

North Vancouver School District

Carson Graham Secondary School Plan 2007/2011

FEATURES of Carson Graham Secondary School

Address: 2145 Jones Avenue, North Vancouver, B.C. V7M 2W7
Phone: 604 903-3555
Principal: Mark Lefroy

Total number of students: 1110 Male: 596 Female: 514

Number of students per grade								
Grade				8	9	10	11	12
Male				77	96	96	158	169
Female				78	68	92	139	137

Percentage of Aboriginal Students: 10%
Percentage of Special Education Students: 12.25%
Percentage of ESL Students: 9%
Percentage of Non-English Home Language: 24.5%
Number of Teachers and Administrators: 59.70(total FTE)

SCHOOL GOALS

Based upon the priorities of the North Vancouver School District as identified in the District Performance Plan, *the District sustainable schools and programs of choice initiatives*, and the review of student achievement using Provincial, District and school classroom performance data, the goals (4 goals maximum) set out in this school's plan for 2007/2011 are:

- To enhance the status and visibility of reading in the school by **building on the implementation of** our universal, school-wide silent reading program **Carson Reads**, **continuing to** broaden the implementation of Reading 44 across the curriculum, and focussing on those skills most in need of remediation, *having piloted the District RAD at the Grade 8 level, and to administer it to all Grade Eights in September 2007 to establish a baseline.*
- To emphasize appropriate remedial skills and knowledge, **and common instructional and assessment practises** in our junior Math instruction, including appropriate elements of the Math 44 Program, by reference to readiness assessments, **District Grade 8 Math Assessment**, correlation with FSA item analysis, **and Provincial exam item analysis.**
- To **continue to** improve the **punctuality** (*within the context of improving punctuality of all students*), attendance, transition **and graduation** rates of First Nations students by building upon those programs, structures, and events that were begun in the 03-04 year, designed to enhance First Nations students' sense of belonging, empowerment and integration.
- To implement our new Safe and Caring School plan, with emphasis on *Student Empowerment*, **Violence Prevention**, and reconvene the Site Security Committee, in



order to build upon our work with the Code of Conduct, Crisis Management, Positive School Climate, and Social Responsibility. *We also wish to imbed in this goal, as part of the “Positive School Climate” aspect of Safe and Caring schools, the objective of spreading the positive message about excellence at Carson Graham beyond the school and family of schools, to the community at large. This meshes well with the new District initiatives with respect to the Lonsdale Corridor, in particular Carson/Balmoral, and the expansion of programs of choice, such as IB, which is scheduled to begin at Balmoral in September of 2007(MYP), and within two to three years at Carson (DP).*

As referenced in the preamble and Goal 4, the District, in response to declining enrolment, has recently launched initiatives to sustain schools and introduce more programs of choice. These are district wide undertakings, but the immediate impact is being felt at Carson Graham and its feeder junior high, Balmoral.

Next year, Carson Graham and Balmoral will have a common linear, day one-day two timetable. There will be three 75-minute periods in the morning, and one after lunch. The morning and afternoon blocks will rotate independently from one another. This is to provide options for programs of choice, such as a proposed Academy of Fine Arts for the two schools. In addition, Balmoral will begin an International Baccalaureate Middle Years program in September 2007, and Carson Graham will begin in 2007 the certification process for the implementation of an International Baccalaureate Diploma Program as soon as possible—likely two to three years. Of course, these profound changes form a powerful context for our ongoing school plan initiatives. It is our hope that the implementation of the International Baccalaureate program will not only attract students to the Lonsdale Corridor and the district, but also positively impact the issues of perception in the greater community addressed in Goal 4, as well as positively impact the culture of the school. It should be noted that there is powerful congruence between the teaching methods imbedded in the I.B> program, and those embraced by the Instructional Intelligence Institute.

Members of the School Planning Council have expressed grave concerns about the mandated switch from a semester to year-long timetable at Carson, as the semester system has been in place many years here, and has been seen to have served the Carson community well, in particular for potentially at risk or “outlying” students. They wished to have included in this plan specific concern that the second chance to attempt courses in a given year will be lost, and that increasing the number of provincial exams taken at one sitting might negatively affect results. They also wished to express concern about the lack of consultation with parents, staff and students about the switch to the linear timetable.



School District Goal 1: To improve reading proficiency in students

- **School Plan Goal 1:** To enhance the status and visibility of reading in the school by **building on the implementation of** our universal, school-wide silent reading program **Carson Reads, continuing to** broaden the implementation of Reading 44 across the curriculum, and focussing on those skills most in need of remediation, *having piloted the District RAD at the Grade 8 level, and to administer it to all Grade Eights in September 2007 to establish a baseline.*

Analysis/Rationale:

Grade Ten FSA and PLAP percentiles for students meeting or exceeding expectations fluctuate wildly from 97 to 03, but exceeded the “middle half” only once, in 01. The 02/03 objectives and strategies for pursuing this goal by identifying a cohort of students needing intervention, and then applying remediation to that cohort, proved to be unworkable, due to our inability to access the data, or to provide a specific remedial program. A more general application was targeted in 03/04.

