North Vancouver School District
SCHOOL PLAN for **2013-2014**

School: Seycove Secondary
Address: 1204 Caledonia Avenue
          North Vancouver, BC   V7G 2A6
Phone: 604-903-3666

School/Community Context:

Seycove Secondary Community School is a small urban high school located in North Vancouver. It is located within the Deep Cove community and is part of a Family of Schools that includes Cove Cliff, Dorothy Lynas, and Sherwood Park Elementary Schools. At Seycove Secondary, we strive to provide challenges for all of us to learn, share and grow in a supportive environment, to maintain respect for others, the environment and ourselves and to acquire skills, knowledge and attitudes needed to contribute to a diverse society.

Seycove uses the motto CLASS to guide staff, students, and parents in the values and norms of the school. CLASS – Consideration, Leadership, Achievement, Sportsmanship, and Scholarship has established a unique environment within the school and has become an integral part of the school culture. Another special aspect about Seycove is that it is a school that has a high degree of involvement from staff, parents, and students. An excellent example of this involvement is the annual Seycove Auction that brings together our feeder schools, parents, staff, and students in a major fundraising event for our family of schools.
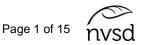
Seycove Secondary Community School is a vibrant, positive place where staff and students are proud to attend and parents are proud to send their children. The entire community is dedicated to the school and providing a quality education for all. We are passionate about our school.

Demographics (*2011-2012 school year*):

Total number of students: 744 Male: 380   Female: 364

Grade	8	9	10	11	12
English	125	118	149	166	173
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
40.4	**3.8**	**12.9**	**8.9**	**0**

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Progress Analysis:

Review of School Goals – Previous Year(s)

To improve student learning surrounding overall bullying as we continue to provide a safe and caring environment for all students.

Previous Objective 1.1:

To increase the number of students, in Grades 8 to 12, that feel safe within the context of cyber bullying and social networking.

Trend Data Table:

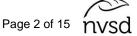| Key Performance Measure: Social Responsibility Survey			
	Baseline 2010	**Target April 2011**	**Actual Fall 2012**
#19 - Have you experienced cyber bullying in the community?	11.7%	9%	**9.7%**
#34 - Have you been cyberbullied at school?	2.59%	2%	**NA**
#35 - Have you experienced cyber bullying outside of school?	5.72%	4%	**NA**

Trend Data Analysis:

Baseline was generated in 2010 from the Social Responsibility from questions #19- Have you experienced cyber bullying in the community? Question #34- Have you been cyberbullied at school? Question #35- Have you experienced cyber bullying outside of school? On the 2012 school year survey Questions #34 and # 35 have been removed. The only question on the survey to do with cyber bullying is #19.   Have you experienced cyber bullying (email, texting, Facebook, other social networking sites? 9.7% of respondents indicated that many times, or all of the time they had been cyber bulled. This is a downward trend of 2% and close to the target of 9%. We will continue to look at this objective.

Qualitative **Actual (Dec 2012)**:
- The number of students who reported incidents of bullying at school decreased from 6.83% to 3.2%. The number of students who reported that they talked to the bully and asked them to stop climbed from just under 40% to over 53%. We will continue to track and monitor the cyber bullying and bullying issue for another year as part of our school plan.
- **Actual (May 2012)**:We have had many positive parent emails regarding our Jesse Miller presentations to grade 8, the Cnst Tad Milmine presentation to grade 8 and the school wide presentation by the GSA on anti-bullying and anti-homophobia presentations. Staff overwhelming endorsed the GSA event. Exit poles from the GSA anti-bullying assembly were unanimous in student support for the event and staff support of the role students undertook in leading the assembly.

Previous Objective 1.2:

To increase the number of students, in Grades 8 to 12, that feel safe within the context of verbal bullying.

Trend Data Table:

Key Performance Measure: Social Responsibility Survey			
	Baseline 2010	**Target April 2011**	**Actual Fall 2012**
#23 - Are you worried or afraid that you will be verbally harassed at school?	14.41%	10%	**NA**
#29 - Have you been bullied or harassed by others at school?	6.83%	5%	**8.3%**
#38 - If you have been picked on, discriminated against, bullied or harassed, have you told the person to stop?	39.22%	45%	53.17%
#42 - Have you reported bullying to an adult at school?	13.18%	20%	**NA**

Trend Data Analysis:

While more students are reporting they are telling bullies to stop, 2% more students are reporting that they are being bullied. Question #42 has been removed from the survey for the current year. It is of interest to note that 95.3% of students are reporting that they feel safe at school from question #6.

