending, or elsewhere)	11.39% (134 of 1174 students since Sept. 2011 1701 count)	3% reduction overall targeted in 2012-2013	

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- There is the potential to survey parents, students and staff about their understanding of curricula alignment which could assist in developing future strategies/structures that could be put in place to support this goal.</li> <li>- The CGPAC has invited department representatives to their monthly PAC Meetings over the last number of years to provide parents with a general overview of the scope &amp; sequence of courses within a given subject area.</li> <li>- Continue the practice of having teachers within department areas annually review course outlines to ensure congruency.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- To be reviewed in April 2013</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>- TBA</li> </ul>

**Objective 1.2:**

To improve the grade-to-grade transition for students considered to be *at-risk* social-emotionally.

**Strategies/Structures:**

1. Restructuring School Based Resource Team (SBRT) meetings and processes so that more teachers are included in the SBRT process
  - Create understanding of our Service Delivery Model and teacher roles and responsibilities.
2. Restructure counselling, and BSW, YEW and YOW services and resources in support of social emotional learning.
  - Increasing awareness of how social/emotional needs impact student learning

**Evidence: (Quantitative)**

Key Performance Measure:	Baseline	Target	Actual
1) %/Number of Ministry Designated H & R students successfully transitioning to next grade.	(Baseline determined once term3 & Final grades are submitted June 22, 2012)	TBD	
2) %/Number of students successfully supported in CHOICES Program.	(Baseline by Dec. 2012 – Review in April 2013)	TBD	
3) %/Number of students reporting successful support through work of counselling, BSW, YEW and YOW	(Baseline by Dec. 2012 – Review in April 2013)	TBD	

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- CHOICES SBRT and SBRT to survey teachers and students to determine what strategies/skills/tactics and overall approaches to engaging specific <i>at risk</i> learners in their classrooms that are "working, and, to provide for opportunities to share with other staff who also have at-risk learners in their class. Best practise would suggest that a common and consistent approach when dealing with a particular student or a group of students with similar needs will garnish better results.</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- To be reviewed in April 2013</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- TBA</li></ul>



**School Goal 2:** to enhance First Nations students' academic achievement, student empowerment, and sense of belonging.

**Goal Rationale:**

We are aware that the vision for the success of our students of Aboriginal ancestry is one that cannot be achieved immediately and cannot be achieved solely at the school level. However our research shows that when we view our students of Aboriginal ancestry as students first; when we include students of Aboriginal ancestry in all aspects of the school community; when we educate staff with ongoing staff development; when we infuse Indigenous approaches to teaching and learning and Aboriginal content into our school(s); and when we provide the wrap around support students of Aboriginal ancestry require, we will be providing a program that will better "inspire success for every student and bring communities together to learn, share and grow" (NVSD Vision, 2011).

**Objective 2.1:**

To improve student attendance rates.

**Strategies/Structures:**

1. Expanding our current aboriginal support team to include members from all curricular areas.
2. Develop a mentorship program having our support team mentor a small group of students.
3. Mentors have regular communication with parents about student attendance (i.e. phone calls home).
4. Development of a satisfaction survey designed for students (and the parents of students) of Aboriginal ancestry.

**Evidence: (Quantitative)**

Key Performance Measure:	Baseline	Target	Actual
1) Average attendance rates of our students of Aboriginal ancestry	20.87% (Based on the average attendance of our 62 students of Aboriginal ancestry)	Minimum 10% reduction overall targeted in 2012-2013	

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- The results of a satisfaction survey for students (and the parents of students) of Aboriginal ancestry – to be developed in the fall of 2012 and to be administered in December of 2012 – can provide the bases line for the creation of a series of strategies designed specifically to improve the attendance rates of our students of Aboriginal ancestry.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- To be reviewed in April 2013</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>- TBA</li> </ul>

## Objective 2.2:

To improve student grade to grade transition rates.

