

North Vancouver School District SCHOOL PLAN *for* 2011-2012

School: Cove Cliff Elementary School
Address: 1818 Banbury Road
 North Vancouver, BC V7G 1W4
Phone: 604 903 3420

School/Community Context:

Cove Cliff Elementary School enrolls approximately 354 students from Kindergarten to Grade 7. All students are enrolled in the English program. Our community consists of a largely “upper-middle class” neighbourhood with most of our students living within easy walking distance to the school. Cove Cliff has 22 special needs students. Cove Cliff also has 6 students who are coded as “gifted.” We have quite a small population of Aboriginal students (5) and our ESL population is also quite small (7). This year we have 14 international students.

Currently, our staff members provide an extraordinary number of activities for our students, including: basketball, volleyball, track and field, Kilometre Club, kayaking program, choir, band and assorted clubs (chess, Cove Kids Care Club). The enormous number of opportunities offered at this school may be a contributing factor to the very limited amount of behaviour concerns amongst the student population. Our students tend to be very busy, and our teachers give an extraordinary amount of time to these programs. Teachers at Cove Cliff tend to be a very cohesive group and are supportive of each other and school-based initiatives. Decision making about school direction tends to be very cooperative and forward thinking.

We added four new teachers to our staff this year and this change has been quite “seamless.”

Parental involvement in the school occurs on a very large scale and is very positive in nature. Parents embrace the cooperative nature of the school and participate in numerous programs (Hot Lunch, Fruit and Vegetable Program) and are a consistent presence within the classroom environment. We are fortunate to have a parent population that willingly helps our school and they have become an integral part of our school community. Over 200 parents have taken part in volunteer training this year! Our PAC has been very supportive both financially and philosophically. The numbers at our PAC meetings can be quite large (20 to 30 parents) and the tone is extremely positive. Cove Cliff is extremely lucky to have such an involved and dedicated parent group.

Demographics (2010-2011 school year):

Total number of students: 354 Male: 166 Female: 188

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	41	44	39	38	45	53	53	41

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
18.12	.014%	6%	4%	2%

Progress Analysis:

Review of School Goals – Previous Year

School Plan Goal 1: To improve literacy rates in all primary students

At Cove Cliff we continue to recognize that improving literacy (reading rates/levels) is integral to school success. We continue to provide reading opportunities at an early age. We have previously determined the reading levels of all students (comprehension) in Grades 1 to 3 using both the DRA (Developmental Reading Assessment tool) and using teacher assessment (through daily guided reading practice).

During the 2008/2009 school year every child was tested using the DRA. This, of course was a very time consuming process that also required school-based funding to ensure release time for teachers. Budget and time restrictions have resulted in using the DRA during the 2009/2010 year to assess any students who were identified as being “at-risk” the previous school year. We have used teacher-based assessment (daily guided reading) to “eliminate” any students from the testing process this year and have used the Jerry Johns test to focus on our “at-risk” students. This was done, as the Jerry Johns provides more specific and more comprehensive information as we move forward in our goal. Our focus continues to be targeting student-specific reading levels and developing level-specific reading groups.

Note: Our Grade One students were identified as being “at-risk” by their teachers (they were not DRA tested last year as K students).

Our Jerry Johns results provided some interesting findings. In Grade 1, we had four students who were identified as being “potentially” at-risk. In Grade 2, two students were identified as being “potentially” at risk. In Grade 3, only one student was identified as being “at-risk.” These results provide some very interesting data. Our primary teachers are very skilled at guided reading practices and are very aware of individual student performance. Their “identifiers” for identifying students as being “at-risk” appear to be more stringent than the DRA testing process. One would argue that teacher assessment is more complex than a specific testing measure; both are valuable and should be continued when engaging in student assessment practice.

Although our testing process was modified during the 2010 school year, generally speaking our results did not vary much by percentage (see Jerry Johns results chart). On average, 91% of our primary students are in the “meeting” or “exceeding” categories. We will continue to use a combination of Jerry Johns testing results and teacher assessment in the future. Over time, this should provide us with consistent data from year to year (as well as many interesting discussions!!).