Data sources used in conducting the analysis:

Grade 10 FSA and PLAP results, 97-02, **recent Provincial exam results and analysis, District RAD as a baseline measure.**

Objective:

1. To enhance the status and visibility of reading in the school
2. To continue to broaden the implementation of Reading 44 across the curriculum
3. To focus the implementation of Reading 44 strategies on those skills which most need remediation; notably accessing background knowledge, **use of graphic organizers, reading response journals,** and reading for the main idea

Strategies:

A silent reading program **was** implemented in September of 05 across the school, twenty minutes, **four times** a week. **Book talks, book clubs, “picks of the week”, reading displays in the library and in hallway showcases, student votes on the Stella book awards are all planned.** *With a new, linear, day1-day2 timetable, we will need to develop a new schedule for Carson Reads.*

The Department Heads and staff will **continue to** follow up on the Reading 44 and Instructional Intelligence workshops and examine ways to implement and reinforce Reading 44 and Instructional intelligence strategies in all relevant curricular areas. **The District Literacy Support Teacher is planning workshops for Carson Staff, beginning with work on applications of Reading 44 in Math and Science, ways to enhance Carson Reads, and reading in content areas. (Please see appendix.)** Teachers will select which skills and strategies from the Reading 44 materials need special emphasis, based on their professional observations, aided by the Item analysis of **recent Provincial Exam results, and RAD results.** In addition, students not yet meeting expectations and needing further interventions will continue to be identified by the Grade 7/8 Articulation process. *The English Department envisions partnering with other departments, notably Social Studies, to reinforce Reading 44 and Instructional Institute strategies which address reading non-fiction.*

We will continue to give the library greater profile in our school. **The Librarians are in consultation with the district Literacy Teacher concerning how to do this. In**



addition, our PAC has recently donated \$28000 in “Legacy” funding to refurbish the study and reading areas of the library.

Carson, like other North Vancouver secondary schools, is participating in the UBC longitudinal study of students who received assessment and early literacy intervention in their primary years. This year’s grade 8 students will be interviewed and assessed. It will be interesting to see the results.

Key Performance Measures:

Baseline:

Those specific curricular aspects that consistently need attention, according to teacher assessments, assisted by school level item level analysis of FSA results, have been chosen for extra emphasis. (The committee is still waiting for District initiatives that will assist all secondary schools in applying some non-contextual measurement. *The Carson Graham English Department is a participant in administering the RAD to 2006-07 Grade Eight Students.*

Target:

Identified students will reflect success in report card marks and eventually, government exams. If item analysis for reading skills of Grade 10 English exams becomes available, or **when** the District reading assessment (**RAD**) *piloted this year at this school and others, is administered to all Grade Eights, and a baseline is established*, there will be an improvement equivalent to John Taylor’s formula demonstrated over time.

Actual (with reference to previous plans):

RAD is now implemented, and baseline measures can be established and if a trend can be established, **these results plus** Grade 10 Examination results will be considered. **Students are to be surveyed on Carson Reads.**

The implementation of a silent reading program was delayed from the 2004-05 school year to September of 2005. **As a result, the commitment of staff and the preparation of students was enhanced. We continue to regularly discuss and revise our approach to Carson Reads. There is very good “buy in” from staff, and as the program continues, it should become part of the culture of the school, as younger students move through the grades.** *At the time of writing, we are examining ways to include regular silent reading time in our new timetable, which is common with Balmoral school, and has been implemented by the District as part of the “Programs of Choice” initiative geared toward sustaining schools in the face of declining enrolment.*

We have also made headway in spreading Reading 44 across the curriculum. Our department Heads all attended a district workshop on Reading 44, and this was followed up by workshops presented by District personnel to all staff during Staff Development time. **Please see the appendix items for more information.**



School District Goal 2: To improve success rates in Mathematics

School Plan Goal 2: To emphasize appropriate remedial skills and knowledge, *and common instructional and assessment practises* in our junior Math instruction, including appropriate elements of the Math 44 Program, by reference to readiness assessments, **District Grade 8 Math Assessment**, correlation with FSA item analysis, **and Provincial exam item analysis.**

Analysis/Rationale:

Grade Ten FSA Numeracy results from 00-03 average 56th %ile. (79% meet or exceed expectations), though overall FSA school percent of correct answers in Numeracy slightly exceeded district percentages in 03. Grade 12 Provincial Exam results are outstanding; this indicates we are serving high-end students very well, but are less successful with mid-to-low end students.

Data sources used in conducting the analysis:

District Grade 8 Math Assessment, Grade 10 FSA, Provincial Exams, Math 12 participation rates.

Objective:

To focus remedial instruction, including elements of the Math 44 program, upon those skill and knowledge areas which most need remediation.

Strategies:

Carson teachers have generated a Math 8 readiness instrument, administered to all incoming Grade 8s in September. Results were correlated with the Item analysis of recent FSA results to aid in determining skills and knowledge requiring special remediation. Students not yet meeting expectations will also continue to be identified by the Grade 7/8 Articulation process, and appropriate interventions applied. The tutorial blocks will be utilized for remediation, and ideas suggested by student surveys, such as math games, weekly quizzes, step by step breakdowns, formula sheets, and more frequent homework checks will be implemented. For example, in conjunction with the Vancouver Sun, we **have implemented** a series of motivational, relevant, “math can be fun and practical” activities with our Math Eight, Intro Math 8, and Math Essentials students. **We continue to try to emphasize the importance of math in the real world, and are implementing challenge activities such as introducing Mensa questions and Logic problems, with prizes for correct solutions, etc.**

We have had difficulty sustaining our Math Peer Tutoring program, called Math Clinic, due to timetabling issues. The new linear, day1-day2 timetable should help.

