

North Vancouver School District

SCHOOL PLAN for 2014-2015

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 (2013-2014 school year):

Total number of students: 327

Male: 154 Female: 173

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	39	37	43	45	36	47	40	40

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
16.52	0.9%	6.7%	1.5%	2.8%

Progress Analysis:

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

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

Trend Date Table:

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%	58%

Trend Data Analysis:

The data indicates an increase in basic math facts for grade 3 students. However, the target was not achieved and this continues to be an area that needs further development. Increased strategies will be used and a greater focus will be applied to continue to build upon the students' basic math skills.

Opportunities for Further Development:

Continued skill development for teachers in differentiation of math instruction. Continued routine practice for students of the foundational basic math facts.

Objective 1.2: To improve students feeling of success during writing

Trend Data Table:

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%	60%	48

Trend Data Analysis:

The data indicates a decrease in grade 2 students self reporting that they are always able to generate ideas. However, teachers have observed the positive influence that reinforcing the use of Writing 44 strategies (ie. word webs, mind maps, brainstorming, drawing pictures- then adding descriptive words) have had on the students' ability to generate ideas, to self reflect and to feel confident in their work.

Opportunities for Further Development:

Continued use of Writing 44, School Wide write, helping students learn strategies to self assess in the area of writing. Focusing more on formative assessment as a tool to encourage writing by giving kind, helpful and specific feedback throughout the learning process.

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

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

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
Number of students that teachers observe having difficulty with transition, separation anxiety, or coming to school.			
2013-2014	4	2	0

Trend Data Analysis:

At the beginning of the school year it took four children more time to transition to the new routines of an all day setting. With support from teachers, and support staff, and open communication with families there continued to be great student growth and development throughout the first month and all students successfully transitioned into the daily routines by October.

Opportunities for Further Development:

Continue having ongoing communication between teachers and parents about how to support a child struggling with transition. Continue to reinforce the daily classroom routines to establish a consistent predictable learning environment for the child. Use of transitional support personnel in the classroom and on the playground.

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

Trend Data Table:

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	No data	80%	50%
Percentage of grade four students self reporting that they understand how they are assessed			
2013-2014	No data	80%	55%
Percentage of grade four students self reporting that they feel positive about grade four			
2013-2014	No data	90%	75%

Trend Data Analysis:

Throughout the year there has been collaborative work with teachers and students on self reflection and assessment. Teachers have acknowledged their increased use of rubric as an assessment tool throughout the year. Students have had a greater opportunity to have choice in how to demonstrate their learning.

Opportunities for Further Development:

Continue to work with teachers and students to develop a better understanding and working knowledge of assessment using the Assessment Service Delivery Model. Continue to work with students and parents to support the increased workload at grade 4.

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

Trend Data Table:

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	4
Number of opportunities that grade seven students have to be actively involved in activities at Seycove.			
2013-2014	1	3	5
Percentage of students that self report feeling very confident about managing their workload at secondary school			
2013-2014	28%		18%
Percentage of students that self report that they feel very confident about organizing their timetable			
2013-2014	44%		40%

Trend Data Analysis:

The grade 7 students at Cove Cliff were very involved in activities with grade 7 students from Dorothy Lynas and Sherwood Park. We are encouraged that this will help the students have a positive transition to Seycove. We are looking forward to continuing to participate in events, assemblies, and workshops at Seycove

Opportunities for Further Development:

Continue building the FOS and Seycove connection. Creation of a cohesive plan of events so that the students and teachers can build an understanding of the connection rather than just one off events.

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

Objective 3.1: To improve students' oral communication

Trend Data Table:

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%	71%

Opportunities for Further Development:

Objective 3.2: To improve students' digital communication

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
Number of presentations given to students on Internet and Social Media safety and awareness			
2013-2014	0	2	3
Percentage of grade 6 students self reporting that they always feel confident using technology to help with their learning			
2013-2014	84%	90%	89%

Trend Data Analysis:

This year we had presentations on Internet and Social Media safety and awareness in the format of a dramatic presentation in an assembly, interactive grade level and individual classroom presentations. These outside presentations helped to reinforce the message about safety and awareness

Opportunities for Further Development:

We will continue to have outside presenters come into the school and reinforce the message about responsible and safe use of the Internet and Social Media.

School Goals for 2014-2015:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Cove Cliff School Plan for 2014-2015 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 feeing 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:

- 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
- Provide opportunities for students to be involved in Math LAC
- Create a skills tip sheet for parents to practice with students at home including websites for additional practice
- Implementation of a standardized test to determine a baseline for all students
- Celebrate math within the school
- Reinforce learned skills with math games
- Communicate opportunities for math challenge events to students and parents

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.			
2014-2015	58%	70%	Spring 2015

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- Teachers report that many students are not meeting expectations in the area of basic math facts.
Qualitative Target: <ul style="list-style-type: none">- Teachers report that many students are meeting expectations in the area of basic math facts.
Qualitative Actual: <ul style="list-style-type: none">- Spring 2015

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.
- Creation of a writing folder for all students to track writing throughout the years'
- 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 in class, to other adults in the building, and 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.			
2014-2015	48%	60%	Spring 2015

Evidence: (Qualitative)

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

- Teachers report that students sometimes struggle with generating ideas to use in their writing activities

Qualitative Actual:

- Spring 2015

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:

- 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
- Plan opportunities for Pre-Kindergarten children to visit the school and spend time in the classroom, school library, play ground
- Include a social story about Cove Cliff in the welcome package
- Continue to provide temporary additional personnel in the classroom and on the playground at the beginning of the year to support a successful transition

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Number of students that teachers observe having difficulty with transition, separation anxiety, or coming to school.			
2014-2015	Sept 2014		Oct 2014

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- The qualitative baseline data will be established through teacher observations in September
Qualitative Target: <ul style="list-style-type: none">- To reduce the number of students struggling with their transition to Kindergarten
Qualitative Actual: <ul style="list-style-type: none">- October 2014

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

Strategies/Structures:

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

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade four students self reporting that they participate in the co-construction of their learning			
2014-2015	50%	70%	

Percentage of grade four students self reporting that they understand how they are assessed			
2014-2015	55%	70%	
Percentage of grade four students self reporting that they feel positive about grade four			
2014-2015	75%	90%	

Evidence: (Qualitative)

Qualitative Baseline: Teachers report than 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Spring 2015

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:

- 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.
- 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
- Continue to have thorough articulation meetings
- Provide opportunities for additional Secondary visits for students requiring extra support
- Organize more grade 7 Family of School activities throughout the school year
- Look into developing a 6/10 program beginning in June

Key Performance Measure:	Baseline	Target	Actual
Number of opportunities that students have to attend organized grade 7 family of school activities			
2014-2015	4	4	Spring 2015
Number of opportunities that grade seven students have to be actively involved in activities at Seycove.			

2014-2015	5	5	Spring 2015
Percentage of students that self report feeling very confident about managing their workload at secondary school			
2014-2015	18%	50%	Spring 2015
Percentage of students that self report that they feel very confident about organizing their timetable			
2014-2015	40%	70%	Spring 2015

Evidence: (Qualitative)

Qualitative Baseline:

- Teachers report that some students are concerned about the transition to secondary school.

Qualitative Target:

- Teachers report that few students are concerned about the transition to secondary school.

Qualitative Actual:

- Spring 2015

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
- Provide opportunities for students to share a reading or their writing over the PA-Daily PA announcements to be done by students
- Encourage collaborative group work and project based learning
- 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
- Continued shared reading opportunities with students from the KEY program
- Educate and reinforce with students the role of body language, eye contact, connecting with each other and all adults in the community
- 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			
2014-2015	71%	75%	Spring 2015

Evidence: (Qualitative)

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

Objective 3.2: To improve students' digital communication

Strategies/Structures:

- Educate students on appropriate use of email and texting
- Educate students on Internet researching skills
- Provide Internet safety and awareness presentations for students and parents
- Organize presentations provided by Secondary students about Internet safety and communication
- Encourage the use of the school website for updated calendar information
- Use of Scholantis and My Ed BC 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 greater skills based training while in the learning lab
- Continued use of technology integration in the classroom in all curricular areas

Key Performance Measure:	Baseline	Target	Actual
Number of presentations given to students on Internet and Social Media safety and awareness			
2014-2015	3	3	Spring 2015
Percentage of grade 6 students self reporting that they always feel confident using technology to help with their learning			
2014-2015	89%	95%	Spring 2015

Evidence: (Qualitative)

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

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 and the district as a whole. 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, 2014.

School Planning Council Approval of Proposed School Plan:

Date: 1-May-2014

	Name	Signature
Chairperson (Principal)	Brenda Bell	
Parent	Lindsay Witham	<i>Original Document signed by SPC Members</i>
Parent	Orla Robinson	
Parent	Nina Chen	

Board Approval of School Plan:

Approved by:

**Dr. Pius Ryan, Assistant Superintendent
June 2, 2014**