In late 2009, we were able to begin testing for oral reading fluency (DIBELS) on all students in Grades one to three. We completed this task in February 2010. The DIBELS testing was done by our Vice-Principal, Chanin Leoni, for **all** students, which would have maximized testing authenticity. Generally speaking, our percentage of students identified as being “at-risk” (not yet meeting expectations) in our primary grades is at 10% or below. Our Grade 1 students have the lowest percentage of “at-risk” students (3%). Analyzing the testing done during 2011 was slightly different. Previous data has included “minimally meeting” students in the baseline numbers; this year we have not included them and that is reflected in the lower percentages represented in the baseline. Our focus is on both students who are “minimally meeting” and “not yet meeting/approaching” expectations.

Cove Cliff now has an established data base for primary students in both reading comprehension and fluency. This will not only aid our instructional practice, but will assist in class building at the end of the school year (equity and developing instructional reading groups). In addition to our primary teachers guided reading practice, our Grade 6/7 students have been receiving guided reading practice three times per week

with the assistance from our LAC teacher, classroom teachers and SEAs. Guided reading, at these grade levels, is a new process for us at Cove Cliff and should eventually become part of our literacy goal.

Our school was also given a grant last year from the school district and we continue to examine the reading/writing connection. Lesson plans continue to be developed based on specific pieces of literature and book bins have been developed for easy access. Writing lessons have been shared/modeled at staff meetings throughout the year and our recent Non-Instructional Day featured a session on how to make the reading/writing connection using fictional literature. The reading/writing connection is modeled (literature demonstrations) in classrooms, and the Write Traits program (Gr 1-7) is routinely used to examine examples of strong and weak writing. We did not feature a school-wide write this year as our focus was on the development of a sound school-based program, based upon the data collected in previous years (Government, District, School-Based Assessment).

School Plan Goal 2: To improve proficiency in math word problems (intermediate students)

We have moved a long way in determining the specific needs of our students and qualitative data (discussions with teachers) suggests that the “language of math” creates extensive difficulty for many of our students (K to Grade 7). We have focused on establishing a “math vocabulary list” which is distributed at staff meetings and practiced during math blocks in most classrooms. Most teachers have stated that the focus on math vocabulary has made a significant difference in math application and specifically when solving math problems. In a survey given to teachers, 91% of our teachers have noticed an improvement in awareness/comprehension of numeracy vocabulary.

In addition to acquisition of math “language” we continue to emphasize the importance of math fundamentals (addition, subtraction, division, multiplication). A teacher survey showed that 87% of our students are demonstrating proficiency (meeting or exceeding) in the area of math fundamentals. In fact, our teachers are reinforcing both acquisition of math fundamentals and the acquisition of “math language.” 72% of our teachers teach/reinforce math fundamentals five times per week (100% at least three days per week). 90% of our teachers teach/reinforce numeracy vocabulary four times per week. Specifically, 85% of our teachers state that teaching/reinforcing math fundamentals **does** help students to solve math problems.

We continue to work on the mastery of fundamentals as an aid to problem-solving in numeracy. As we move away from FSA results, a school-wide test (grade specific) may provide us with a Grade 4 to 7 set of data with specific percentages. We do know that our Grade 6 students have continued to score at the very “top” of participating schools on the District Math 6 Assessment (2010). Our student average test score was 76% (highest in the district) and in the “Sub-Organizer” category of Variables and Equations we scored at 91% (meeting or exceeding) which was, again, the highest average in the district, and a full 23% higher than our score from the previous year!

