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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Sir Guy Carleton Elementary School is a culturally diverse school of 124 students and 30 staff located at 37th and Nanaimo in Vancouver's Eastside. A serious fire occurring on August 2016 resulted in extensive damage requiring the staff and students to relocate and share the site currently used by Cunningham Elementary School.

The relocation to a new site happened quickly with students and families being given the option of relocating to neighboring schools. In June of 2016 our projected enrollment for the 2016-17 school year was 274 students. After the re-location to the Cunningham site the enrollment settled in around 130 students requiring us to organize into six divisions including the Social Development class.

This event has had a serious impact on the staff, students, family and school throughout the 2016-17 school year. There were several phases of this event through which the staff, students and families have had to pass including the initial event of re-locating and losing staff and students, re-settling and sharing the site with the Cunningham school community, managing the logistics of receiving materials from the Kingsway site, dealing with the insurance claims for teacher materials and school inventory and managing the uncertainty of the future for Sir Guy Carleton Elementary. While the events of this fall have been challenging, the Carleton school community rallied strongly and we were very proud to open on the first day of school and begin another exciting school year. The leadership and strength of staff, families and students is worth noting. Despite all the challenges we have faced, the Carleton school community has demonstrated outstanding courage and resilience in the face of adversity and change.

Sir Guy Carleton will remain at the Cunningham site for the 2017-2018 school year. Further information regarding the long-term plans for Carleton will be forth-coming at a later date.

The school plan review of 2016-17 and the future planning for 2017-18 must be considered in the context of this situation. Our major focus as a school community has been navigating this dramatic change while supporting each other and continuing to maintain a focus on our students to ensure they experience as positive and happy a school year as possible.

Carleton has been a prominent member of the Collingwood Community for over 100 years. Our student population is representative of a variety of cultural and linguistic backgrounds. Approximately 50% of our students identify a language other than English spoken in their home with Cantonese, Tagalog and Mandarin being the most prominent.

The school has a projected enrollment of approximately 96 students in Kindergarten through Grade 7 including a District Social Development program that supports students from across Vancouver. Carleton offers families the opportunity to participate in a cold lunch program for families experiencing financial hardship.

Our students are actively engaged in supporting and following our school Code of Conduct: At Carleton... we CARE about ourselves, we CARE about others, and we CARE about this place. A caring, supportive learning environment exists at Carleton School in which each student is expected to be responsible for his/her behaviour and learning. The staff at Carleton School encourage students to: respect the rights of students to learn without interference; follow instructions promptly and cooperatively; act in a way which is safe for themselves and others; leave all areas and equipment as originally found and to be courteous, cooperative and considerate towards all members of our school community. Carleton staff and students take part in regularly scheduled assemblies where both school communities share information, celebrate our learning and sing together. This is an important joint-school event.

Student leadership is demonstrated at Carleton as students are involved in student-led assemblies, buddy reading, library and school crossing patrol. At Carleton we have primary choir which operates each term and regularly performs at various school events. The school library is a thriving place and has students exchanging books as well as reading daily before and after school.

It is within this safe, secure climate that the unique personal qualities of each child are recognized and valued and where each child feels a sense of common purpose and belonging. This recognition and these values support Carleton's vision for student success as we work to ensure students reach their intellectual, social, emotional, aesthetic and physical potential.

Given the school year 2017-2018 will be spent at Carleton at Cunningham, this may be a good time to re-evaluate the goal area for 2017-2018. cursory discussions with staff at this time have indicated the need to continue to work closely with students, families and staff members to highlight the ongoing need for social/emotional support. In addition, the need to maintain our autonomy as a school must be balanced with our need to work closely with the Cunningham school community.

**Next steps:**

- continue to focus on fundamental skills including reading, writing and numeracy
- continue focus on the social/emotional needs of students working closely with the school counsellor and the YFW to meet needs of students and their families
- continue to focus on basic math skills as articulated in the current school plan

## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Success in mathematics as reported by teachers in term one and two reports:

Given our circumstances this school year, the typical data gathering procedures with respect to students' performance in the areas of basic math facts was not collected or collated. In preparing this document and in order to have meaningful discussions regarding the school plan for next year we looked at the global data with respect to overall performance in the area of mathematics. While this does not speak specifically to the goal of memorization of math facts, it does indicate possible directions for a future focus.

Gr	NM	%NM	M	%M
7	6/24	25%	18/24	75%
6	Nil	0%	14/15	93%
5	4/18	22%	14/18	78%
4	6/14	43%	8/14	57%
3	7/14	50%	7/14	50%
2	6/12	50%	6/12	50%
1	2/7	29%	5/7	71%

## 3. WERE WE SUCCESSFUL?

- Outline results

As previously stated, our focus this year was navigating the changes as a result of re-locating to Carleton at Cunningham. While this was the case, the following practices have been an on-going part of teacher's classroom practice:

- ongoing classroom assessments and observations
- skill development and improvement
- ongoing testing and evaluation
- classroom drills such as Mad Minute
- teachers regularly report student improvement in the areas of speed and accuracy

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## 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
  - parent-teacher conferences
  - report cards
  - weekly charting and communicating successes to individual students
  - classroom sticker charts and displays
  - ongoing positive focus communication with students and parents

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## 5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

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*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

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## 6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

For the 2017-2018 school year there will be eight students student with aboriginal designations. All students are at the intermediate level with one grade seven, four grade six, and two grade five. We will continue to work closely as a team to ensure these students are supported both academically as well as socially-emotionally.

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## 7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

The school library now has the full collection of the Raven Tales DVDs which many teachers use to enhance their curriculum. Also, the library is continually purchasing resources to support our Aboriginal goal. Many classes incorporate the concept of the Aboriginal ways of knowing into their subject units throughout the curriculum. Our Aboriginal Education Enhancement Worker works with many classes, supporting enhanced awareness and appreciation among all students, as well as supporting cultural pride and understand in those students of Aboriginal ancestry. Classes have gone on field trips to the Museum of Anthropology and other destinations for activities and workshop with the goal of raising awareness of Aboriginal culture and issues. We have booked The Dancers of the Damelahamid to perform for the whole school in June to celebrate National Aboriginal Day in June.

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## 8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

We will continue to work toward incorporating Aboriginal ways of knowing and learning throughout the curriculum, in addition to discrete units of learning that focus on First Nations. We will continue to collaborate with our AEEW, as well as other guests, such as elders/knowledge keepers, into classrooms and the school as a whole to raise student and staff awareness of Aboriginal culture. We will continue to seek out performances and other experiences to increase awareness and appreciation of Aboriginal culture and issues. Carleton's librarian will continue to increase the school's media collection that addresses Aboriginal culture and awareness (books, DVDs, possible online content).

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## 9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

In the library, we have purchased 24 aboriginal-themed books this year. This year, we have added 13 new DVDs of season two to our complete 13-DVD set of the first season of Raven Tales, which are frequently used by all levels of classroom teachers, for a total of 26 DVDs available in our library.

Anecdotally, it has been observed by staff that the students of Aboriginal Ancestry have a strong sense of belonging at school. They are benefitting from the support they receive, and usually present as confident and happy when they are at school. As with all families, parents and extended family are always welcome to share their questions, concerns and celebrations.