

North Vancouver School District

SCHOOL PLAN for 2012-2013

School: Cove Cliff Elementary School
Address: 1818 Banbury Road
North Vancouver, BC V7G 1W7
Phone: 604 903 3420

School/Community Context:

Cove Cliff Elementary School enrolls approximately 340 students from Kindergarten to Grade 7. All students are enrolled in the English program. Our community consists of a largely “upper-middle class” neighbourhood with most of our students living within easy walking distance to the school. Cove Cliff has 19 special needs students. We have quite a small population of Aboriginal students (5) and our ESL population is also quite small (8). This year we have 8 international students.

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

Parental involvement in the school occurs on a very large scale and is very positive in nature. Parents embrace the cooperative nature of the school and participate in numerous programs (Hot Lunch, Fruit and Vegetable Program) and are a consistent presence within the classroom environment. We are fortunate to have a parent population that willingly helps our school and they have become an integral part of our school community. Over 200 parents have taken part in volunteer training this year! Our PAC has been very supportive both financially and philosophically. The numbers at our PAC meetings can be quite large (15 -20 parents) and the tone is extremely positive. Cove Cliff is extremely lucky to have such an involved and dedicated parent group.

Demographics (2011-2012 school year):

Total number of students: 340 Male: 165 Female: 175

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	42	41	37	39	38	43	50	49

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
18.17	1.47%	5.59%	2.35%	2.35%

Progress Analysis:

Review of School Goals – Previous Year(s)

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

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

Trend Data Table:

Key Performance Measure: Jerry Johns Reading Inventory % of students reading at or above Grade Level (Grades 1 to 3)			
	Baseline	Target	Actual
2012/2013	97%	98%	
2011/2012	90%	97%	97%
2010/2011	92%	95%	90%

Trend Data Analysis:

Our Jerry Johns results provided some interesting findings. In Grade 1, we had two students who were identified as being “potentially” at-risk . In Grade 2, zero students were identified as being “potentially” at risk. In Grade 3, two students were identified as being “at-risk.” These results provide some very interesting data. Our primary teachers are very skilled at guided reading practices and are very aware of individual student performance. The above percentages reflect the trends of primary students as a group. As indicated above, we are trending upwards from 2010 until present. We believe this is a reflection of the focus our teachers put on the importance of reading comprehension and the excellent LAC teaching that results in many of our students receiving a “double hit” of what is being taught in the classroom.

Opportunities for Further Development:

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

We also continue to explore the possibility of a late literacy program which would indicate reading levels for intermediate students, but have been unable to locate a program thus far. From a quantitative standpoint,

we will continue to collect school-based and district-based data and track our progress in this area, but we are increasingly looking towards anecdotal (qualitative data) as a valid “measuring stick” of where our students are and what they need to focus on. Staff meetings, informal hallway chats and NID discussions have led to some very relevant observations and consistently act as “drivers” for further development and opportunities. Development of guided reading groups in our upper intermediate groups is certainly a promising evolution.

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

Trend Data Table:

Key Performance Measure: Dibels (to determine fluency rates for students in Grades 1 to 3). % of students fully meeting or exceeding expectations in reading fluency.*			
	Baseline	Target	Actual
2012/2013	92%	94%	
2011/2012*	81%	87%	92%

* Although we have been collecting Dibels data for several years, previous data has included “minimally meeting” students in the baseline numbers. This year we have not included them and that is reflected in the lower percentages represented in the baseline. Our focus is on both students who are “minimally meeting” and “not yet meeting/approaching” expectations.

Trend Data Analysis:

In late 2009, we were able to begin testing for oral reading fluency (DIBELS) on all students in Grades one to three. We completed this task in February 2010. The DIBELS testing was done by our Vice-Principal, Chanin Leoni, for all students, in order to maximize testing authenticity. As of our last testing date (late 2011), our percentage of students identified as being “at-risk” (not yet meeting expectations) in our primary grades is at 10% or below. Our Grade 1 students are tied for the lowest percentage of “at-risk” students (5%). In Grade 2, (13%) of our students are “at risk.” We consider this number a bit high and require additional attention from both classroom teachers and LAC. In Grade 3, (5%) of our student are considered to be “at-risk.” As mentioned above, testing done during 2011 was slightly different than previous years. Previous data has included “minimally meeting” students in the baseline numbers; in 2011 – present, we have not included them. Our focus is on both students who are “minimally meeting” and “not yet meeting/approaching” expectations.

Opportunities for Further Development:

(Please see above: fluency opportunities are written under comprehension opportunities)

Previous School Plan Goal 2: To improve Grade 7 student transition to Grade 8 (High School)

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

Objective 2.2: To increase the percentage of Grade 7 students who attend regularly and consistently complete homework (in preparation for high school)

Opportunities for Further Development:

This is a new goal for our school, and as a new goal there is no trend data or trend analysis available at this time. However, we have been able to collect data from last year's Grade 7 students, by having them retake the survey in Grade 8. It has allowed us to collect authentic data that allows us to compare the anticipatory nature of the Grade 7 survey with the reflective nature of the Grade 8 survey. Having experienced Grade 8, these former Cove Cliff students were able to share their "real-life" experiences as a Grade 8 student. As a member of the District Grade 7/8 Transition Committee these are important reflections as we look to examine the Grade 7/8 transition process across the school district. We will look to expand and refine this data collection process as we continue to focus on how best to help our students make the move to the "big" school.

