

North Vancouver School District
SCHOOL PLAN for 2013-2014

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

School/Community Context:

The student population at Cove Cliff is consistently inclusive. Students accept others and are respectful of one another. Older students at Cove Cliff take pride in their school community and are seen as leaders by the younger students. Students respect and look out for one another, regardless of age, and even take the time to know each other's names. One can often see appropriate behaviours being modeled and taught by older students to younger ones. Peer leaders support all students by providing helpful problem solving strategies. Students are fortunate to participate in a variety of extra-curricular activities that include a variety of athletics as well as kayaking.

Teachers at Cove Cliff provide an inclusive and differentiated learning community. Overall, the staff is valued in the community as caring individuals who work hard and are committed to building positive relationships. Teachers spend time supporting one another with open communication, collaboration and collegiality. Many staff members support a variety of extra-curricular activities. Education and supervision aides are valued as positive, caring individuals who support students in meaningful ways. Administration is committed to supporting all students in a variety of ways, and are often seen supervising out on the playgrounds at recess and lunch, connecting with students in positive ways.

Cove Cliff is moving forward with a variety of innovative curricular initiatives. With the Technology Plan, instructional practice is becoming more relevant to the 21st century learner. The use of iPads in the classroom is a specific example of how every student is able to demonstrate their learning in different and meaningful ways. Delivering curriculum through Project Based Learning and Inquiry, with a focus on collaboration, is becoming a focus for an increasing number of Cove Cliff teachers. Student learning is enhanced with meaningful field trips as well as outside experts visiting the school. The school enjoys curricular based events such as musicals, concerts and choir which all enhance the overall learning for students.

Cove Cliff school community is one that is deeply rooted in respect and support with an extremely supportive parent community, as demonstrated by the hundreds of volunteers each year as well as the overwhelming amount of financial support. Staff, students and parents alike have all committed to the Cove Kids Care club which is a social awareness club supporting both local and international causes. Students play a key role in the strength of the Cove Cliff community as demonstrated by their commitment to learning, extracurricular activities as well as playing an essential role on our School Planning Council.

Demographics (2012-2013 school year):

Total number of students: 338

Male: 161

Female: 177

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	36	45	45	35	42	40	41	54

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
18.39	0.89%	5.03%	1.48%	2.66%

Progress Analysis:

Previous School Plan Goal 1: To Improve the literacy rates in all primary students (fluency and comprehension.)

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

Trend Data Table:

Key Performance Measure:			
Using the Jerry Johns Reading Inventory. Percentage of Primary students (grade 1-3) reading at or above grade level	Baseline	Target	Actual
2012-2013	97%	98%	98%

Trend Data Analysis:

Over the past five years data has indicated that comprehension levels of all primary students has consistently increased and has reached the target of 98%. We have achieved this objective.

Opportunities for Further Development:

Objective achieved.

Objective 1.2: To improve current fluency levels of primary students (grades 1 to 3)

Trend Data Table:

Key Performance Measure:

Using the Dibels assessment. Percentage of students fully meeting or exceeding expectations in reading fluency.	Baseline	Target	Actual
2012-2013	92%	94%	96%

Trend Data Analysis:

Over the past five years data has indicated that fluency levels of all primary students has increased and has consistently exceeded the target of 94%. We have achieved this objective.

Opportunities for Further Development:

Objective achieved.

Previous School Plan Goal 2: To Improve grade 7 student transition to grade 8.

Objective 2.1: To increase the number of students who report they feel ready to deal with social challenges in high school.

Trend Data Table:

Key Performance Measure:			
Percentage of students who state they feel ready to deal with the social challenges presented in high school.	Baseline	Target	Actual
2012-2013	73%	85%	Qualitative analysis

Trend Data Analysis:

Qualitative analysis: A formal survey was not completed this year. However, an informal discussion took place between the teachers and the students. The students self reported that most of them felt ready to deal with the social challenges that they perceived would be presented in high school.

While data indicates an increase in the percentage of students who report they feel ready to deal with social challenges in secondary school, the target of 85% was not achieved. An objective focussing on transition will be modified to improve.

Opportunities for Further Development:

Objective will be modified to support an increase in students reporting they feel confident and ready for secondary school.

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Cove Cliff School Plan for 2013-2014 are:

Academic Goal

1. To increase students' proficiency in foundational math and writing skills.

Objectives:

- 1.1 To improve students' knowledge and understanding of basic math facts
- 1.2 To improve students feeling of success during writing

Social / Human / Emotional Goal

2. To increase students' ability to transition with confidence.

Objectives:

- 2.1 To increase the number of students who are able to transition quickly and easily into Kindergarten.
- 2.2 To increase the number of students who report feeling confident about their transition from grade 3 to grade 4.
- 2.3 To increase the number of students who report feeling engaged and connected to secondary school by improving the grade 7 to 8 transition

Career Goal

3. To improve students' foundation for success through improved communication.

Objectives:

- 3.1 To improve students' oral communication
- 3.2 To improve students' digital communication

School Goal 1: To increase students' proficiency in foundational math and writing skills.

