North Vancouver School District
SCHOOL PLAN for 2014-2015

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 (2013-2014 school year):

Total number of students: 672   Male: 345   Female: 327

Grade	8	9	10	11	12
English	99	135	121	158	159

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
38.5	4.3%	11.6%	11%	0

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve student learning surrounding 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, that feel safe within the context of cyber bullying and social networking.

Trend Data Table:

Key Performance Measure: Referrals to Choices			
	Baseline Dec. 2012	**Target**	**Actual Dec. 2013**
Social Responsibility Survey: Question #19 - Have you experienced cyber bullying?	**9.71%**	**9%**	**14%**
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?)	**3.2%**	**2.5%**	**11.6%**
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)	**53.17%**	**60%**	**52.3%**
Student Related Incidents (BCeSIS)	**5**	**3**	**6**

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

- Baseline was generated in 2012 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? 14% of respondents indicated that many times, or all of the time they had been cyber bulled. This is an upward trend of 4% and above the target of 9%. The change in wording of question #29/18 may also have skewed the results upwards with the addition of "teased and picked on." Question #38/21 is statistaclly unchanged. We will look to see what impact our continued focus on empowering. The increase in BCeSIS related incidences is related to the significant issue of cyber harrassment we experienced.
- The number of students who reported incidents of bullying at school increased from 3.2% to 11.6%. The number of students who reported that they talked to the bully and asked them to stop indicated a slight decrease of less than 1% from just under 53.17% to 52.3%. We will continue to track and monitor the cyber bullying and bullying issue for another year as part of our school plan.
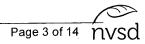
Actual (May 2014):
- We had a significant incidence of cyber bullying from April to June 2013 targeting females in the school using social media. (SnapChat and texting) The RCMP were able to find the perpetrator in the early fall of 2013. As a result of the dozens of girls targeted we brought Jesse miller in to talk to our entire student body in a series of grade assemblies focussed on social media and student on-line responsibilities. The second annual school-wide presentation by the GSA on anti-bullying and Transgendered awareness in February was very successful. Staff overwhelming endorsed the GSA event. Exit poles from the GSA anti-bullying assembly were unanimous in student support for the event and staff support of the role students undertook in leading the assembly.
- We will continue to look at this objective.

Qualitative **Actual (Dec 2013)**:
-

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)*

the Choices program	2013* # of students		2013 # of students
Choices cohort for 2012-2013	25	25	35

*This year with the increased numbers in Choices and the successful retention of more students 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 2013	Actual June 2013
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.

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

Key Performance Measure: English 10 Exam results from June 2013 in percent.	School Actual June 2013	District June 2013	All Public Schools June 2013
Students Exam Mean Score %	80.7%	75.5%	71.7%
Students Exam Pass Ratio %	98.6%	94.3%	93%

Students Exam 'A' Rate %	43.1%	28.5%	18.7%

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 9 level as it is felt that focus and intervention at grade 8 should be the focus. 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 2013	Target April 2014	Actual April 2014
	140	150	

Evidence: *(Quantitative)*

Library Circulation Stats

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

- 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 now have the opportunity to sign out e-readers and been quite popular with students.

- Overall circulation numbers are down this year; largely linked to a decline in emphasis on silent reading programs in English classes. Lower circulation numbers are a result of the complete collapse of the borrowing of non-fiction titles. Students and staff instead prefer to research with electronic and on-line resources. As a result the Kindle's content is being reworked and with the addition of more works of fiction available to students, once the restructuring is redone, we anticipate an explosion in usage of the Kindles will be reflected in next years data.

- 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 2010	Actual 2011	Target	Actual 2012
Grade 8 to Grade 9	97%	99%	100%	100%
Grade 9 to Grade 10	96%	95%	100%	97%
Grade 10 to Grade 11	95%	94%	98%	92%
Grade 11 to Grade 12	81%	86%	90%	85%

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 100% of our First Nations students graduated.

Opportunities for Further Development:

Seycove is focussed on understanding how the world has changes, and how we must change our practice 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 2014-2015:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Seycove Secondary School Plan for 2014-2015 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 student's Social and Emotional development is foundational for student self regulation and personal growth. A continued focus on Cyber bulling is needed. By focussing on the social emotional needs of students The provision of a safe and caring school environment is of paramount importance and should form the foundation to support student's Social and Emotional development.
- 37 students have been referred to choices. of the students were eventually withdrawn as Seycove could not provide the intense mental health needs of the students. 2 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, that feel safe within the context of cyber bullying and social networking.
   Strategies/Structures:

- Using our Grade Assemblies to continue to incorporate educating our students on the impact of verbal 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 a partnership woth 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 involves students in the selection process.
- Active and immediate staff intervention when 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 GSA students to put on meaningful, effective student lead assemblies focussed on acceptance of all students, anti-homophobia and anti-bullying messages.
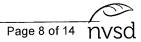
Evidence: *(Quantitative)*
New District Social Responsibility Survey 2012/13 and student related incidences in BCESIS for Grades 8-11

Key Performance Measure:	Baseline Fall. 2013	Target
Social Responsibility Survey: Question #19 - Have you experienced cyber bullying?	14%	9%
Social Responsibility Survey: Question #18 - At School, are you bullied, teased, or picked on?)	11.6%	5%
Social Responsibility Survey: Question #21 - If you have been picked on, discriminated against, bullied or harassed, have you told the person to stop?	52.3%	60%
TTFM Survey: Students with a positive sense of belonging	72%	75%
Student Related Incidents (BCeSIS)	6	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, 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 Jesse Miller addressed our entire student body as well as the staff at Seycove. Our GSA annual assembly in Febraury featured Jenna Telechova, transgendered Miss. World pagent participant as well as former Sutherland student Nikki Buchamer and Connie Smudge.
> - 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 contiune to bring in guest speakers to address verball 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 GSA on anti-bullying and anti-homophobia presentations. Staff overwhelming endorsed the GSA event. Exit poles from the GSA anti-bullying assembly were unanimous in student support for the event and staff support of the role students undertook in leading the assembly.

Objective 1.2:

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

Strategies/Structures:

- Use data from our choices program to look at attendance rates of our choices cohort as well as levels of engagement and the grade to grade completion rates of our choices cohort
- Continue to build on the successes of our 7/11 Program by working with our senior students as leaders (i.e. Peer Tutoring, Peer Counselling, Grade Assemblies) who also take an active role at educating our junior students to create a connection for our grade 8 students and a Socal and Emotional extended family.
- Create cross grade home rooms which will allow our senior students leadership opportunities working with our younger students.
- 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 2013-2014	35	30-35

School Goal 2:
To improve student engagement in their learning

Goal Rationale:

By increasing the level of academic and social emotional engagment 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 create conditions in classes where all students will be engaged in meaningful and authentic learning.

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 creativily.
- 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 2013	Target 2014
Students are intellectually engaged and find learning interesting, enjoyable and relevant.	49%	55%
Students are interested and motivated in their learning.	27%	40%
Students feel challenged in their arts, math and science classes and feel confident in their skills in these subjects.	65%	70%
Important concepts are taught well, class time is used efficiently and homework and evaluations support learning.	62%	70%
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 create 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 2013	Target 2014
Students are intellectually engaged and find learning interesting, enjoyable and relevant.	49%	55%

Students are interested and motivated in their learning.	27%	40%
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.	65%	70%
There are clear rules and expectations for classroom behavior. Students understand these and teachers maintain high expectations that they be followed.	62%	70%
Students find classroom instruction relevant to their everyday lives.	54%	60%
Students feel teachers are responsive to their needs, and encourage independance with a democratic approach.	61%	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 Tsleil Waututh community. To that end we have undertaken several initiatives. Each term, when report cards go home we have organized, in partnership with the Band school, a gathering between the students and parents and staff of our school. Last year proved successful in building those connections and consequently, we want to continue to improve fostering our First Nations partnerships. Parents have the opportunity to meet the teachers, administration and support staff and share concerns and ideas about their children's progress at our school. Our First Nations coordinators have also been visiting the community twice monthly to meet with parents, students and other community members.

Objective 3.1:

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

Strategies/Structures:
- Maintain weekly Counsellor – Administrator meetings to discuss students that are experiencing difficulties.
- Meet regularly as a School Based Resource Team (SBRT) and Extended School Based Resource Team (ESBRT) to discuss new students and students that are at risk with specific strategies to support their success.
- Ongoing collaboration with our feeder schools ensuring smooth and effective transition from Grade 7 into Grade 8.
- Continued First Nations staffing that allocates three blocks to teachers for support our students with Aboriginal ancestry.
- The Choices Program fosters a more personalized learning environment for students.

Key Performance Measure*:	Baseline 2010	Actual 2011	Target
Grade 8 to Grade 9	97%	99%	100%
Grade 9 to Grade 10	96%	95%	100%

Grade 10 to Grade 11	95%	94%	98%
Grade 11 to Grade 12	81%	86%	90%

Evidence: *(Quantitative)*
*Ministry Provincial Data

Objective 3.2:

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

Strategies/Structures:

- Assign school staffing to the position of First Nations support.
- Continue to make connections with educators at the Tsleil-Waututh School.
- Hold forums and meetings for parents within the Tseil-Waututh community to facilitate dialogue and increase understanding of aboriginal issues.
- Choices support for First Nations students
- All grade 8 students will attend a community-bridging program with the Tsleil-Watuth First Nations. The program will consist of our students visiting the Tseil-Waututh lands for guided tours of historical and cultural important sites In June of 2014.

Evidence: *(Qualitative)*

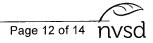| *Qualitative* **Baseline** |
|---|
| *Qualitative* **Target**:
– We will continue to look at opportunities to raise awareness with our students surrounding First Nations culture (i.e. Grade assemblies, school ceremonies) planned by our First Nations students and community members.
– Through a more concentrated approach with 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. |

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 poling in October indicated that the opening day structure allowed for teachers to not only start the year more informed about the learning needs of the grade 8 students, but that it contributed to better classroom dynamics and deeper personal connections, particularly with students with special needs. Therefore we plan to further enhance the opening day experience for our teachers.

Consultation Process of Seycove 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 Seyvoe 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 3, 2014

	Name	Signature
Chairperson (Principal)	David Overgaard	
Teacher		
Parent	Teresa Varty	
Parent	Carol Cheney	*Original Document signed by SPC Members*
Parent	Daniel Dandar	
Student (Gr 10, 11, 12 schools only)	Emma Clark	
Student (Gr 10, 11, 12 schools only)	Bruce Proudfoot	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent
May 26, 2014

nvsd