Review of Previous School Goals 2:
To improve student reading comprehension across the curriculum.

Previous Objective 2.1:

To improve student reading comprehension strategies and the usage of those strategies to become more effective readers. Specifically, there will be a focus with our Grade 8 & 9 students in order to increase the percentage of students capable of determining the main ideas within their reading.

Trend Data Table:

Key Performance Measure: Reading Assessment Device (RAD) for Grade 8			
	Baseline 2010	**Target *April 2011**	**Actual June 2012**
Main Ideas	32%	40%	**NA**
Comprehension Strategies	19%	46%	**NA**
Usage of Strategies	10%	60%	**NA**
Text Features	77%	80%	**NA**
Details	57%	60%	**NA**
Note Making	59%	67%	**NA**
Inferences	63%	67%	**NA**

Trend Data Table:

Key Performance Measure: Reading Assessment Device (RAD) for Grade 9			
	Baseline 2010	**Target *April 2011**	**Actual June 2012**
Main Ideas	37%	50%	**NA**
Comprehension Strategies	29%	50%	**NA**
Usage of Strategies	19%	60%	**NA**
Text Features	80%	85%	**NA**
Details	54%	60%	**NA**
Note Making	52%	60%	**NA**
Inferences	54%	60%	**NA**

Trend Data Analysis:

Due to Job action the RAD was not administered in the 2011-2012 school year. *The RAD will be re-administered in June 2013.

Review of Previous School Goal 3:

To improve course completion and grade to grade transition rates for all students including our at risk and Aboriginal students.

Previous Objective 3.1:

To improve the Grade-to-Grade transition of all of our students.

Trend Data Table:

Key Performance Measure: Percentage of students who were successful transitioning from Grade to Grade		
	2010 School year	**2011 School Year**
Grade 8 to Grade 9	96%	97%
Grade 9 to Grade 10	99%	96%
Grade 10 to Grade 11	95%	95%
Grade 11 to Grade 12	84%	81%

Evidence: *(Quantitative)*
Ministry Provincial Data

Trend Data Analysis:

The minor variances at the Grade 8 to Grade 11 level come with different cohorts, however, there needs to be continued focus on the Grade 11 to Grade 12 transition giving improved opportunities for student success. Our Choices program will be instrumental in this capacity giving some of our at risk learners alternative delivery models.

Opportunities for Further Development:

As we look at these overall percentages for our grade to grade transitions, it will be important to take into account the impact of our Choices program and the impact it will have on supporting our students.

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, goal number one will change to focus on the Social and emotional growth of students, while the remaining two goals in the Seycove School Plan remain unchanged, with minor rewording, for 2013-2014:

1. **To improve student learning surrounding social and emotional growth as we continue to improve our safe and caring environment for all students.**

2. **To improve student literacy, with a focus on reading, across the curriculum.**

3. **To improve the course completion and grade-to-grade transition rates for all students.**

School Goal 1:
To improve student learning surrounding social and emotional growth as we continue to improve our safe and caring environment for all students

Goal Rationale:

- The school community of Seycove; staff, students, and parents have a strong sense of connection and pride in the school. Seycove has an established culture that helps to ensure it is a welcoming and caring place for students, staff and parents. Focus on student's Social and Emotional development is foundational for student self regulation and personal growth. A continued focus on Cyber bulling is needed. By focussing on the social emotional needs of students The provision of a safe and caring school environment is of paramount importance and should form the foundation to support student's Social and Emotional development.
- 34 students have been referred to choices. 9 of the students were eventually withdrawn as Seycove could not provide the intense mental health needs of the students. 6 of the students transitioned to Mountainside Secondary while 3 others await more intensive services from our community partners.
- Counsellors, teachers and the Choices staff report that the current Choices cohort are succeeding in their classes and will transition or graduate to the next level.
  The consensus of staff is that without Choices the majority of these students would have dropped out of school by this time of year.

Objective 1.1:

To increase the number of students, in Grades 8 to 12, that feel safe within the context of cyber bullying and social networking.

Strategies/Structures:

- Using our Grade Assemblies to continue to incorporate educating our students on the impact of verbal bullying with reference to CLASS.
- Incorporate further lesson plans explicitly surrounding verbal bullying within the Health and Career 8 and Planning 10 curriculum.
- Continue to build on the successes of our 7/11 program by working with our senior students as leaders who also take an active role in educating our junior students.
- Continue to encourage students and foster a safe venue who are being bullied to report to an adult.
- Look to continue presentations by guest speakers that involves students in the selection process.
- Active and immediate staff intervention when witnessed in the hallways.
- Seycove Blog pilot project next year with a group of our staff working with our senior female students mentoring younger female students and working on relational aggression.
- Further education towards the role of the bystander (peer, staff and parent) as it relates to verbal bullying.
- Continuing with our partnership with the Red Cross and the Beyond the Hurt initiative.

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- Continue to work with our GSA students to put on meaningful, effective student lead assemblies focussed on acceptance of all students, anti-homophobia and anti-bullying messages.

Evidence: *(Quantitative)*
New District Social Responsibility Survey 2012/13 an student related incidences in BCESISfor Grades 8-11

Key Performance Measure:	Baseline Dec. 2012	Target
Social Responsibility Survey: Question #19 - Have you experienced cyber bullying?	9.71%	9%
Social Responsibility Survey: Question #29 - Have you been bullied or harassed by others at school?	3.2%	2.5%
Social Responsibility Survey: Question #38 - If you have been picked on, discriminated against, bullied or harassed, have you told the person to stop?	53.17%	60%
Student Related Incidents (BCeSIS)	3	2
Student Related Incidents (BCeSIS)	5	3

* Percent reflects 'many times' and 'all the time' responses.

Evidence: *(Qualitative)*

Qualitative **Baseline**:   – Due to the increase number of students experiencing cyber bullying and using social networking as part of their online communication, there is a growing necessity to educate our students. Through our conversations with students, staff and parents we are looking to ascertain a baseline.   – In regard to our grade assemblies, the feedback we received from students was extremely positive with our guest speaker talking about Internet safety and we will sustain this initiative. This year after our annual presentation with Jesse Miller we also conducted an informal survey where 97% of the Grade 8 cohort responded that this presentation should be repeated on an annual basis. This year we also had Tad Milmine, an RCMP officer specializing in anti-bullying talk to our grade 8 students about his "Bullying Stops Here" initiative.   – Due to the increasing knowledge on the impact of verbal bullying there is a continuing necessity to educate our students.   – In regard to our grade assemblies, the feedback we received from students was extremely positive with our guest speaker talking about verbal bullying and we will sustain this initiative.   – We have had many positive parent emails regarding our Jesse Miller presentations to grade 8, the Cnst Tad Milmine presentation to grade 8 and the school wide presentation by the GSA on anti-bullying and anti-homophobia presentations. Staff overwhelming endorsed the GSA event. Exit poles from the GSA anti-bullying assembly were unanimous in student support for the event and staff support of the role students undertook in leading the assembly.

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> *Qualitative* **Target**:
> - Throughout the year, we will be looking to collate the anecdotal evidence regarding the impact of cyber bullying and social networking which includes conversations with our grade counsellor(s) students and parents.
> - Our partnership this year with the Red Cross and the Beyond the Hurt Program should have a positive influence with student responses on next year's Social Responsibility Survey.
> - Throughout the year, we will look to collate the anecdotal evidence regarding verbal bullying which includes conversations with our grade counsellor(s), students and parents.

Objective 1.2:

To increase student's social and emotional sense of well being as measured by retention data in Choices program.

Strategies/Structures:

- Use data from our choices program to look at attendance rates of our choices cohort as well as levels of engagement and the grade to grade completion rates of our choices cohort
- Continue to build on the successes of our 7/11 Program by working with our senior students as leaders (i.e. Peer Tutoring, Peer Counselling, Grade Assemblies) who also take an active role at educating our junior students to create a connection for our grade 8 students and a Socal and Emotional extended family.
- Create cross grade home rooms which will allow our senior students leadership opportunities working with our younger students.
- Create a humanities program for our grade 8 students with one teacher and one teacher to teach Math and Science to the same cohort of grade 8 students. This will reduce the number of teacher contacts for our grade 8 students and allow our teachers to create a deeper relationship with grade 8 students.
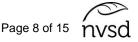
Evidence: *(Quantitative)*

Key Performance Measure: Number of students retained in the Choices program	Baseline May 2013* # of students	Target
Choices cohort for 2012-2013	25	25

School Goal 2:
To improve student reading comprehension across the curriculum.

Goal Rationale:

The school community believes that the ability to comprehend and analyze non fiction curricular resources is a key determinate of student achievement in a variety of subject disciplines. We believe that it is crucial that we teach students the skills needed to comprehend and analyze these materials.

Objective 2.1:

To improve student reading comprehension strategies and the usage of those strategies to become more effective readers. Specifically, there will be a focus with our Grade 8 & 9 students in order to increase the percentage of students capable of determining the main ideas within their reading.