### Strategies/Structures:

1. Develop and enhance alternative forms of support in classes for students of Aboriginal ancestry.
2. Promote meaningful integration of Aboriginal principals of teaching and learning throughout the school in all curricular areas.
3. Have on-going staff development focusing on supporting learners of Aboriginal decent.
4. Aboriginal support mentors to meet regularly with students to discuss academic progress.

### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
1) %/Number of our students of Aboriginal ancestry that transition to next grade level.	87% (69 of 78 students based on 2010-2011 data)	3% increase overall targeted in 2012-2013	
2) %/Number of our students of Aboriginal ancestry who transferred out of Carson Graham in 2011-2012 (to KLASS, YLC, Non-Attending, or elsewhere)	14.52% (9 students of Aboriginal ancestry withdrew since Sept. 2011 1701 count)	Minimum 5% reduction overall targeted in 2012-2013	

### Evidence: (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Aboriginal support mentors to survey teachers and students to determine what strategies/skills/tactics and overall approaches to engaging students of Aboriginal ancestry in their classrooms that are "working" and to provide for opportunities to share with other staff. Best practise would suggest that a common and consistent approach will garnish better results and a sense of connection to the school and the school community.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- To be reviewed in April 2013</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>- TBA</li> </ul>



**Objective 2.3:**

To increase student participation rates in both school and community activities.

**Strategies/Structures:**

1. Aboriginal support team to set goals with students with regard to their community service and co-curricular activities.
2. Increase the number of cultural activities that occur – both school-wide and in the classroom.

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
1) % of students of Aboriginal ancestry involved in school-based community service and/or co-curricular activities.	(Baseline by Dec. 2012 – Review in April 2013)	TBD	
2) % of students of Aboriginal ancestry involved in cultural activities at the school and in the community.	(Baseline by Dec. 2012 – Review in April 2013)	TBD	

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>– The results of a satisfaction survey for students (and the parents of students) of Aboriginal ancestry – to be developed in the fall of 2012 and to be administered in December of 2012 – can provide the bases line for the creation of a series of strategies designed specifically to improve participation rates in both school and community activities for our students of Aboriginal ancestry.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>– To be reviewed in April 2013</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>– TBA</li> </ul>

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

**Goal Rationale:**

The district and the school are committed to seeing improvements in the Grade 7 to 8 transition processes. We wish to examine our current transition processes between elementary and secondary and build upon the best practices that have been working effectively to help ensure a smooth transition for all students. Two key measures to monitor progress will be used; a student survey, and, Grade 8 attendance rates.

**Objective 3.1:**

To increase the number of Grade 8 students reporting that they feel engaged and connected to Carson Graham Secondary School.

**Strategies/Structures:**

1. Design a student survey to collect information about the level of student engagement and degree of connectedness to CGSS.
2. Grade 8 student attendance to be monitored by counsellors each week and by SBRT bi-weekly.
3. Design and implement a 7-11 mentorship program.
  - a. January/February – establish a series of information meetings with the entire cohort of Grade 11 students based on feeder elementary school affiliation.
  - b. April – Grade 11 students to visit their affiliated Carson Graham Secondary School Family Of Schools (CGSS FOS) elementary feeder school and meet with their assigned Gr. 7 "buddy"
  - c. May – Grade 7 orientation and visit to Carson Graham Secondary School (CGSS): Grade 7 students again meet with their Grade 11 "buddy".
  - d. September "First Day of School" – Incoming Grade 8 students will be paired with their grade 11 "buddy" for opening day procedures
  - e. Mid/Late September – Grade 8/11 Connection BBQ
  - f. October – A survey will be conducted with Grade 8 students and their parents about the 7-11 Program and the initial transition process from elementary to high school.
4. Increase the degree and the frequency of communication among and between staffs at Carson Graham Secondary and those at its FOS feeder elementary schools.
  - a. Scheduled CGSS FOS meetings to regularly discuss the transition process.
  - b. Annually solicit feedback from the staff at CGSS FOS feeder elementary schools regarding the transition process.
  - c. Specifically target the Grade 7 teachers' for their feedback and solicit their suggestions regarding the transition process and what can be done to improve it.



5. Increase the degree and frequency of communications with the parents of our in-coming Grade 7 students via:
  - a. Grade 7 Programming Evenings.
  - b. IB-Middle Years Programme (IB-MYP) Information Evenings.
  - c. Community Presentations at each of our CGSS FOS elementary feeder schools each January.
  - d. Expansion of the Grade 7 Information page on our school maintained website.
  - e. Routine emailing of e-newsletters to Grade 7 parent community using SchoolConnects.
6. Expand and improve upon the annual CGSS Grade 7 orientation & visit held each May by:
  - a. Making it a central to the role and function of the CGSS FOS
  - b. Developing three workshops/seminars that are centered around the theme of 'transition'
  - c. Directly linking the event to the 7-11 Program.
7. Enhance the "First Week" Grade 8 IB-MYP workshops/seminars by including sessions that are centred around the core of the MYP and the *Learner Profile*: Student Approaches to Learning; Social Emotional Well-Being; our Community & Environment; Global Citizenship; and Physical Well-Being
8. Continue to refine the Grade 7 into grade 8 Articulation Process:
  - a. Refine the documentation
  - b. Paperless articulation
  - c. Enhance our follow-up communication process with parents with letters of recommendations.
9. Explore starting an annual CGSS FOS Christmas Concert each December
  - a. Bridge the idea with CGSS staff
  - b. Talk about this at future CGSS FOS calendar alignment meeting
10. Explore opportunities that would allow for the joint use of CGSS facilities by Carson Graham FOS elementary schools.
11. Enhance opportunities for CGSS leadership students to work with students and staff at each of our FOS feeder elementary schools.

Key Performance Measure:	Baseline	Target	Actual
1) %/Number of current Grade 7 students from Carson Graham's FOS elementary feeder schools that are choosing to enrol at Carson Graham for 2012-2013 school year.	88% (213 of 242 feeder students - plus 6 students from FI programs at two feeder school – will enter CGSS directly)	3% increase overall targeted for 2013-2014 school year	
2) Number of students from schools from outside of the Carson Graham FOS feeder elementary schools.	7.4% (17 of 230 incoming Gr. 8 students are coming from other catchment schools or from outside of the district)	3% increase overall targeted for 2013-2014 school year	
3) Weekly Attendance Reports	(Baseline by Dec. 2012 – Reviewed monthly)	TBD	
4) Grade 8 "Transition" Survey results	(Baseline by Dec. 2012 – Review in April 2013)	TBD	



**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Surveying both the incoming Gr. 8 students and their Gr. 12 mentorship “buddies” within the first month after school start up (by end of September 2012) regarding the effectiveness program and solicit feedback for changes that could be made to strengthen the program for the following school year. Parents of incoming Gr. 8 students to also be surveyed.</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Implement suggested changes to 7-11 Program in advance of the start of the 2013-2014 7-11 Program.</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- TBA</li></ul>

## Connections:

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

A concerted effort was made this past year to develop a shared goal among all of the schools within the Carson Graham FOS. Goal 3 – our “transitions” goal – is one that is reflective in the School Plans of each of our elementary feeder schools either as a discreet goal or imbedded within one of their existing goal(s) as a strategy/structure. We are hopeful that the work that began this year to examine our individual School Plans more close, to examine who we might be able to align our strategies/structures those goals, will continue in 2012-2013.

The three goals outlined in our 2012-2013 School Plan are reflect the goals and strategies outline in the NVSD District Achievement Plan.

**Consultation Process of Carson Graham Secondary 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, 2012.

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

Date: June 18, 2012

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Stephen Garland	<i>Original Document signed by SPC Members</i>
Parent	Aryianna Pascuzzi	
Parent	Shelley Tisdall	
Student (Gr 10, 11, 12 schools only)	Adrian Heieis	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent  
June 18, 2012**