In conclusion, although our students tend to score above the district and provincial averages, we continue to examine use of classroom instructional time, focusing on math language and fundamentals, and using LAC time (in specific grades) to increase focused instructional practice for our “at risk.” students. **We have determined that it is appropriate at this time to remove this goal from our school plan in the 2011-2012 school year.**

Opportunities for Further Development:

In **literacy**, we have established our comprehension baseline data for students in Grade 1 to 3 using the DRA kit and have retested our “at-risk” students using the Jerry Johns test. As previously mentioned, we have moved away from the DRA testing this year (2010/11) and to the Jerry Johns testing for comprehension. This was done as the Jerry Johns provides more specific and more comprehensive information as we move forward in our goal. Our focus continues to be targeting student-specific reading levels and developing level-specific reading groups. Establishing this baseline data also allowed us to build reading groups when classroom building last May and will continue to be integral when classroom building this year. In addition to comprehension data, we continue to gather fluency data for all students. This allows us to have a specific “profile” for each student and allows us to “target” the specific needs of each student. We continue to have guided reading groups in our upper intermediate grades and we will consult for feedback (qualitative data) from our teachers and SEAs. As a school, we will continue to examine the reading/writing connection and will continue to build our “library” of both fiction and non-fiction selections. Our writing team will continue to meet periodically to develop lesson plans to be used by all classroom teachers (K to Grade 7). In addition, we have been purchasing a number of LAC/classroom based and library based books from the \$25 000 donation account we received from one of our grandparents. These additional funds have gone a long way to provide opportunities for our students to engage in the “love of reading.”

We also continue to explore the possibility of a late literacy program which would indicate reading levels for intermediate students, but have been unable to locate a program thus far. From a quantitative standpoint, we will continue to collect school-based and district-based data and track our progress in this area, but we are increasingly looking towards anecdotal (qualitative data) as a valid “measuring stick” of where our students are and what they need to focus on. Staff meetings, informal hallway chats and NID discussions have led to some very relevant observations and consistently act as “drivers” for further development and opportunities. Development of guided reading groups in our upper intermediate groups is certainly a promising evolution.

In **numeracy**, we are discontinuing this as a school plan goal for our school. As a school, we have worked very hard to focus on this area and recent results suggest that we are doing quite well. Our focus continues to be on the curriculum, in general, but specifically, as a school, we will continue to examine the literacy/numeracy connection. Specifically, we will continue to work on the development of an extensive “math” vocabulary for our students and mastery of math fundamentals (addition, subtraction, division and multiplication) and examining the “connection” between comprehension and computation.

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Cove Cliff Elementary School Plan for 2011 - 2012 are:

- 1. To improve literacy rates in all primary students**
- 2. To improve Grade 7 student transition to Grade 8 (High School)**

School Goal # 1: **To improve literacy rates in all primary students**

Goal Rationale: Data analysis shows that reading proficiency is improving in our school. However, as a school, we feel the need to continue to strengthen school-wide reading practices with an emphasis on early literacy. Analysis of school-based results indicate that areas for improvement include: identifying purpose and main idea, locating and stating information that is explicitly stated in text and demonstrating critical analysis of what is read. Paramount to establishing a measurable goal is to establish a baseline to identify current reading levels of our primary students (achieved 08/09). Using the Developmental Reading Assessment kit (DRA) all current reading levels will be recorded and provide a baseline for measurement. Teachers will develop reading groups (level dependent) and will provide guided reading practice at each student's current reading level. In addition, all students identified as being "at-risk" were retested 09/10 year and we established a fluency "baseline" for all primary students. This year 10/11 students who were identified as being "at-risk" were given the Jerry Johns in order to gather additional information in order to further pursue our goal. We are also looking very closely at our TOPA scores and are monitoring our students who are identified as being "at – risk" as they move into Grade 1 and further into their primary years.

Objective 1.1: To improve current comprehension levels of primary students (Grades 1 to 3)

Strategies/Structures:

- Implementation and use of the Jerry Johns (Reading Assessment tool) to identify each "at –risk" student's independent reading "level" and to document how this changes over time (fluency and comprehension)
- Continue to resource **new** staff members with Reading 44: A Core Reading Framework.
- Implement a Peer Tutoring model (Ladder Game) throughout early primary – Dolch words and sight vocabulary.
- Continue to build on staff knowledge and application of all aspects of the Reading 44 document to create a balanced reading program school-wide with a focus on summarizing.
- Work towards regular and consistent use of the Daily Dozen and Reading 44 strategies so they become part of students' vocabulary.
- Provide reading instruction in both fiction and non-fiction (content area).
- Continue to monitor reading progress to inform instruction through June report cards and Provincial Performance Standards, with increased understanding of how to use these tools to direct individual and classroom instruction.