School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Cove Cliff School Plan for 2012 - 2013 are:

- 1. To improve literacy rates in all primary students (fluency and comprehension)**
- 2. To improve Grade 7 student transition to Grade 8 (high school)**

School Goal #1: To improve literacy rates in all primary students (fluency and comprehension)

Goal Rationale:

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

Objective 1.1:

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

Strategies/Structures:

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

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

Key Performance Measure:	Baseline	Target	Actual
Jerry Johns Reading Inventory. % of Primary students (Grades 1-3) reading at or above Grade Level	97%	98%	TBA 2013

Evidence: (Qualitative)

<p>Qualitative Baseline: Teachers had stated that although they felt comfortable with knowing where student reading levels were at (approximate), that a leveling system (DRA) could be of use from both the perspective of developing reading groups for guided reading practice and also useful for building classrooms at the end of the year (developing appropriate reading groups for each classroom)</p>
<p>Qualitative Target: Target was to use the Jerry Johns inventory to determine the reading level for each student (Grade 1 – 3) who was previously determined to be “at – risk.” To engage in teacher discussions as to the process - including surprises and comparison of predicted to realized reading levels. Teachers were particularly interested in identifying students “at risk” and obtaining more specific information than was previously provided by the DRA testing. Teachers continued to have discussions with our VP/LAC teacher throughout this challenging year.</p>
<p>Qualitative Actual: - Click here to type qualitative ACTUAL comments</p>

Objective 1.2:

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

Strategies/Structures:

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

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

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Dibels (to determine fluency rates for students in Grades 1 to 3). % of students fully meeting or exceeding expectations in reading fluency.	92%	94%	TBA 2013

Evidence: *(Qualitative)*

<p>Qualitative Baseline: Although development of student fluency occurs on a daily basis and is a constant topic amongst primary teachers, there had not been an established baseline for primary students. Daily practice suggests that a fluency baseline (for all primary students) would be very helpful. Use of the Dibels was completed in Feb 2010 and a fluency baseline for all students in Grades 1 -3 has been established.</p>
<p>Qualitative Target: Now that the development of a “fluency baseline” for all students in Grades 1 – 3 is complete, a target has been set (appropriate gain in meeting or exceeding Grade Level in fluency). <ul style="list-style-type: none"> - The focus will now include both students who are both “not yet meeting/approaching” and those who are “minimally meeting .” </p>
<p>Qualitative Actual: <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments </p>

**School Goal # 2:
To improve Grade 7 student transition to Grade 8 (High School)**

Goal Rationale:

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

Objective 2.1:

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

Strategies/Structures:

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

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Student Survey (Grade 7) Percentage of students who state they feel ready to deal with the social challenges presented in high school	73%	85%	TBA 2013

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <p>- Teachers have stated that there is a great deal of anxiety about high school and many of the fears are based upon misinformation. Concerns are both academic and social and are increasing as the transition date appears. As indicated in previous Safe and Caring Schools surveys our students feel very safe at Cove Cliff and we wish this to continue as they transition.</p>
<p>Qualitative Target:</p> <p>- With increased awareness of the expectations of high school and through identification of specific concerns (through our student survey) it is hoped that a decrease in anxiety will be evident and can be measured both quantitatively and qualitatively through the follow up survey that will be given to these same students in Grade 8.</p>
<p>Qualitative Actual:</p> <p>- Click here to type qualitative ACTUAL comments</p>

Objective 2.2:

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

Strategies/Structures:

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

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

Key Performance Measure:	Baseline	Target	Actual
Teacher survey that identifies the percentage of Grade 6 students who regularly attend and complete their homework on a consistent basis. *It is noted that this survey, and additional tracking with teachers, did not take place this year due to Job Action. Although we are able to track attendance, the survey and discussions necessary to draw a correlation between homework completion and attendance did not occur.	N/A	N/A	

Evidence: *(Qualitative)*

Qualitative Baseline: - See above
Qualitative Target: - See above
Qualitative Actual: - Click here to type qualitative ACTUAL comments

Connections:

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

- Cove Cliff's School Plan is aligned with School District 44 goals. North Vancouver School District supports the uniqueness of its schools while maintaining the focus on improved student achievement by specifying the parameters under which unique school goals are set, including analysis/rationale, data sources, district standards, and current school standards. Cove Cliff has paid particular attention to students within our K-7 community who are "at risk," and have provided necessary interventions. Use of the Developmental Reading Assessment and Jerry Johns Comprehension test will allow us to develop a unique student profile for all of our primary students. Cove Cliff's school plan focuses on the importance of early intervention, particularly with respect to reading (comprehension and fluency) and annually assesses and reassesses the performance of Kindergarten students.
- North Vancouver School District has a clear goal to provide safe and caring school environments for all students, supported through the District-developed *Safe and Caring Schools Guide* and the annual *Safe Schools Assessment*. These documents are used and are reflected in the Cove Cliff school plan.
- The Family of Schools focus on "transitions" over the past two years has resulted in the elementary school family members sharing and developing a common goal regarding transition from Grade 7 to Grade 8 (high school). All schools have shared goal language and philosophy and have jointly developed a survey that has been given to all Grade 7 students (anticipation of Grade 8) and has been given a second time as the same students conclude their Grade 8 year (reflections of Grade 8). The results should help us all develop an understanding of the anxiety and trepidation that often accompanies the realities of such a significant transition.
- **The District Plan highlights the importance of aboriginal awareness and aboriginal achievement, however, our school population includes only 5 aboriginal students. Our goal at Cove Cliff is to create awareness of the diversity of cultures – aboriginal and otherwise.**

Consultation Process of Cove Cliff Elementary School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Cove Cliff Elementary School Plan will be posted on the school web site by October 31, 2012.

School Planning Council Approval of Proposed School Plan:

Date: May 17/2012

	Name	Signature
Chairperson (Principal)	Wayne Mitchell	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Carol Cheney	
Parent	Ngaire Roberts	
Student <i>(Gr 10, 11, 12 schools only)</i>	N/A	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 18, 2012**