Based on information from Grade 7/8 articulation meetings, we program weaker Grade 8 math students into a Math 7/8 transition program prior to taking Math 8.

In addition, this year, we are re-introducing Applied Math 11 and 12 to our course offerings.

We are endeavouring to hire Math specialists when we can, so that junior students will be taught by teachers who are also familiar with senior curricula. In 2006 we hired a math/science specialist specifically to focus on Applied Math and Science and Technology.

The district has produced packages for junior math students on ratio and proportion, and on fractions, based on their analysis of the four-year old Grade Eight Math Assessment administered at the end of Grade 8. **The district has also published a “Core**



Curricular Outcomes resource for Math at the Grade 10 level. These are also in use at Carson. Depending on results this year, an algebra package may be available. *The Math department has generated and uses complete sets of common lesson plans, tests and examinations for Math 8 and 9, to assist non-specialist teachers in preparing students for Math 10-12.*

Because we have determined that work habits and homework are a problem in our junior math classes, we have implemented a letter home and homework sheet for all students. See appendix.

Through the district Literacy Support teacher, we have invited teachers from other schools to present workshops to our Math and Science departments on how to use Reading 44 in those areas.

Carson Graham now has a **District staffed First Nations** Math support teacher, who teams with our regular Math teachers in providing support to mainstream math students. He also visits math classrooms, and works with groups and individual students on catch-up and remedial work.

We are exploring expansion of the Applications of Math offerings, in keeping with the greater emphasis on career and technical programs at our school, compared to others in the district.

Key Performance Measures:

Baseline:

Data from the new readiness instrument will provide our baseline, and guide instruction. (The committee and Math Department is continuing to examine ways that the district end of Grade 8 math assessment can be employed.)

Target:

Full implementation of curricular aspects that consistently need attention, according to the readiness assessment correlated with level item level analysis of FSA results, in Grade 8 and 9 by the 05-06 school year, and in all junior Math classes by the 06-07 school year. Students identified by transition data and the readiness assessment will reflect success in report card marks and eventually, government exams. **When** item analysis for Grade 10 Math exams becomes available, there will be an improvement equivalent to John Taylor's formula, demonstrated over time. **Similarly, as analysis of data from the district Grade 8 Math Assessment is broken down,** we will set targets for improvement. Targets will also be set concerning Principles of Math 10 and 12 participation rates, as these students make their way into those grades.

Actual (with reference to previous plans):

The readiness assessment was in place for all Grade 8's in the 04-05 year, and was piloted in some Grade 9 and 10 Classes. **However, Math teachers are coming to the conclusion that they learn as much or more from the regular classroom review that takes place at the beginning of each course, as they do from the readiness assessment. So its continuation, and extension to higher grades is under discussion. In addition, the department is exploring ways to make use of the district Grade Eight Math Assessment.** Math 44 elements deemed to be useful and relevant to areas needing remediation are in use.



School District Goal 3: To improve the achievement of Aboriginal Students

- **School Plan Goal 3:** To **continue to** improve the **punctuality (*within the context of improving punctuality of all students*)**, attendance, transition and **graduation** rates of First Nations students by building upon those programs, structures, and events that were begun in the 03-04 year, designed to enhance First Nations students' sense of belonging, empowerment and integration.

Analysis/Rationale:

Focus groups, and “soft data” from students and parents indicated that many members of our First Nations community did not feel comfortable or empowered in our school community. They often did not “feel heard.” In response to feedback from First Nations students and parents that we have had some success in creating a more positive identification with the school, that we need to take it to the next level, **and that there is some ambiguity about “singling out” First Nations Students**, we have formally introduced the concept of integration to the school plan. *Further, we now have evidence that attendance is markedly improving, and consequently are shifting our attention to monitoring transition and graduation rates.*

Data sources used in conducting the analysis:

Interviews with First Nations students and parents, meetings with elders and Squamish Nation members interested in education, and also school attendance and transition data.

Objective:

Improve transition rates, **graduation rates**, attendance and punctuality of First Nations students.

Strategies:

Continue to track transition rates and attendance. As we have seen attendance improve markedly, we have decided to “raise the bar” by targeting punctuality as well. Next year we plan to include tardies in our reports to the Squamish Nation, which are used to allocate school allowances. **Given that the district has decided not to continue to administer the Gates reading assessment to all First Nations students, we will discuss implementation of the District RAD. However, there is continued controversy over the issue of singling out First Nations Students for assessments not applied universally.** Continue our emphasis on literacy and numeracy in our First Nations Integrated Studies program. Continue to support and celebrate the successes of that program, **and to re-integrate students from that program into mainstream courses, where possible.**

We are working with the Squamish Nation Education department to encourage First Nations enrolment in Career Prep and Tourism courses, and held a special trades and post-secondary Fair for First nations Students in April of 2006.



Continue to involve parents and students in student programming and school activities.

Continue to assess, and if necessary, modify and support alternative program opportunities—examples: Math *and Literacy* Support *teachers* for mainstream FN students, carving program, FN Art and Squamish Language classes, *Staff FN Mentoring position. We have also created a Grade 8 Literacy skills class, and some FN students have chosen to participate in this. We have created a formal First Nations Department, with a full Department Head position, and regular department meetings, as well as meetings with Squamish Nation Social Development.*

Continue to develop and enhance our carving program. Now that the Squamish Welcoming Figure is complete, and in place, and the medicine wheel paving complete, we are moving on to a new phase in carving. We have acquired two new logs, one of which will be carved by Carson Graham and Westview Elementary students into a Welcoming Figure for the new Westview School. Target date for completion is the September 2007 opening of the New Westview School. Our staff and students are also undertaking to assist students at Lynmour school to design and paint a mural with a First Nations motif. *Our FN carving program has requested that a cedar log from the Stanley Park blowdown this winter be donated to our school, where it will be carved by our Squamish Nation youth into a Coast Salish Welcoming Figure, and returned to Stanley Park as a lasting artifact and memento of the traditional Squamish village of Xway Xway. The Vancouver Parks Board has approved this plan, and the log will delivered in time for carving to begin in September.*

We are also planning the carving of a gift to the new Squamish Nation Immersion School, perhaps a door, using the Computer Numerical Controlled router, already in use by First Nation students for carving boxes and chests in traditional student designs. Again, we will provide resources in order to employ a master craftsman to assist in this project, as we have done for the past *four* years.

We implemented a Traditional Roots for Youth program. The goal for the Traditional Roots for Youth *was* to develop a performing arts group that will be able to do traditional Squamish and Northwest Coast cultural presentations in schools and the community. *This is* a multi-faceted project *that strives* to include a broad cross section of Aboriginal youth and instill a sense of cultural pride and belonging to the school. Some of the activities include drum making, learning Coast Salish design, painting, making rattles/clappers, creating regalia, sand-blasting/etching traditional and original First Nation motifs on glass, weaving traditional cedar hats; learning traditional songs and dances, and developing the art of public speaking. Toward the end of the school year, we *hosted* a feast, and school *and district* dignitaries, elders, chiefs, and a motivational speaker to witness the work



that our First Nations youth have accomplished over the school year. This gives the students an opportunity to share in their successes; demonstrate their skills they have learned in Squamish language class; and listen to words of inspiration and wisdom from our elders.

With the completion of the totem pole refurbishing, and welcome figure carving projects, the emphasis of the carving program **has grown** to include the use of the CNC machine in executing student designs. *Students have designed and created cedar boxes, and ceremonial paddles with First Nations motifs.* We are considering a plan for First Nations Students to assist other representative cultural groups to produce wall plaques featuring their cultural heritage for display around the school.

Indications are that we have made significant progress in our efforts to make First Nations students feel welcome and empowered, and **we are now slightly shifting** the emphasis of our plan to the integration (NOT assimilation) of First Nations students into the culture and fabric of the school. This is in response to input from First Nations students, which indicates that though many of our interventions and supports are appreciated and effective, we need to be sensitive that we do not create a perception of segregation or special treatment. Our goal is that the First Nations presence and culture in the school be evident and obvious, simply a natural fact of life at Carson.

Our attendance data shows a marked improvement in First nations attendance. We therefore have decided to “raise the bar”. We have already negotiated with the Squamish Nation the raising of the threshold for payment of educational allowances from 80% attendance to 90%, and are **reporting excessive** tardies, as well, to encourage punctuality as well as good attendance. **We are also seeing an increase in FN students enrolled in mainstream academic courses.**

We will continue to celebrate successes: “Good News” bulletins; traditional FN Grad Ceremony; participation in the Youth In Motion Conference; a meeting with First Nations parents toward the end of the year, focussing on trades, apprenticeships, and post-secondary opportunities.

We will continue to pursue improved partnership with Squamish Nation Education Department: FN Secondary Counsellor, jointly sponsored gatherings/feasts, **FN Career Gathering, Grade 8-10 Science fair “Maggots and Murder”, FN Parent programming meeting, FN Nutritional “Breakfast Club”** in conjunction with NS Health.

We continue to be challenged by the low participation rate of First Nations parents in our school activities, such as PAC, parent-teacher interviews, programming and orientation meetings, etc. **We hosted a First Nations Career Gathering at Carson Graham in April 2006, inviting post-secondary and career representatives to present to Carson and district First nations Students.** While we will continue to offer these special opportunities, we will



also embark on a concerted effort to get members of the Squamish Nation into our school for non-educational activities. The Squamish Nation Rec. Centre is heavily booked, and often unavailable. Our plan is to offer our facilities for evening or weekend use for ceremonies, family occasions, etc., in order to increase the familiarity and comfort level of First Nation families with our school. **An example of this was the recent First Nations Provincial Basketball Tournament, held in our school during spring break. In addition, we are reviving Field Lacrosse at Carson, at which many First Nations excel. This spring our First Nations Department entered a large number of students in a Slahal Tournament organized in conjunction with the Squamish Nation Social Development and Education Departments.**

Key Performance Measures:

Baseline:

F.N. students average transition rate 99-02 is 79.75%

Overall transition rate 99-02 is 93.5%

F.N. students represent 23% of absences, 9% of population.

F.N. Grade 12 students average graduation rate 01-06 is 71.8%

F.N. First Time Gr. 12 Students ave. grad, rate 01-06 is 36%

Target:

F.N. transition rate to rise to 84.8 %, ***Exceeded.*** F.N. absences to drop to 17.4% of total by 2006. ***Exceeded.***

F.N. graduation rate to rise to 79% by 2011.

F.N. First Time Gr. 12 grad rate to rise to 52% by 2011

Actual:

2006 F.N. transition rate 89.25% (Overall Transition rate 94.25%)

We have exceeded our target of 84.8%. Continue to monitor.

2006 FN students represent 12.6 % of absences, 10% of population. We have far exceeded our goal of 17.4%. Having improved attendance and transition, we now need to shift the emphasis of our goal to raising graduation rates. See above goals.

See appendix for comparative attendance and transition data. Attendance clearly continues to improve.

School District Goal 4: To provide safe & caring school learning environments



School Plan Goal 4: To implement our new Safe and Caring School plan, with emphasis on **Student Empowerment, Violence Prevention**, and reconvene the Site Security Committee, in order to build upon our work with the Code of Conduct, Crisis Management, Positive School Climate, and Social Responsibility. *We also wish to imbed in this goal, as part of the “Positive School Climate” aspect of Safe and Caring schools, the objective of spreading the positive message about excellence at Carson Graham beyond the school and family of schools, to the community at large. This meshes well with the new District initiatives with respect to the Lonsdale Corridor, in particular Carson/Balmoral, and the expansion of programs of choice, such as IB, which is scheduled to begin at Balmoral in September of 2007 (MYP), and within two to three years at Carson (DP).*

School Plan Goal 1: Violence Prevention

Analysis/Rationale:

The District mandated concentration on this aspect as a result of data that showed a significant number of secondary students still feel unsafe at school, or have been the victim of harassment, intimidation, or violence at school. Our own audit data also showed a concern in this area.

Data sources used in conducting the analysis:

District data provided by the Safe Schools coordinator, School data.

Objective:

To build upon existing curricular initiatives, chiefly in Planning classes, and the existing strategies and procedures for dealing with violence (eg. the inclusion of the **Taking Action on Harassment and Intimidation** protocols in our Agenda books and administrative procedures) to convey a more pro-active, school-wide approach to violence prevention.

For instance, to re-examine the school-wide implementation of the BC Performance Standards for *Social Responsibility*. That is, have departments review their implementation of Social Responsibility as a component of evaluation, with a view to giving violence prevention the same sort of profile in the school as excellence.

Strategies:

1. In addition to Grade Assemblies and special presentations, routine discussion of Respect, and Code of Conduct by Grade administrators in classrooms
2. Re-examine the inclusion of prevention curricula (e.g. *Focus on Harassment and Intimidation*) beyond CAPP and into other areas across the curriculum. Consider creating a document which links material from this resource to other curricular areas. For example, the novel *The Outsiders* in English 8.
3. Provide a budget for anti-violence curricular materials for Planning 8 and 10, and some release time for teachers to research materials.
4. Foster and enhance the development of a Peer Mediation / Conflict Resolution program.
5. Provide an opportunity for Planning teachers to share with other staff what they do (Staff Development).



6. **Co-sponsor, with Balmoral, a parent information evening, on internet safety.**
7. **Have staff attend “Focus on Harassment and Intimidation” workshop, and “Respect and Dignity in the Classroom and Life” workshop.**

Key Performance Measures:

Baseline:

Social Responsibility is now a component of evaluation in all subject areas.

Target:

A number of the above strategies can be implemented almost immediately. However, they will also need to be examined by each of the stakeholder groups – Administration, NVTA Faculty, CUPE Staff, Students’ Council, the Parent Advisory Council, and the School Planning Committee for approval. The target is to have Violence Prevention cease to be one those aspects of greatest concern in our Safe School audits.

Actual: *In the 2007 Audit, Violence Prevention did in fact cease to be one of those aspects of greatest concern, ranking 5th of 8 aspects. It remains to be seen if this is a trend or a function of the different time of year for the audit, or some other variable. We will monitor future audit results.*

School Plan Goal 2: Site Security:

Note: The Carson school community asserts that we will continue to work on those aspects previously addressed—Code of Conduct, Positive School Climate, Crisis Management, in recognition that growth and improvement in these areas is still a priority. However, the consensus was that Site Security was the most appropriate additional focus, at this time, as not much obvious growth has been achieved in this area, and it has consistently been an area of concern in past audits.

Analysis/Rationale:

Site security has come up as an issue of concern at every Safe Schools Audit. Some of the factors that contribute to this are the physical location and layout of the school, the fact that it is used for night school, and the ease of automobile access on all sides. However, even given these challenges, it should be possible to reduce the feeling of exposure that is felt, particularly by staff.

Data sources used in conducting the analysis:

Safe school audit.

Objective:

1. Continue to improve communication concerning site security issues. Communication protocols need to be revisited and consistently implemented. To improve access to The Site Security, Site Safety, and all other committees, we will



post all committee meeting times in the staff bulletin and the Carson Novacom conference.

2. Continue to improve supervision and management of the school, notwithstanding the limitations imposed by size, layout, Night School use, and funding issues.

Strategies:

1. Re-convene and activate a Site Security Committee of staff, students, parents and administration, to examine issues such as parking lot and grounds, building access, lighting, identification, surveillance, etc.
2. Improve the visibility and credibility of both the Site Security and Site Safety Committees
3. Re-affirm reporting out protocols for incidents of theft and violence. These should strike a balance between need to know and rights of privacy
4. Increase the signage indicating that visitors must report to the office, prohibiting drop off in the parking lots
5. Add maps showing the location of the office, and you are here, to signs on all doors directing visitors to the office
6. Lock exterior doors on professional days, and other special occasions.
7. Improve and implement protocols for visitor identification.
8. Purchase new walkie-talkies, in large numbers, and tied into the regional emergency communication network.

Key Performance Measures:

Baseline:

A huge majority of staff consistently rate our site security as not yet within, or minimal meets expectations.

Target:

The target would be to make improvements, as recommended by the Site Security Committee, that would result in Site Security **not** being an area of special attention chosen by staff in the 2006 Safe Schools Audit

Actual:

The safe Schools Audit of April 2007 indicates that Site Security is still a concern to staff. The school needs to come to terms with the dichotomy of consistent results of the Audit, which shows concern, and the fact that on a day to day basis, site security is basically a non-issue, other than the fact that the school is open and in use most weeknights by night school. When issues occur, remedies are found in concert with night school staff.

With respect to the additional goal of improving the perceptions of Carson held by the outside community, we are encouraged by two district initiatives. One is the recognition that the District needs to play a role in marketing and spreading the good news about all North Vancouver schools, and the other is the decision to place an IB Diploma program at Carson as soon as possible. We have already had two Staff Development sessions, and surveyed the staff at Carson, and there is enthusiasm for the IB implementation at this school.

With respect to the goal of enhancing the sense of student empowerment, it should be noted that in addition to the very service-oriented Grad Council, the environmentally active and pro-social Roots and Shoots club, Student Council, and Peer Counselling



programs, Carson Graham has a disproportionate number of junior and senior students involved as active members and executives of the District Student Leadership Council, that this year we formed an informal Grade Eight Student Leadership group, which is heavily involved in the upcoming City of North Vancouver Centennial Celebration and Spring Fair, we are implementing a senior PE leadership class, and we have added a new category for our Recognition assemblies: the Unsung Hero award.



Structure

Activities that align school resources, time, personnel and organization planning to support the goals, objectives and implementation of strategies:

The District Instructional Institute, now in its fourth year, provides a context for all of the endeavours outlined in this plan, and a large number of Carson staff have availed themselves of the opportunity to pursue Instructional Intelligence. This school year has seen a core group, now growing, who are involved in collegial conferencing, and action research. The school and the District have provided release time to facilitate this. The training of **27** staff members to date in Instructional Intelligence workshops, and the activities of those teachers in implementing instructional repertoire synthesized by Barrie Bennett aligns with all of our School Plan goals. **Another cohort will be trained in the spring and summer of 2007. This year, a core group of teachers attended an Instructional Intelligence conference at Harrison in the fall, and have formed a collegial conferencing group, which is gaining membership, and has met frequently to discuss strategies, skills and instructional repertoire, and hosted Barrie Bennett for a demonstration lesson and debrief.**

We have implemented an ESL Language Strategies course at the Grade Ten Level, to supplement the existing ESL Transition course at the Grade Eleven level, and introduced an Advanced English Language Skills course to assist ESL "indirect" students, the focus of which should alleviate some of the concerns revealed by the Grade Ten FSA Reading item analysis. The decision to go school wide, **four times** a week with a twenty-minute sustained silent reading program, the Reading 44 **and literacy** Workshops, resource room English classes, and the use of Orton-Gillingham, Phonographics, our Reading Buddy/**cross age tutoring** program with feeder schools, **our Academic Support classes in junior academics (which offer parallel curriculum in small classes with adapted and modified programs, and Grade Eight Literacy classes)**, and increased emphasis on literacy in our low incidence **Functional Skills** programs all align with our literacy goal, **and in the case of Academic Support and Functional Skills, with our numeracy goal as well.** Our library has expanded the range of its fiction collection to include graphic novels, which have proved to be very popular with students.

Carson now has a club which publishes Cargo Magazine, a professional quality literary publication, with all writing editing and artwork produced by Carson students. This year, we are inviting students at other high schools to contribute to the magazine, in an effort to increase exposure and circulation.

In addition, the introduction and use of the newly developed District 44 Core Learning outcomes materials in Math 10 and 10E, English 10, and Science 10 should hugely benefit our mid-to low-end achievers in those subjects. The district is planning a similar resource for Social Studies 11.

We are again including structured tutorial time, which will enhance opportunities for remediation and enrichment.

Our Introduction to Math 8 course for those students identified as not yet meeting expectations in Grade 7/8 articulation meetings, and **Academic Support** Math courses are existing structures that align with our goal to improve mathematics achievement. **Our FN Math support teacher, the use of Jump Math,** and the implementation of Math readiness assessment, which will inform instruction, also aligns with our school goals.