- Monitor students previously identified “at risk” through TOPA screening in Kindergarten to determine need for further support. Track support through Student Intervention log sheet.
- Provide interventions for all “at risk” students such as Phonographix, Orton Gillingham or LAC throughout the grades. Explore *River Earobics* (Level 1 and 2) as further support and focus on effective intervention for Primary and Grade 4 students.
- Explore software that reinforces reading skills.
- Extend our reading resources to include culturally appropriate reading materials.
- Promote the use of the First Nations Literacy Project Reading Bundles and Book Bins at the school level.
- Educate parents through planned PAC presentations, speakers arranged through PAC executive, and in-service sessions for parents, with the objective of giving parents tools and strategies to use at home in supporting children in developing their interest and skills in reading. Explore Author Nights and book clubs for students.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Jerry Johns Reading Inventory % of students reading at or above Grade Level			11/12
Grade 1 (meeting or exceeding)	91%	95%	
Grade 2 (meeting or exceeding)	95%	97%	
Grade 3 (meeting or exceeding)	97%	99%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Teachers had stated that although they felt comfortable with knowing where student reading levels were at (approximate), that a levelling system (DRA) could be of use from both the perspective of developing reading groups for guided reading practice and also useful for building classrooms at the end of the year (developing appropriate reading groups for each classroom).
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Target was to use the Jerry Johns inventory to determine the reading level for each student (Grade 1 – 3) who was previously determined to be “at – risk.” To engage in teacher discussions as to the process - including surprises and comparison of predicted to realized reading levels. Teachers were particularly interested in identifying students “at risk” and obtaining more specific information than was previously provided by the DRA testing.

Qualitative Actual:

- Click here to type qualitative ACTUAL comments

Objective 1.2:

To improve current fluency levels of primary students (Grades 1 to 3)

Strategies/Structures:

- Implementation and use of the Dibels Assessment tool to identify each primary student's independent reading "level" and to document how this changes over time (fluency)
- Continue to resource **new** staff members with Reading 44: A Core Reading Framework.
- At the classroom level (Gr.2-7), administer *District 44: Reading for Information Assessment Package* or *Pearson Assessment Package* and use the results to direct class and individual instruction in specific areas of concern. (Common grade level answer keys and understanding of assessment rubric is crucial.)
- Implement a Peer Tutoring model (Ladder Game) throughout early primary – Dolch words and sight vocabulary.
- Continue to build on staff knowledge and application of all aspects of the Reading 44 document to create a balanced reading program school-wide with a focus on summarizing.
- Work towards regular and consistent use of the Daily Dozen and Reading 44 strategies so they become part of students' vocabulary.
- Provide reading instruction in both fiction and non-fiction (content area).
- Continue to monitor reading progress to inform instruction through June report cards and Provincial Performance Standards, with increased understanding of how to use these tools to direct individual and classroom instruction.
- Monitor students previously identified "at risk" through TOPA screening in Kindergarten to determine need for further support. Track support through Student Intervention log sheet.
- Provide interventions for all "at risk" students such as Phonographix, Orton Gillingham or LAC throughout the grades. Explore *River Earobics* (Level 1 and 2) as further support and focus on effective intervention for Primary and Grade 4 students.
- Extend our reading resources to include culturally appropriate reading materials.
- Promote the use of the First Nations Literacy Project Reading Bundles and Book Bins at the school level.
- Educate parents through planned PAC presentations, speakers arranged through PAC executive, and in-service sessions for parents, with the objective of giving parents tools and strategies to use

at home in supporting children in developing their interest and skills in reading. Explore Author Nights and book clubs for students.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Dibels (to determine fluency rates for students in Grades 1 to 3). % of students fully meeting or exceeding expectations in reading fluency.*			
Grade 1	80%	89%	Establish 11/12
Grade 2	89%	91%	
Grade 3	73%	81%	
*Previous data has included “minimally meeting” students in the baseline numbers. This year we have not included them and that is reflected in the lower percentages represented in the baseline. Our focus is on both students who are “minimally meeting” and “not yet meeting/approaching” expectations.			

Evidence: *(Qualitative)*

<p>Qualitative Baseline: Although development of student fluency occurs on a daily basis and is a constant topic amongst primary teachers, there had not been an established baseline for primary students. Daily practice suggests that a fluency baseline (for all primary students) would be very helpful. Use of the Dibels was completed in Feb 2010 and a fluency baseline for all students in Grades 1 -3 has been established.</p>
<p>Qualitative Target: Now that the development of a “fluency baseline” for all students in Grades 1 – 3 is complete, a target has been set (appropriate gain in meeting or exceeding Grade Level in fluency). The focus will now include both students who are both “not yet meeting/approaching” and those who are “minimally meeting .”</p>

<p>Qualitative Actual: – Click here to type qualitative ACTUAL comments</p>
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School Goal #2:

To improve Grade 7 student transition to Grade 8 (High School)

Goal Rationale:

Transition to high school has long been recognised as a difficult time for many of our students. High school is considerably different than elementary school and both academic and social demands can be significant. In recognition of this fact, it has become imperative that educators examine ways in which the transition from one school to another can be openly discussed and addressed. Effective implementation of strategies and structures can result in minimalizing the stress and strain of change, as students make this very important and essential transition.

Objective 2.1:

To increase the number of students who report they feel ready to deal with social challenges in high school

Strategies/Structures:

- engagement in open discussions with students and parents about preparing for high school
- provide opportunities for Grade 6 and 7 teachers to meet with high school teachers to talk about the differences regarding both academic and social expectations as students transition into high school
- provide opportunities for students to attend high school for specific grade areas when appropriate (two of our students attended Grade 8 math course at Seycove this year)
- Organize peer visits to and from secondary school (ex. cyber bullying workshop delivered by students, band presentations etc.)
- Organize intake meetings with secondary school counsellor (specifically for students identified as being "at-risk.") (Preferably mid-year and specific to students "at-risk.")
- Organize grade 7 visits to secondary schools (including specific events)
- Have a Grade 8 teacher speak with Grade 7 classes as a "kickoff" to introduce quasi grade 8 classroom expectations' in grade 7 classrooms toward year end
- Introduce opportunities for Secondary School First Nation Support Workers to visit elementary school and vice versa
- Work with Learning Support Teachers from both elementary and secondary school to determine appropriate and individualized ways to support special needs students in their transition
- Establish "check-in" routines to track student adjustment in the first 6 months of grade 8
- Organize post-transition visits for Grade 7 teachers to visit both counselors and students (when appropriate)

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Student Survey (Grade 7) Percentage of students who state they feel ready to deal with the social challenges presented in high school	44%	65%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Teachers have stated that there is a great deal of anxiety about high school and many of the fears are based upon misinformation. Concerns are both academic and social and are increasing as the transition date appears. As indicated in the Safe and Caring Schools survey our students feel very safe at Cove Cliff and we wish this to continue.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- With increased awareness of the expectations of high school and through identification of specific concerns (through our student survey) it is hoped that a decrease in anxiety will be evident and can be measured both quantitatively and qualitatively through the follow up survey that will be given to these same students in Grade 8.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

Objective 2.2:

To increase the percentage of Grade 7 students who attend regularly and consistently complete homework (in preparation for high school).

Strategies/Structures:

- tracking of attendance for students with habitual absenteeism
- tracking homework completion for students who are considered to be "at-risk."
- engagement in open discussions with students and parents about preparing for high school
- provide opportunities for Grade 6 and 7 teachers to meet with high school teachers to talk about the differences regarding both academic and social expectations as students transition into high school
- provide opportunities for students to attend high school for specific grade areas when appropriate (two of our students attended Grade 8 math course at Seycove this year)
- Organize peer visits to and from secondary school (ex. cyber bullying workshop delivered by students, band presentations etc.)
- Organize intake meetings with secondary school counsellor (specifically for students identified as being "at-risk)." Preferably mid-year and specific to students "at-risk."
- Organize grade 7 visits to secondary schools (including specific events)

- Have a Grade 8 teacher speak with Grade 7 classes as a “kickoff” to introduce quasi grade 8 classroom expectations’ in grade 7 classrooms toward year end
- Introduce opportunities for Secondary School First Nation Support Workers to visit elementary school and vice versa
- Work with Learning Support Teachers from both elementary and secondary school to determine appropriate and individualized ways to support special needs students in their transition
- Establish “check-in” routines to track student adjustment in the first 6 months of grade 8
- Organize post-transition visits for Grade 7 teachers to visit both counselors and students (when appropriate)

Key Performance Measure:	Baseline	Target	Actual
Teacher survey that identifies the percentage of Grade 6 students who regularly attend and complete their homework on a consistent basis.	80%	90%	
*These students will be tracked into grade 7 and beyond into high school.			

* It should be noted that, on occasion, we do have students who miss school to attend scheduled specialty programs (gymnastics, snowboarding, etc).

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Teachers at the elementary and high school level consistently state that absenteeism and incompletion of homework are consistent factors in determining students who are at risk; particularly, as students transition from elementary to high school. The format of high school requires more responsibility from the student which can lead to higher risk factors.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - To address these two specific concerns (absenteeism and homework completion) directly with both students and families and to focus on increasing both the attendance rates and the rate of homework completion for students at risk. Teachers will focus on strategies to assist and families will be contacted more often to initiate assistance from home.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Connections:

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

- Cove Cliff's School Plan is aligned with School District 44 goals. North Vancouver School District supports the uniqueness of its schools while maintaining the focus on improved student achievement by specifying the parameters under which unique school goals are set, including analysis/rationale, data sources, district standards, and current school standards. Cove Cliff has paid particular attention to students within our K-7 community who are "at risk," and have provided necessary interventions. Use of the Developmental Reading Assessment and Jerry Johns Comprehension test will allow us to develop a unique student profile for all of our primary students. Cove Cliff's school plan focuses on the importance of early intervention, particularly with respect to reading (comprehension and fluency) and annually assesses and reassesses the performance of Kindergarten students.
- North Vancouver School District has a clear goal to provide safe and caring school environments for all students, supported through the District-developed *Safe and Caring Schools Guide* and the annual *Safe Schools Assessment*. These documents are used and are reflected in the Cove Cliff school plan.
- The Family of Schools focus on "transitions" this year has resulted in the elementary school family members sharing and developing a common goal regarding transition from Grade 7 to Grade 8 (high school). All schools have shared goal language and philosophy and have jointly developed a survey that will be given to all Grade 7 students (anticipation of Grade 8) and will be given again as the same students conclude their Grade 8 year (reflections of Grade 8). The results should help us all develop an understanding of the anxiety and trepidation that often accompanies the realities of such a significant transition.
- **The District Plan highlights the importance of aboriginal awareness and aboriginal achievement, however, our school population includes 5 aboriginal students (none of whom is considered to be "at risk" at this time). Our goal at Cove Cliff is to create awareness of the diversity of cultures – aboriginal and otherwise.**

Consultation Process of Cove Cliff Elementary School Planning Council:

- X School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- X A summary of the approved Cove Cliff Elementary School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: Click to type date

	Name	Signature
Chairperson (Principal)	Wayne Mitchell	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Gail Kitt	
Parent	Carol Cheney	
Parent	Ngaire Roberts	
Parent	Erian Baxter	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 12, 2011**