Goal Rationale:

This goal is in alignment with the BC Education Plan's core competency of thinking. There are reports of observed gaps in knowledge and understanding of foundational skills, particularly in the area of math and writing. Parents are reporting an increased number of students receiving outside tutoring in math. Students are reporting that writing is an area of difficulty, expressing a desire to learn more concrete strategies to support them in improving their writing. It has also been noted that report card marks do not seem to match students' overall skills. Our goal is therefore to improve student competency with foundational skills in math and in writing.

Objective 1.1: To improve students' knowledge and understanding of basic math facts

Strategies/Structures:

- Implementation of a standardized test to determine a baseline for all students
- Develop teachers' instructional practice in the area of differentiation during the collaboration time throughout the year
- Develop teachers' formative assessment skills
- Reflect/Evaluate inflated report card marks
- Create a skills tip sheet for parents to practice with students at home
- Celebrate math within the school
- Reinforce learned skills with math games

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade three students who scored higher than 25/30 on a basic math facts timed test.			
2013-2014	55%	70%	Spring 2014

Evidence: (Qualitative)

Qualitative Baseline:

- Teachers report that many students are not meeting expectations in the area of basic math facts.

<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Teachers report that many students are meeting expectations in the area of basic math facts.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Spring 2014

Objective 1.2: To improve students feeling of success during writing

Strategies/Structures:

- Implementation of a school wide write in September and a follow up write in April.
- Explicit teaching of writing skills that have been identified as weak
- Develop teachers' instructional practice in the area of differentiation during the collaboration time throughout the year
- Develop teachers' formative assessment skills
- Development and implementation of self and peer assessments
- Increase knowledge of self as a writer
- Celebrate writing by students reading their writing over the PA
- Display students' written expression throughout the school

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade 2 students self reporting that they are always able to generate ideas to use in their writing.			
2013-2014	53%		Spring 2014

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Teachers report that students often struggle with generating ideas to use in their writing activities
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Teachers report that students sometimes struggle with generating ideas to use in their writing activities
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Spring 2014

School Goal 2: To increase students' ability to transition with confidence.

Goal Rationale:

This goal is in alignment with the BC Education Plan's core competency in personal and social development. There are reports from parents and students of increased stress in students who are going through a significant transition at school (pre-K - K, grade 3 – grade 4, grade 7 – grade 8). Transitions can be very difficult for some, causing unnecessary anxiety. Supporting the social and emotional needs of students through periods of transitions is important to reduce this anxiety. Continuing to develop our connection with the community and our community partners is part of improving our overall learning environment. Our goal is to create a school community that supports successful transitions for all students.

Objective 2.1: To increase the number of students who are able to transition quickly and easily into Kindergarten.

Strategies/Structures:

- Plan opportunities for Pre-Kindergarten children to visit the school and spend time in the classroom, school library, play ground
- Continue having Kindergarten teachers and Administration visit preschools and observe incoming students
- Share information readily between preschool, home and school
- Identify and support students who do not attend preschool
- Educate parents by providing helpful transition information –Ready set move pamphlet
- Include a social story about Cove Cliff in the welcome package
- Continue to provide extra personnel support in the classroom and on the playground at the beginning of the year

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Number of students that teachers observe having difficulty with transition, separation anxiety, or coming to school.			
2013-2014	Sept 2013		Oct 2013

Evidence: *(Qualitative)*

Qualitative Baseline: - The qualitative baseline data will be established through teacher observations in September
Qualitative Target: - To reduce the number of students struggling with their transition to Kindergarten
Qualitative Actual: - October 2013

Objective 2.2: To increase the number of students who report feeling confident about their transition from grade 3 to grade 4.

Strategies/Structures:

- Educating students more about the use of assessment tools (criteria, rubrics)
- Help students understand more about the purpose of letter grades
- Increased focus on the learning process, not on evaluation (Devaluing the importance of letter grades)
- Educate parents on the use of letter grades and their meaning
- Educate parents regarding assessment in general
- Educate students on understanding and accepting your own and others' learning styles
- Acknowledging school wide that all students are different and to strive for our own personal best
- Preparing students in grade 3 by teaching good study habits
- Supporting students and parents with the increased amount of homework
- Provide open communication between home and school
- Provide grade 3 students with a grade 4 buddy

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade four students self reporting that they participate in the co-construction of their learning			
2013-2014	Sept 2013		April 2014
Percentage of grade four students self reporting that they understand how they are assessed			
2013-2014	Sept 2013		April 2014
Percentage of grade four students self reporting that they feel positive about grade four			
2013-2014	Sept 2013		April 2014

Evidence: *(Qualitative)*

Qualitative Baseline: Teachers report that a number of students have a difficult time transitioning from grade three to four primarily because of the increased work load, and use of letter grades.
Qualitative Target: - To reduce the number of students that teachers report are having a difficult time transitioning from grade three to four primarily because of the increased work load, and use of letter grades.
Qualitative Actual: - Spring 2014

Objective 2.3: To increase the number of students who report feeling engaged and connected to secondary school by improving the grade 7 to 8 transition

Strategies/Structures:

- Provide early intervention and identification of at risk students
- Provide early education with parents around successful transition to Secondary
- Build connections between staff and students from Elementary and Secondary
- Continue to support the 7/11 program
- Organize more grade 7 Family of School activities throughout the school year
- Continue to have thorough articulation meetings
- Provide opportunities for additional Secondary visits for students requiring extra support
- Organize September student review meeting for grade 8 teachers and former grade 7 teachers to discuss students with an IEP or whom are at risk.

