

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

**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 align both 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.

### Demographics (2013-2014 school year):

Total number of students: 1223 Male: 672 Female: 551

#### Number of students per grade

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

Grade	8	9	10	11	12
English	261	242	237	234	249
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>64.55</b>	<b>8.2</b>	<b>16.5</b>	<b>5.5</b>	<b>3.6</b>

## 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
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.)

In reviewing Ministry Transition data, there continues to be a need to focus on improving successful transitions. Of particular note are the following cohort:

- Grade 11 into Grade 12 (only 87% for 2012-2013)

**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.

### **School Goals for 2014-2015:**

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 2014-15 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) 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 a foundational school 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 to review and update their curricular 'action plans' through our IB collaboration time meeting both BC Ministry of Education curricula and IB curricula.
- Departments to update their units and assessment to align with the MYP Next Chapter (new curriculum)
- Departments will further develop and refine the interdisciplinary and transdisciplinary units created over the past year.
- Reinstate department representatives at CGPAC meetings to review their action plans with our parents.
- 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 adapting curricula that is inclusive for all students.
- Continue with the involvement of faculty participating in our School Based Resource Team Meetings (SBRT).
- Continued growth and awareness of our CHOICES program to meet the social and emotional needs of our students.
- Revise current support of Behaviour Support Workers.

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
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	48	55	

### **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)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
SRS Survey: Adults do a good job of responding to bullying and harassment. (Many times/All the time)	73.2%	100%	
SRS Survey: At school, are you bullied, teased or picked on? (Many times/All the time)	1.1%	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)	43.3%	0%	
SRS Survey: Have you experienced cyber bullying? (Many times/All the time)	6.7%	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.

- 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 2014-15, we will move away from our first week seminars to twelve seminars (personalized by grade level) spread throughout the school year for increased effectiveness.

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
SRS Survey: Students at your school accept all individuals regardless of their academic ability. (Many times/All the time) <b>Open-Minded</b>	78.9%	100%	
SRS Survey: Have you participated in a community or club organization? (Many times/All the time) <b>Balanced</b>	60.1%	75%	
SRS Survey: Have you participated in a group to make school a better place? (Many times/All the time) <b>Principled, Caring, Risk-Taker</b>	43.3%	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.

**Evidence:** *(Quantitative)*

<b>Key Performance Measure: (73 Respondents)</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Aboriginal Education Survey: Do you feel your school supports students of Aboriginal ancestry? (Many times/All the time)	87.67%	100%	

Aboriginal Education Survey: Do you feel encouraged at school? (Many times/All the time)	79.45%	100%	
Aboriginal Education Survey: Do you like school? (Many times/All the time)	52.06%	100%	
Aboriginal Education Survey: Do you feel safe at school? (Many times/All the time)	93.15%	100%	

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Our Aboriginal Celebration Week began with a school wide assembly 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 (43) workshops and activities hosted by our Aboriginal community leaders and students. Further on the last day our elementary feeder schools joined us for dancing.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>- TBA</li> </ul>

**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.

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
%/of students of Aboriginal ancestry that transition to next grade level	90%	92%	
Aboriginal Education Survey: Do you learn about Aboriginal Culture at school? (Many times/All the time)	78.09%	100%	

Aboriginal Education Survey: Do you receive support from a First Nations support worker or Aboriginal Support Teacher? (Many times/All the time)	73%	80%	
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**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:**

- \*CGSS 7-11 program, now the 7-8 Buddy Program
- Carson Family of School (FOS) 7-8 Teacher Visit Exchange initiated in spring 2013
- 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
- September 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
- 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 7-8 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 – ongoing progress as technology allows
- 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
- Create joint units of inquiry for intermediate grades and high school: 2013, gr. 6 and 10 World Resource Game, Carson and Capilano Schools.
- 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

<b>Key Performance Measure: Grade 7/8 Survey (taken in Grade 7 and Grade 8)</b>	<b>Baseline (Gr.7)</b>	<b>Baseline (Gr.8)</b>	<b>Target</b>	<b>Actual</b>
How comfortable are you with the idea of starting secondary school? (Quite comfortable/Very comfortable)	32%	67%	100%	
What is your biggest concern regarding secondary school? Sports (SP), Social (SO) or Academic (A)	22% (A) 21% (SO) 17% (SP)	34% (A) 16% (SO) 18% (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 School Plan will be posted on the school web site by October 31, 2014.

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

Date: May 5, 2014

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Karim Hachlaf	<i>Original Document signed by SPC Members</i>
Parent	Chena Binns	
Parent	Sandra Ayling	
Parent	Lindsay Dawkins	
Student	Kyoni Mercier	
Student	Jesper Nahanee	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent  
May 25, 2014**