The First Nations Senate, the monthly meetings with Squamish Nations Social Development, the Carving program, The **Traditional Roots for Youth program**, the continuation of a First Nations Mentor position, the First Nations Support Worker, the scheduled involvement and work of the Squamish Nation Secondary Counsellor, the First Nations Math support position, *newly implemented First nations Literacy support position*, and the monthly First Nations principals'



meetings, monthly Carson First Nations department meetings, and the ongoing support for our First Nations Integrated Studies, First Nations Art, First Nations Language, and First Nations Studies courses are all examples of structures which facilitate the goals of our school plan.

The yearly Safe Schools audit, the Site Safety Committee, our Peer Counselling program, the training of our staff in crisis response, and our EBS-type social responsibility initiatives, *The District Safe Schools and Social Responsibility student survey*, and numerous programs and materials, **such as Safeteen** provided under our Youth Anti-violence initiatives, all align with our Safe Schools goal. **In addition, a number of Carson Graham staff attended the “Focus on Harassment and Intimidation” workshop hosted by the district in the spring of 2006. This year’s Safe and Caring schools audit focussed on Student Empowerment, and the staff was also presented with data from the District student survey which highlighted the need to enhance students’ sense of empowerment and belonging.**



Appendix 1

Mina Morton
English Coordinator

April 18, 2005

Carson Graham Secondary- Improving Reading and Comprehension

“Reading is not the main thing, it’s the only thing”.

Harper Lee, author of the Pulitzer Prize Novel, To Kill a Mockingbird,

I. Implement a universal, school-wide reading program

The primary goal of our reading plan is to raise the profile of reading in our school and through that effort provide a means to significantly increase the volume of reading and equally as importantly improve our students ability to extract information and interpret what they read.

Practice makes perfect

It is obvious that the more our students read, the greater their comfort with reading, and the more able they will become at understanding and interpreting what they read. Hence, we are adopting a silent reading program for the entire school in September 2005. As part of this program, we will adopt as a motto:

“We want to be the best-read school in the province.”

This adds an innocent element of competition to the process.

- Students observe that reading is universally a desirable activity, through school-wide reading periods, twice a week.
- Teachers and other school staff demonstrate the importance of reading by participating
- Students read literature of their own choice and at their own reading levels

II. Reading 44 will be used as a partner to provide a structure that will allow students to learn to organize the knowledge they gain from reading in a variety of ways.

Educators have, in Reading 44, a pantheon of tools and strategies that can help us “turn the switch” for young readers and convince them of the value and joy of reading.

- We will utilize tools available in the Reading 44 Manual to help students organize the content of literature and see the relevance of the content to society and their lives.
- Relevance and importance of reading must be demonstrated and proven by students through subjectifying concepts
- Context and relationship to everyday life must be demonstrated



The tools that can aid students find structure, meaning and relativity in the literature they read to their lives are plentiful in The Reading 44 manual .

These include:

1. Graphic organizers:
2. Compare and Contrast
3. What I Know-Learn-Wonder
4. Classification Charts
5. Cause and Effect
6. Character Attributes Charts
7. Vocabulary Awareness Charts
8. And many others

All of these organizers have the same goal: to deliver relevance of the literature to the lives of the students and produce a collective understanding among the students that embraces and understands that most of what one learns in life is the shared information about the human condition that exists in literature and texts.

Writing ... the spin-off

Reading is also a key to proficiency and excellence in writing. The more students read, the more often they will have been exposed to models of good writing, and the better writers they will become. Through learning to extract, interpret and organize the information they garner from reading, they will also learn better organize and present information in their own writing.

Appendix 1b

Reading: A Plan 2006-2007 Submitted for consideration by the English Department

Assessment:

- Universal, School-Wide Reading Program- Measure effectiveness through assessment of student writing, reading comprehension, and inference.
- Assess effectiveness of in-class, dedicated reading on student performance in reading— assessment of individual student improvement, intra-school and province and provincially through statistical data provided through the applicable Provincial Examination processes.
- Collaborate - Institute intra department collaboration on the methods and materials employed in English classes, with a focus on growth.



- Discussion- 2006-2007- engage students to self-evaluate affect reading aptitudes that result from the increased focus on reading.
- Observation-facilitate student discussion groups in classes on the students' views of the reading program.
- Teachers Collaborate- Collect student in-class data and views, and meet to determine further reading strategies based on student evaluation of results.
- Assess statistical data gathered through the provincial examination process to learn if student self-assessment correlates with the overall view provided by the school-wide and province wide examination results.
- Change and adjust strategies to raise reading levels based on this full-spectrum assessment of the two (at least) stakeholders in this process. Respond to the information by utilizing it to improve reading appreciation, comprehension, and application of concepts and attitudes explored in the reading materials.
- Focus: Continued discussion, focus and student-teacher collaboration regarding reading will improve student attitudes and continue to raise reading levels.

Strategies:

- Continue the utilization of strategies offered by **Reading- 44** with a particular focus on the use of **graphic organizers** as outlined in the Reading- 44 document.
- Continued, and renewed focus on the use of **Reading Response Journals** to encourage students' feeling of relevance of themes in literature to their own lives, societies, and values.
- Teachers can enhance the reading experience, engender a greater appreciation for reading and help create higher comprehension levels **by reading to students whenever possible**, especially when students are given longer texts such as novels.
- Skill levels could rise if English classes were yearlong: the shorter semester system forces students to focus on short-term achievement where the goals of tests and final provincial exams become the main priority.
- Create an atmosphere of achievement: Students benefit from essay and other competitions, if they have the time necessary to perfect written work for submission to fiction and non-fiction magazines.



Brief Analysis of Data: Overview

The following is a response to provincial examination results that have just arrived, and which have been reviewed only for an overview at this time, to help us develop a strategy for future success.

- English 12: Carson exam average scores are up from 2005. In 2005 it was 69.64%. The 2006 average, school wide score has risen to 71.64%. District wide, the average 2006 score is 71.43% and all public school, province wide, 70.86%. Average provincial score including private schools is 70.89%.
- Communication 12: In 2005 the average school provincial exam score was 59.71%. In 2006 it rose to 71.93%. District-wide it is 70.12%; all public schools, province-wide, 68.16%; province-wide, including private schools, 67.93%.
- English 10: 2005, school-wide provincial exam average, 68.41%. The 2006, school-wide provincial exam average, 62.63%; district-wide, 71.22%; province-wide, all public schools; 71.53%, province-wide, including private schools, 71.62%.

What it Means:

English 12 results indicate upward growth in reading, writing and comprehension. There is an improvement in 2006, from 2005. Carson results are better than last year and higher than district or provincial, all school results.

Communications 12 results for 2006 are markedly higher than last year, and exceed results district-wide and provincially.

English 10 results indicate a drop from last year's school results, district-wide and province-wide.

Focus on the Future

English 12 is on the right track. Continue to apply higher standards and expect students to reach up to these.

Communications 12 has improved and succeeded beyond last year and even beyond the district and provincial results. This is a marked change over last year. Discuss methods to learn what changes have been made that other members can utilize.



In English 10 changes may be needed in English 8 and 9 to better prepare student for the higher standard that is expected in English 10.

Suggestions: smaller classes, yearlong classes for the early grades, early, entry-level assessment of skills.

Provide a greater emphasis and focus on reading skills in grades 8 and 9 to accelerate and enrich reading, to instill the expectation of competence and success as early as possible. Early assessment of reading levels can provide teachers with early diagnostics that may allow for skill-based teaching at a very early stage of the student's career at Carson.

Literature 12 is not included in this survey.



Appendix 2

Comparative Data over Four school Years for First Nations Attendance

Percentage of FN students @ 90+% attendance (Average attendance of all FN students)

	<u>2006/2007</u>	<u>2005/2006</u>	<u>2004/2005</u>	<u>2003/2004</u>
reporting period				
1.	53% (82.3)	64% (87.5%)	55% (86.3%)	50% (86.2%)
2.	62% (88.4%)	58% (88.4%)	60% (88.7%)	58% (87.5%)
3.	59% (87.8%)	43% (82.6%)	50% (85.5%)	32% (83.0%)
4.	53% (85.8%)	70% (89.2%)	50% (84.1%)	35% (80.0%)
5.	64% (89.7%)	52% (86.7%)	61% (89.0%)	54% (82.3%)
6.		57% (87.3%)	50% (86.5%)	44% (82.4%)
7.		55% (87.4%)	54% (84.1%)	36% (80.6%)
8.		55% (89.5%)	53% (85.7%)	39% (78.1%)

2001-2003 FN students represented 23% of absences, (9% pop.)
2005-2006 FN students represented 12.6% of absences, (10% pop.)



Consultation Process of Carson Graham School Planning Council

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- Where there is a population of Aboriginal students of 5 or more, the school has included the school goal and objectives specific both to the needs of the students and to the involvement of the Aboriginal community. Where there are Aboriginal students enrolled in the school but fewer than 5, the school has considered a plan to meet the educational needs of these students.
- A summary of the approved Carson Graham School Plan will be posted on the school web site by October 31, 2007.

Proposed School Plan

School Planning Council Approval:

Date:

	Name	Signature
Chairperson (Principal)	Mark Lefroy	<i>Original Document signed by all SPC Members listed</i>
Teacher		
Parent	Csaba Tusko	
Parent	Dorothy/Russ Meiklejohn	
Parent	Mary St. Martin	
Student <i>(Gr 10, 11, 12 schools only)</i>	Sarah McGivern	

Board Approval

Approved by:

***Bryn Roberts, Assistant Superintendent
June 5, 2007***



Name

Signature

Assistant
Superintendent

Date:



District Performance Plan Feedback:

The Carson Graham School planning Council, while it recognizes the validity of the District performance plan, and appreciates that there is strength in the congruence between that plan and all school plans, also finds that the requirements that SPCs so closely address those four goals somewhat restrictive and limiting. A careful reading of our plan, especially those aspects directed, within the scope of Safe Schools, toward positive school climate, will reveal that we have an additional goal: to bring public perception of our school more into line with the reality of "Excellence at Carson." **To that end, the administration and staff, together with the PAC are exploring ways to spread the news about excellence at Carson beyond its own constituents. The principal and PAC president have visited the PACs of all Carson's feeder schools in order to achieve this, and we are exploring such possibilities as the introduction of an International Baccalaureate program.**