Key Performance Measure:	Baseline	Target	Actual
Number of opportunities that students have to attend organized grade 7 family of school activities			
2013-2014	0	3	Spring 2014
Number of opportunities that grade seven students have to be actively involved in activities at Seycove.			
2013-2014	1	3	Spring 2014
Percentage of students that self report feeling very confident about managing their workload at secondary school			
2013-2014	28%		Spring 2014
Percentage of students that self report that they feel very confident about organizing their timetable			
2013-2014	44%		Spring 2014

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Teachers report that some students are concerned about the transition to secondary school.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Teachers report that few students are concerned about the transition to secondary school.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Spring 2014

School Goal 3: To improve students' foundation for success through improved communication.

Goal Rationale:

This goal is in alignment with the BC Education Plan's core competency in communication. Parents and students report a need for the school to improve student awareness and skills in the area of communication. As an essential life skill, it is important that these communication skills are explicitly taught, with a strong focus on oral and digital literacy. Our goal is to improve students' oral and digital literacy skills, better preparing them for success in the real world.

Objective 3.1: To improve students' oral communication

Strategies/Structures:

- Providing increased opportunities for oral presentations (both in class and in the school)
- Provide more opportunities to read aloud or present aloud more often in the primary grades
- Provide opportunities for sharing of project -not just the final product also the process
- Encourage collaborative group work and project based learning
- Provide opportunities for students to sharing a reading or their writing over the PA-Daily PA announcements to be done by students
- Allow assessment to be more formative
- Continue to have Buddy class reading
- Allow for student leadership opportunities in assemblies
- Allow students permission for risk taking and recovering from mistakes
- Provide many opportunities for practice to build student confidence
- Continue to use literature circles within classrooms

- Communicate orally as much as possible
- Educate students on the role of body language, eye contact, connecting with each other
- Encourage the development of a positive culture through the increased use of appropriate social greetings

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade five students who self report that they always feel confident standing up and presenting their work in front of their peers			
2013-2014	34%	50%	Spring 2014

Evidence: (Qualitative)

Qualitative Baseline: -
Qualitative Target: -
Qualitative Actual: -

Objective 3.2: To improve students' digital communication

Strategies/Structures:

- Continue to use Edmodo as a classroom forum for communication in Intermediate classes
- Provide Internet safety and awareness presentations for students and parents
- Organize presentations provided by Secondary students about Internet safety and communication
- Educate students on appropriate use of email and texting
- Educate students on Internet researching skills
- Encourage the use of the school website for updated calendar information
- Use the new website to increase communication between students, teachers and parents through the use of a classroom blog and calendar of events
- Provide information on how to use Macs and iPads for increased efficacy
- Provide 2-3 iPads per Intermediate classroom as a tool to support increased written output and in support of all learners

Key Performance Measure:	Baseline	Target	Actual
Number of presentations given to students on Internet and Social Media safety and awareness			
2013-2014	0	2	Spring 2014
Percentage of grade 6 students self reporting that they always feel confident using technology to help with their learning			
2013-2014	84%	90%	Spring 2014

Evidence: *(Qualitative)*

<i>Qualitative Baseline:</i> -
<i>Qualitative Target:</i> -
<i>Qualitative Actual:</i> -

Connections:

We are very fortunate at Cove Cliff to have a respectful and positive relationship with our Parent Advisory committee and School Planning Council. Through ongoing communication we continue to work collaboratively to provide and support our students in a number of ways.

Within our Seycove family of schools we have worked to develop our School Plans to reflect the same three goal areas of academic, social/human/emotional, and career. Through purposeful calendar building we have established greater alignment within our family. We have strong ongoing open communication and support for our neighbouring schools. Moving forward we will continue to develop and strengthen this relationship with of family and with the district in general.

We will continue to expand the availability of best instructional practices and enriched curriculum. Specifically with the use of project based learning and an increased understanding of student learning needs we will help support and differentiate for all learners. We are excited to continue using technology as a tool to support the learning that is taking at all age and developmental levels.

We will continue to reflect on how we are supporting all students in a universal, targeted and intensive approach specifically in the areas of Curricular development, Instructional Delivery, Formative Assessment, and Social and Emotional support, and continue to build collaborative and respectful relationships with students, staff, and parents.

Consultation Process of Cove Cliff School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Cove Cliff School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: Click to type date

Name		Signature
Chairperson (Principal)	Brenda Bell	<i>Original Document Signed by SP Members</i>
Vice Principal	Chanin Leoni	
Parent	Lindsay Witham	
Parent	Orla Robinson	
Parent	Nina Chen	
Student	Christopher Ross	
Student	Noam Barzilay	
Student	Dylon Matthews	
Student	Nina Jobst-Smith	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent