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North Vancouver School District
SCHOOL PLAN for **2012-2013**

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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	109	141	152	186	155
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
38.4	**2.95**	**10.88**	**6.31**	**0.13**

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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 May 2013
#19 - Have you experienced cyber bullying in the community?	11.7%	9%	
#34 - Have you been cyberbullied at school?	2.59%	2%	
#35 - Have you experienced cyber bullying outside of school?	5.72%	4%	

Trend Data Analysis:

Social Responsibility Survey will be administered in the 2012-13 school year.

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 May 2013
#23 - Are you worried or afraid that you will be verbally harassed at school?	14.41%	10%	
#29 - Have you been bullied or harassed by others at school?	6.83%	5%	
#38 - If you have been picked on, discriminated against, bullied or harassed, have you told the person to stop?	39.22%	45%	
#42 - Have you reported bullying to an adult at school?	13.18%	20%	

Trend Data Analysis:

Social Responsibility Survey will be administered in the 2012-13 school year.

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 October 2012**
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%	

Trend Data Table:

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

Trend Data Analysis:

The RAD will be re-administered in October 2012.

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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: Grade to Grade Transitions			
	Baseline 2010	Target April 2011	Actual May 2011
Grade 8 to Grade 9	96%	100%	97%
Grade 9 to Grade 10	99%	100%	96%
Grade 10 to Grade 11	95%	100%	95%
Grade 11 to Grade 12	84%	90%	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 2012-2013:

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

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

2. **To improve student reading comprehension across the curriculum.**

3. **To improve the course completion and grade to grade transition rates for all students including our at risk and First Nations students.**

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School Goal 1:
To improve student learning surrounding overall bullying as we continue to provide a 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. The provision of a safe and caring school environment is of paramount importance and should form the foundation to support student learning.

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:

- Expand our Grade Assemblies to now build on past presentations that incorporate explicit learning intentions as we educate our students on the impact of cyber bullying and social networking with reference to our school code of conduct (CLASS).
- Incorporate further lesson plans explicitly surrounding cyber bullying/social networking within the Health and Career 8, Planning 10 and Information Technology curriculum.
- Given the success of our past parent forums, look at annual opportunities for parents to attend an informational session on cyber bullying and include our FOS parent meetings (i.e. Gr. 7 parent meeting).
- 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.
- Look to continue presentations by guest speakers that involves students in the selection process.
- Extend our students' learning and awareness by sharing with our elementary students.
- Further education towards the role of the bystander (peer, staff and parent) as it relates to cyber bullying and social networking. This year Grade 7 students from our three feeder schools participated in the Beyond the Hurt Program led by our senior student facilitators.

Evidence: *(Quantitative)*
New District Social Responsibility Survey 2012/13 for Grades 8-11

Key Performance Measure:	Baseline*	Target	Actual Feb. 2013
Social Responsibility Survey: Question #19 - Have you experienced cyber bullying in the community?	11.7%	9%	
Social Responsibility Survey: Question #34 - Have you been cyberbullied at school?	2.59%	2%	
Social Responsibility Survey: Question #35 - Have you experienced cyber bullying outside of school?	5.72%	4%	
Student Related Incidents (BCeSIS)	2	0	

*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.
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.
Qualitative **Actual (May 2013)**: –

Objective 1.2:

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

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.

Evidence: *(Quantitative)*
New District Social Responsibility Survey 2012/13 for Grades 8-11

Key Performance Measure:	Baseline*	Target	Actual Feb. 2013
Social Responsibility Survey: Question #23 - Are you worried or afraid that you will be verbally harassed at school?	14.41%	10%	
Social Responsibility Survey: Question #29 - Have you been bullied or harassed by others at school?	6.83%	5%	
Social Responsibility Survey: Question #38 - If you have been picked on, discriminated against, bullied or harassed, have you told the person to stop?	39.22%	45%	
Social Responsibility Survey: Question #42 - Have you reported bullying to an adult at school?	13.18%	20%	
Student Related Incidents (BCeSIS)	2	0	

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

Evidence: *(Qualitative)*

Qualitative **Baseline**: – 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.
Qualitative **Target**: – 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.
Qualitative **Actual (May 2013)**: –

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

Key Performance Measure:	Baseline	Target	Actual Oct. 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%	

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Grade 9 RAD Results – Percentage Meeting or Exceeding

Key Performance Measure:	Baseline	Target	Actual Oct. 2013
Main Ideas	37%	50%	
Comprehension Strategies	29%	50%	
Usage of Strategies	19%	60%	
Text Features	80%	85%	
Details	54%	60%	
Note Making	52%	60%	
Inferences	54%	60%	

Objective 2.2:

To increase the number of students who are reading for pleasure and feel they are becoming better readers.

Strategies/Structures:

- To increase the opportunities for students to read for pleasure through English classes.
- Begin our pilot using e-readers 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:	Baseline	Target	Actual
Grade 10	50%	60%	
Grade 12	55%	65%	

Evidence: *(Quantitative)*
Satisfaction Survey: Are you getting better at reading? (percentage responding all of the time or many times)

Library Circulation Stats

Key Performance Measure:	Baseline	Target	Actual
*Average # of resources/month	320	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.

> *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.

> *Qualitative* **Actual**:

School Goal 3:
To improve course completion and grade to grade transition rates for all students including our at risk and students of Aboriginal Ancestry

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.
- Implementation of our Choices Program will foster a more personalized learning environment for students.

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Key Performance Measure*:	Baseline	Target	Actual May 2013
Grade 8 to Grade 9	97%	100%	
Grade 9 to Grade 10	96%	100%	
Grade 10 to Grade 11	95%	98%	
Grade 11 to Grade 12	81%	88%	

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 Band.
- Hold forums and meetings for parents within the Tseil-Waututh community to facilitate dialogue and increase understanding of aboriginal issues.

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 coordinator has also been visiting the community twice monthly to meet with parents, students and other community members.

Qualitative **Target**:
- 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 a First Nations support block we are looking to improve our Grade to Grade student transition rates.

> *Qualitative* **Actual**:
> –

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.
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 identified one of their school goals as:

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
- 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 May 2012	Target Feb 2013	Actual May 2013
How comfortable are you at secondary school?	68%	80%	

Evidence: *(Qualitative)*

Anecdotal comments provided and collected by teachers and students.

Consultation Process of Click to type school name 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, 2012.

School Planning Council Approval of Proposed School Plan:

Date: May 18, 2012

	Name	**Signature**
Chairperson (Principal)	Karim Hachlaf	
Parent	Teresa Varty	
Parent	Eli Mann	*Original Document signed by SPC Members*
Parent	Gail Kitt	
Student (Gr 10, 11, 12 schools only)	Dylan Robinson	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent
June 18, 2012