Strategies/Structures:

- To continue to implement and use Reading 44 strategies in all classrooms and targeted across the curriculum.
- To raise students' awareness of the use of reading skills in all subject areas.
- To provide Professional Development opportunities for staff that will include the RAD team comprised of teachers presenting results and strategies to target noted areas for improvement.
- Continue to use the Reading Assessment Device as an instrument to assess student reading strategies and explicitly focus on comprehension and usage strategies.
- Build a cross curricular staff team to lead the RAD for 2011-12.
- Continue to implement cross grade final assessments.

Evidence: *(Quantitative)*
Grade 8 RAD Results – Percentage Meeting or Exceeding Expectations

Key Performance Measure:	Baseline 2010	Target 2013
Main Ideas	32%	40%
Comprehension Strategies	19%	46%
Usage of Strategies	10%	60%
Text Features	77%	80%
Details	57%	60%
Note Making	59%	67%
Inferences	63%	67%

Grade 9 RAD Results – Percentage Meeting or Exceeding

Key Performance Measure:	Baseline 2010	Target 2013
Main Ideas	37%	50%
Comprehension Strategies	29%	50%
Usage of Strategies	19%	60%

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Text Features	80%	85%
Details	54%	60%
Note Making	52%	60%
Inferences	54%	60%

Objective 2.2:

To increase the number of students who read for pleasure as measured by library circulation of fiction materials

Strategies/Structures:

− To increase the opportunities for students to read for pleasure through English classes.
− Restructure our e-readers allowing for more fiction titles for students to sign out and take home promoting reading.
− To use the school website and library to promote reading for pleasure outside of school.

Key Performance Measure: Kindle Circulation	Baseline 2013	Target April 2014
	140	150

Evidence: *(Quantitative)*

Library Circulation Stats

Key Performance Measure:	Baseline 2013	Target 2014
*Average # of resources/month	270	350

* Based on # of fiction and non-fiction books.

Evidence: *(Qualitative)*
Report on Reading - Seycove Secondary School Library

Qualitative **Baseline**:
- Students often use the library for recreational reading. Possibly the comfortable furnishings provided through PAC funding have encouraged students to use the library as a place to read. They come in to read at all times of the day including before and after school. It is also noted that the library offers a range of updated periodicals for recreational reading that appeals to our student clientele. In addition, students now have the opportunity to sign out e-readers and been quite popular with students.
- Overall circulation numbers are down this year; largely linked to a decline in emphasis on silent reading programs in English classes. Lower circulation numbers are a result of the complete collapse of the borrowing of non-fiction titles. Students and staff instead prefer to research with electronic and on-line resources. As a result the Kindle's content is being reworked and with the addition of more works of fiction available to students, once the restructuring is redone, we anticipate an explosion in usage of the Kindles will be reflected in next years data.

Qualitative **Target**:
- As a way to continue the use of the library for both academic and recreational reading, we are looking to continue with our theme tables next year in front of the library as a way to encourage students easy access to reading materials. In addition, we have a wall with our e-reader titles that contain QR codes for students to use their cell phone to access a synopsis of a particular title.

School Goal 3:
To improve course completion and grade to grade transition rates for all students

Goal Rationale:

Student achievement may be measured in a variety of ways. Scholarships, Provincial Exam percentiles, and school rankings provide only a partial view of a school. The success of students that are deemed "at risk" is another important and crucial measure of school success. Seycove is a community school that understands the importance of educating ALL students. A broad Grade 8 to 12 goal that includes a focus on our aboriginal and "at risk" students is certainly worthwhile and requires sustained commitment.

Objective 3.1:

To improve the Grade-to-Grade transition of all of our students.

Strategies/Structures:
- Maintain weekly Counsellor – Administrator meetings to discuss students that are experiencing difficulties.
- Meet regularly as a School Based Resource Team (SBRT) and Extended School Based Resource Team (ESBRT) to discuss new students and students that are at risk with specific strategies to support their success.

- Ongoing collaboration with our feeder schools ensuring smooth and effective transition from Grade 7 into Grade 8.
- Continued First Nations staffing that allocates three blocks to teachers for support our students with Aboriginal ancestry.
- The Choices Program fosters a more personalized learning environment for students.

Key Performance Measure*:	Baseline 2010	Actual 2011	Target
Grade 8 to Grade 9	97%	99%	100%
Grade 9 to Grade 10	96%	95%	100%
Grade 10 to Grade 11	95%	94%	98%
Grade 11 to Grade 12	81%	86%	90%

Evidence: *(Quantitative)*
*Ministry Provincial Data

Objective 3.2:

To improve the Grade-to-Grade transition of First Nations students enrolled at Seycove.
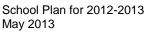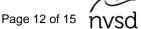
Strategies/Structures:

- Assign school staffing to the position of First Nations support.
- Continue to make connections with educators at the Tsleil-Waututh School.
- Hold forums and meetings for parents within the Tseil-Waututh community to facilitate dialogue and increase understanding of aboriginal issues.
- Choices support for First Nations students
- All grade 8 students will attend a community bridging program with the Tsleil-Watuth First Nations. The program will consist of our students visiting the Tseil-Waututh lands for guided tours of historical and cultural important sites In June of 2013.

Evidence: *(Qualitative)*

Qualitative **Baseline**:
- The approach that we have undertaken at Seycove to help our First Nations (FN) students achieve success is two fold. First we are working hard to build bridges between our school and the Tsleil Waututh community. To that end we have undertaken several initiatives. Each term, when report cards go home we have organized, in partnership with the Band school, a gathering between the students and parents and staff of our school. Last year proved successful in building those connections and consequently, we want to continue to improve fostering our First Nations partnerships. Parents have the opportunity to meet the teachers, administration and support staff and share concerns and ideas about their children's progress at our school. Our First Nations coordinators have also been visiting the community twice monthly to meet with parents, students and other community members.

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– We will continue to look at opportunities to raise awareness with our students surrounding First Nations culture (i.e. Grade assemblies, school ceremonies) planned by our First Nations students and community members.
– Through a more concentrated approach with our First Nations support blocks we are looking to improve our Grade to Grade student transition rates.
– The Choices program is proving to be a successful, safe place for First Nations students to receive support and we will cfurther that support with more First Nations support working in the Choices room for 2013.

Connections:

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

The goals selected by the School Planning Council are intended to align with the District Goals. These District Goals are:

1.   Literacy K – 12
2.   Safe and Caring Schools
3.   Completion Rates
4.   Aboriginal Education

Each goal has a correlation to the above mentioned District goals with specific objectives that meet the needs of the school and address areas of improvement as identified by the SPC.
All of our school goals will also support and align with the goals established at our feeder schools. Family of School planning will continue as we work towards ensuring student achievement from Kindergarten to Grade 12.

For example, the Seycove Family of Schools have created three common goals this year. In particular the Family of Schools are focused on the following:

Common FOS Goal: To increase the number of grade 7 students reporting that they feel confident (positive) about their transition to secondary school as measured by locally developed questionnaire.

Goal Rationale:
It has long been recognized that the transition from elementary school to secondary school is one that causes considerable concern, if not anxiety, for many grade 7 students. While numerous efforts are made each year to prepare these students for anticipated changes, grade 8 students report anecdotally that they still began their first year at secondary school with a certain level of trepidation. This feedback has prompted both elementary and secondary schools to further examine ways in which together, they might ease the transition for students from the familiar and comfortable surroundings of their elementary school to the larger, lesser known secondary school setting.

The objective is to increase the grade 7 students' awareness of secondary school culture**.** Some of the strategies and evidence that will be used include:

Strategies/Structures:
- Organize peer visits from secondary school (i.e. cyber bullying workshop delivered by students, band presentations , etc.)
- Organize intake meetings with secondary school counsellor
- Organize grade 7 visits to secondary schools
- 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
- Opening day collaboration with FOS grade 7 teachers as the teacher experts.
- 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
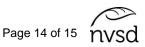
Evidence: *(Quantitative)*

Key Performance Measure: **Locally Developed Student Survey**	Baseline Fall 2012	Target Fall 2013
How comfortable are you at secondary school?	70%	80%

Evidence: *(Qualitative)*

Anecdotal comments provided and collected by teachers and students.

- As a result of the collaboration on opening day of school in 2012, our grade 8 teaching staff reported that they felt better prepared to meet the needs of our grade 8 students than at any time in their teaching careers. Informal teacher poling in October indicated that the opening day structure allowed for teachers to not only start the year more informed about the learning needs of the grade 8 students, but that it contributed to better classroom dynamics and deeper personal connections, particularly with students with special needs. Therefore we plan to further enhance the opening day experience for our teachers.

Consultation Process of Seycove 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 Seycove School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 3, 2013

	Name	**Signature**
Chairperson (Principal)	David Overgaard	
Parent	Teresa Varty	*Original Document Signed by SPC Members*
Parent	Catherine Moore	
Parent	Carol Cheney	
Student (Gr 10, 11, 12 schools only)	Liam Grehan Grade 11	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent