

North Vancouver School District SCHOOL PLAN for 2013-2014

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

School/Community Context:

Over the past three years, Carson Graham had previously been working with a two campus model. The previous school plans had been reflective of this model. We have opened our doors to the new Carson Graham with the entire student and staff population under one roof. The new school comes with an updated set of goals that respect past initiatives but also creates a new course with the new administration that will continue to build Carson Graham as a leading school within the school district and province.

Demographics (2012-2013 school year):

Total number of students: 1187 Male: 646 Female: 541

Number of students per grade

Grade	K	1	2	3	4	5	6	7
English								
Fr. Imm.								

Grade	8	9	10	11	12
English	229	220	199	270	269
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
64.40	6.9	15	5.47	3.12

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve student success rates in grade to grade transitions from entry in Grade 8 through to graduation.

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
2012-13	92%	95%	
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.)

In reviewing Ministry Transition data, there continues to be a need to focus on improving successful transitions. Of particular note are the following cohorts:
- Grade 11 into Grade 12 (only 87% for 2011-12)
- Students of Aboriginal Ancestry (88.5%)

Previous School Plan Goal 2: To enhance First Nation 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.

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, the merging of the two campuses with the completion of our new school will include a re-assessment of our school goals and objectives moving forward. In particular, there will be specific reference to our International Baccalaureate status and initiatives.

School Goals for 2013-2014:

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 2013-14 are:

- 1. To develop inquiring, knowledgeable, confident and caring students.**
- 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 develop inquiring, knowledgeable, confident and caring students.

Goal Rationale:

Carson Graham is an accredited International Baccalaureate (IB) school that offers both the Middle Years Programme (MYP) and Diploma Programme. 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 remaining as a foundational school goal with objectives updated on an annual basis.

The International Baccalaureate 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 to review and follow their curricular 'action plans' through our IB collaboration time meeting both BC Ministry of Education curricula and IB curricula.
- Departments to review their units and continue to embed *Approaches to Learning* (critical thinking and learning skills) into all units.
- Departments will begin to develop interdisciplinary units.
- Reinstate department representatives at CGPAC meetings to review their action plans with our parents.
- Continue to annually review course outlines to ensure consistency and congruency.
- We currently have 42 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 continued work on adapting curricula that is inclusive for all students.
- Re-structure School Based Resource Team (SBRT) meetings to become more adept and handling high number of student referrals and include more teachers in SBRT process
- Continued growth and awareness of our CHOICES program to meet the social and emotional needs of our students.
- Revise current support of BSW, YEW and YOW to best meet the needs of our students.
- SBRT members to facilitate ongoing staff wide dialogue and ongoing training for teachers and educational aides.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Ministry Transition Data - Total Student Population	92%	94%	
Ministry Transition Data - Grade 11 into Grade 12	87%	90%	
Number of Students successfully supported in new CHOICES Program	42	60	

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, Steve Dotto on Social Media - District)

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)	65%	100%	
SRS Survey: At school, are you bullied, teased or picked on? (Many times/All the time)	13.5%	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)	40.44%	0%	
SRS Survey: Have you experienced cyber bullying? (Many times/All the time)	13.47%	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 recognition
- Continue to build on our Grade 10 Personal Project that embodies our IB learner profile and acts as an "exit interview" for our Grade 10's completing their MYP certificate.

- Incorporate a Personal Project survey to garner student feedback (survey created by Jay Mahal - student SPC member)
- Continue to work on school wide initiatives to support our IB learners through the use of our IB Staff collaboration and Staff Development time.

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	81.35%	100%	
SRS Survey: Have you participated in a community or club organization? (Many times/All the time) Balanced	49.28%	75%	
SRS Survey: Have you participated in a group to make school a better place? (Many times/All the time) Principled, Caring, Risk-Taker	23.19%	50%	

School Goal 2:
To enhance First Nations 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 First Nations 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.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Average attendance rates of our students with Aboriginal ancestry	20.87% (Based on 62 students)	10% reduction	

Aboriginal Education Survey: Do you feel your school supports students of Aboriginal ancestry? (Many times/All the time)	89%	100%	
Aboriginal Education Survey: Do you feel encouraged at school? (Many times/All the time)	88%	100%	
Aboriginal Education Survey: Do you learn about Aboriginal culture at your school? (Many times/ All the time)	77%	90%	
Aboriginal Education Survey: Do you like school? (Many times/All the time)	60%	100%	
Aboriginal Education Survey: Do you feel safe at school? (Many times/All the time)	90%	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. This support has also aligned with the 17% increase in population of Aboriginal students from 2011-12 to 2012-13. - This year we had two major events: our school wide blessing ceremony for our welcoming figures and our first ever Aboriginal Week Celebration. Our blessing ceremony was a community based event rooted in the Squamish Nation. Our Squamish language students (52) prepared for several weeks and learned the legend of the creation of the Squamish people. Our ceremony involved dignitaries from the Squamish leadership community, Chiefs in council, the Squamish Education Department and the Carving family. - Aboriginal Celebration Week began with a school wide assembly and invited all classes to participate in increasing awareness and appreciation for Aboriginal culture and cultural diversity in general. Over the course of four days, we had (43) workshops and activities hosted by our Aboriginal community leaders and students.
<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.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - 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
%/Number of students of Aboriginal ancestry that transition to next grade level	88.5%	90%	
%/Number of students of Aboriginal ancestry that transferred out of Carson Graham	0.06%	0%	
Aboriginal Education Survey: Do you receive support from a First Nations support worker or Aboriginal Support Teacher? (Many times/All the time)	75%	80%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - This year we have seen with our new school opportunities for our Aboriginal youth to be leaders in our school community through our school blessing ceremony and our Aboriginal Celebration Week.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Continue our school wide initiatives that educate all of our students on Aboriginal ancestry and respecting our cultural diversity.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - TBA

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 ongoing 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:

- CGSS 7-11 program
- Winter: Series of meetings with grade 11 students to explain program
- April: Grade 11s have Visit FOS and meet their buddies
- May: Grade 7 CGSS visit
- First day of school 8-12 buddy welcome
- September reconnection activity
- October survey grade 8s about the 7-11 program and the transition process
- Increase communication with feeder schools and out-of-catchment schools
- regular FOS meetings to discuss the transition process
- Integrate feedback on an annual basis from FOS re: transition process and Grade 7 teachers' feedback
- Increase communication with our grade 7 parent community
- Grade 7 programming evenings
- IB MYP information evening
- Grade 7 web page
- Expand and improve the annual May grade 7 visit
- Linked to the 7-11 program
- Invite grade 7s to the Grade 10 Personal Project Exhibition
- Enhancing the First week Grade 8 IB seminars
- 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
- Continuing to improve our articulation process
- Refining the documentation
- Paperless articulation
- Enhanced our follow up parent communication with letters of recommendations
- Explore starting a Family of School Christmas Music concert
- Talk about this at our FOS calendar alignment meeting
- Explore opportunities for joint use of CGSS facilities
- High school teachers/elementary school teachers swap for a day

- Create joint units of inquiry for intermediate grades and high school...possibly a unit of inquiry in science to use the super lab
- Learner profile activities
- Create bridging strategies for High School (HS) and Elementary School (ES)
- HS presentations to the ES
- Enhance opportunities for CGSS leadership students to work with FOS
- Discuss with CGSS staff about the possibilities of this
- Have Athletic director PE leadership instructor meet with FOS
- Ask FOS about possibilities of where they can use student leaders

Key Performance Measure: Grade 7/8 Survey	Baseline (Gr.7)	Baseline (Gr.8)	Target	Actual
How comfortable are you with the idea of starting secondary school? (Quite comfortable/Very comfortable)	42%	73%	100%	
What is your biggest concern regarding secondary school? Sports (SP), Social (SO) or Academic (A)	50% (A) 33% (SO) 17% (SP)	62% (A) 25% (SO) 13% (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.

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, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 21, 2013

	Name	Signature
Chairperson (Principal)	Karim Hachlaf	<i>Original Document signed by SPC Members</i>
Parent	Ariyanna Pascuzzi	
Parent	Sandra Ayling	
Parent	Lindsay Dawkins	
Student (Gr 10, 11, 12 schools only)	Jaya Mahal	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent