

**North Vancouver School District
SCHOOL PLAN for 2015-2016**

School: Seycove Secondary School
Address: 1204 Caledonia
 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. The Seycove Community strives to engage its members in opportunities for collaborative innovation and learning, to build and maintain purposeful connections and relationships, and to create a safe environment in which to develop citizens of integrity.

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 (2014-2015 school year):

Total number of students: 647 Male: 320 Female: 327

Grade	8	9	10	11	12
English	105	114	145	132	151

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
36.0	3.3%	11.6%	14.4%	0

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1:

To increase student’s sense of safety and social and emotional growth as we continue to improve our safe and caring environment for all students.

Previous Objective 1.1:

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

Trend Data Table:

Key Performance Measure: Referrals to Choices			
	Baseline Dec. 2013	Target	Actual Dec. 2014
Social Responsibility Survey: Question #19 - Have you experienced cyber bullying?	14%	9%	10%
Social Responsibility Survey: Question #29 - Have you been bullied or harassed by others at school? ? (Now Question # 18 on 2013 survey: At School, are you bullied, teased, or picked on?)	11.6%	7%	9.7%
Social Responsibility Survey: Question #38 - If you have been picked on, discriminated against, bullied or harassed, have you told the person to stop? (Now Question # 21 on the survey)	52.3%	60%	49.51%
Student Related Incidents (BCeSIS)	6	3	5

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- Baseline was generated in 2013 from the Social Responsibility from questions #19- Have you experienced cyber bullying in the community? Question #29 (Now #18 **At School, are you bullied, teased, or picked on?**) Question #38- (**Now Question # 21 on the survey**) If you have been picked on, discriminated against, bullied or harassed, have you told the person to stop? Have you experienced cyber bullying (email, texting, Facebook, other social networking sites? 10% of respondents indicated that many times, or all of the time they had been cyber bullied. This is an downward trend of 4% and above the target of 9%. Question #38/21 has moved down by just over 2.5%.. We will look to see what impact our continued focus on empowering students has in this area. There has been a decrease in BCESIS. The number of students who reported incidents of bullying at school decreased from 11.6% to 9.7%. The number of students who reported that they talked to the bully and asked them to stop indicated a slight decrease of less than 3% from just under 52.3% to 49.51%. We will continue to track and monitor the cyber bullying and bullying issue for another year as part of our school plan.

Actual (May 2015):

- The QSA had a Gender Diversity Festival on anti-bullying and Transgendered awareness in February was very successful. Staff overwhelming endorsed the QSA event. Exit poles from the QSA anti-bullying assembly were unanimous in student support for the event and staff support of the role students undertook in leading the assembly. We have also focussed on Mental Health issues and awareness with staff and students this year.
- We will continue to look at this objective.

Key Performance Measure: Number of students retained in the Choices program	Baseline May 2014* # of students	Target	Actual May 2015 # of students retained at Seycove
Choices cohort for 2013-2014	36	30	30

Qualitative Actual (Dec 2015):

-

Previous Objective 1.2:

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

Evidence: (Quantitative)

*We continue to be successful engaging more students and keeping them at Seycove as a result of the Choices program. This has led to students who are feeling more socially and emotionally secure and stable within the school environment.

Previous School Plan Goal 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.

Evidence: *(Quantitative)*

Grade 8 RAD Results – Percentage Meeting or Exceeding Expectations

Key Performance Measure:	Baseline 2010	Target 2014	Actual June 2014
Main Ideas	32%	40%	N/A
Comprehension Strategies	19%	46%	N/A
Usage of Strategies	10%	60%	N/A
Text Features	77%	80%	N/A
Details	57%	60%	N/A
Note Making	59%	67%	N/A
Inferences	63%	67%	N/A

The RAD was given to grade 8 students in September and then re-administered in June 2013. The following chart indicates the change between the initial and final assessment as well as the % of students meeting grade level expectations. (Note: Due to job action RAD was not given in the 2014/15 school year)

Key Performance Measure:	Actual June 2013	Actual June 2014
Students who decreased	10%	N/A
Students consistent	74%	N/A
Students who increased	15%	N/A
Students not yet within expectations	0	N/A
Students Minimally meeting expectations	10%	N/A
Students fully meeting expectations	72%	N/A
Students exceeding expectations	18%	N/A

Key Performance Measure: English 10 Exam results from June 2014 in percent.	School Actual June 2014	District June 2014	All Public Schools June 2014
Students Exam Mean Score %	71.6%	71.7%	69.6%

Students Exam Pass Ratio %	88.3%	92%	89.7%
Students Exam 'A' Rate %	16.7%	18.1%	16.2%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs.)

The grade 8 RAD results indicate students at grade 8 are doing well. RAD was not administered at the grade 8/9 level due to the late start and strike. Our results on the English 10 exam support this focus. Reading is one of the core competencies that we feel is a given and continue to focus on, but we will not be retaining it as a goal in our school plan for 2014.

Objective 2.2:

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

Key Performance Measure: Kindle Circulation	Baseline 2014	Target April 2015	Actual April 2015
	140	150	104

Evidence: (Quantitative)

Library Circulation Stats

Key Performance Measure:	Baseline 2014	Target 2015	Actual April 2015
*Average # of resources/month	270	350	148

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

Evidence: (Qualitative)

- Report on Reading - Seycove Secondary School Library

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs.)

- 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 have the opportunity to sign out e-readers.
- 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. Kindle's content has been reworked with the addition of more works of fiction available to students.
- Due to Job action, the late start, the two-week spring break and a lower school population, we have seen a reduction in the number of resources booked out by students.
- We also notice that students are bringing more of their own books from home, both in book format and in e reading devices, either i-pads, smart phones or their own e-reader.
- 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

Objective 3.1:

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

Key Performance Measure*:	Baseline 2012	Actual 2013	Target	Actual 2014
Grade 8 to Grade 9	99%	100%	100%	N/A
Grade 9 to Grade 10	95%	97%	100%	N/A
Grade 10 to Grade 11	94%	92%	98%	N/A
Grade 11 to Grade 12	86%	85%	90%	N/A

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. The lower % in transition rates from grade 11 to 12 is also partially a result of International students who come for either 1 year or half a year and then leave the school to return home.

Objective 3.2:

To improve the Grade-to-Grade transition of First Nations students enrolled at Seycove.

Trend Data Analysis:

Our Choices program has been instrumental in creating stronger connections with our First Nations students and the school. We see more student success in grade to grade transition and less school avoidance. Last June 80% of our First Nations students graduated.

Opportunities for Further Development:

Seycove is focussed on understanding how the world has changed, and how we must change our practices to provide the core skills and competencies that our students need to compete in the world today. Moving forward, we are looking at how we can better engage our students and more strongly connect them to the school and adults in the building. By improving student engagement and school connection, our hypothesis is that grade-to-grade transition rates will improve and that the school will become safer and welcoming for all students.

School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Seycove Secondary School Plan for 2015-2016 are:

- 1. To increase student's sense of safety and social and emotional growth as we continue to improve our safe and caring environment for all students.**
- 2. To improve student engagement at school.**
- 3. To improve the course completion and grade-to-grade transition rates for all students.**

School Goal 1:

To increase student's sense of safety and 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 students' Social and Emotional development is foundational for student self regulation and personal growth. Mental Health has been a focus for staff development this year with a goal to focus on curriculum for student Mental Health next year. A continued focus on Cyber bullying 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.
- 37 students have been referred to Choices. Four of the students were eventually withdrawn, as Seycove could not provide the intense mental health needs of the students. Two of the students transitioned to Mountainside Secondary.
- 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, who 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 and cyber bullying with reference to CLASS.
- Incorporate further lesson plans explicitly surrounding verbal bullying within the Health and Career 8 and Planning 10 curriculum in partnership with our community health nurse and the BCIT nursing program.
- 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 for student's who are being bullied to report to an adult.
- Look to continue presentations by guest speakers that involve students in the selection process.
- Active and immediate staff intervention when bullying is witnessed in the hallways.
- 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.
- Continue to work with our QSA 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 2014/15 and student related incidences in BCeSIS for Grades 8-11

Key Performance Measure:	Baseline Fall. 2014	Target
Social Responsibility Survey: Question #19 - Have you experienced cyber bullying?	10.68%	9%
Social Responsibility Survey: Question #18 - At School, are you bullied, teased, or picked on?)	9.71%	5%
Social Responsibility Survey: Question #21 - If you have been picked on, discriminated against, bullied or harassed, have you told the person to stop?	49.51%	60%
TTFM Survey: Students with a positive sense of belonging	72%	75%
Student Related Incidents (BCeSIS)	4	3

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

Evidence: *(Qualitative)*

Quantitative 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 increase on-line behavior education opportunities.
- In regard to our grade assemblies with our guest speaker talking about Internet safety, the feedback we received from students was extremely positive with our guest speaker talking about Internet safety and we will sustain this initiative. Green Thumb Theatre presented a play on cyber bullying to our grade 8 and grade 9 students. Our QSA hosted the first Gender Diversity conference featuring Chris Bolton, aka Connie Smudge, as the keynote speaker.
- 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 and we will continue to bring in guest speakers to address verbal and cyber bullying.
- We have had many positive parent emails regarding our Jesse Miller presentations to our students, and positive comments and support from community for the school wide presentation by the QSA on anti-bullying and anti-homophobia presentations. Staff overwhelmingly endorsed the QSA event. Exit poles from the QSA Gender Diversity conference were unanimous in student support for the event and staff support of the role students undertook in leading the conference. Online twitter and facebook comments have been overwhelmingly positive and supportive.

Objective 1.2:

To increase student's social and emotional sense of well being as measured by student retention at Seycove due to data from our 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 Social and Emotional extended family.
- Create cross grade home rooms which will allow our senior students leadership opportunities working with our younger students.
- Continue our 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 2014-2015	36	30-35

**School Goal 2:
To improve student engagement in their learning**

Goal Rationale:

By increasing the level of academic and social emotional engagement at school for all students and creating more personalization in student’s education we hypothesise that student achievement will increase and that we will also see positive results in goals 1 and 3. Further, the new K-9 curriculum focus moves away from fact based learning outcomes to core competencies, which is focussed on student engagement.

Objective 2.1:

To increase the number of students who report feeling engaged in meaningful and authentic learning in academic classes.

Strategies/Structures:

- To improve student exposure and participation in using creativity to learn, contribute and succeed.
- To encourage classrooms where personalized learning and choice is more pervasive.
- Work with our school leadership team to provide data to support our understanding of student needs.
- To provide Professional Development opportunities for staff on how to teach creativity.
- To encourage staff to continue to explore and expand the use of interactive Inquiry learning.
- To provide collegial conferencing opportunities for teachers to collaborate.

Evidence: (Quantitative)
Tell Them From Me School Survey

Key Performance Measure:	Baseline 2014	Target 2015
Students are intellectually engaged and find learning interesting, enjoyable and relevant.	45%	52%
Students are interested and motivated in their learning.	23%	35%
Students feel challenged in their arts, math and science classes and feel confident in their skills in these subjects.	67%	70%
Important concepts are taught well, class time is used efficiently and homework and evaluations support learning.	62%	65%
Students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.	59%	65%

Objective 2.2:

To increase learning opportunities where students are more intrinsically motivated.

Strategies/Structures:

- To provide students opportunities to learn what they want to learn in ways they want to learn it.
- To encourage students to be curious.
- To encourage the showcasing of student work in the public arena.
- To encourage and provide opportunities for staff to explore and use the new curriculum.
- To foster continued growth of innovative assessment practices consistent with the SD 44 Assessment model.
- To educate parents and the community as to how schools are changing to better engage students.

Key Performance Measure:	Baseline 2014	Target 2015

Students are intellectually engaged and find learning interesting, enjoyable and relevant.	45%	50%
Students are interested and motivated in their learning.	23%	30%
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.	60%	68%
There are clear rules and expectations for classroom behavior. Students understand these and teachers maintain high expectations that they be followed.	63%	70%
Students find classroom instruction relevant to their everyday lives.	55%	60%
Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.	60%	65%

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.

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 Tseil 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.

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 2012	Actual 2013	Target
---------------------------	---------------	-------------	--------

Grade 8 to Grade 9	100%	N/A	100%
Grade 9 to Grade 10	97%	N/A	100%
Grade 10 to Grade 11	94%	N/A	98%
Grade 11 to Grade 12	85%	N/A	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 Tseil-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 10 students will attend a community-bridging program with the Tseil-Watuth First Nations. The program will consist of all of our grade 10 classes visiting Tseil-Waututh lands for guided tours of historical and cultural important sites as well as class room visitations by members of the Tseil-Waututh Nation In May and June of 2015.
- 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 further that support with more First Nations support working in the Choices room for 2013.

Evidence: (Qualitative)

Qualitative Baseline
Qualitative Target: -

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. Implementation of new curriculum
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 the goals established at our feeder schools. Family of School planning will continue as we work towards ensuring positive student transitions from Kindergarten to Grade 12.

For example, the Seycove Family of Schools have a common goal this year around Transitions. 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) in transitioning to grade 8

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, Remembrance Day ceremony 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: (Qualitative)

Anecdotal comments provided and collected by teachers and students.

- As a result of the collaboration on opening day of school in 2013, 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 polling 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. Due to the strike of 2014 and the delay of opening day to school we were unable to have the transition between grade 7 and grade 8 teachers. We will recommence the opening day transition on September 8, 2015.

Consultation Process of Seycove Secondary 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 Secondary School Plan will be posted on the school web site by October 31, 2014.

School Planning Council Approval of Proposed School Plan:

Date: May 6, 2015

	Name	Signature
Chairperson (Principal)	David Overgaard	<i>Original Document Signed by SPC Members</i>
Teacher		
Parent	Teresa Varty	
Parent	Carol Cheney	
Parent	Daniel Dandar	
Student (Gr 10, 11, 12 schools only)		

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015