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North Vancouver School District
SCHOOL PLAN for 2015-2016

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School: **Cove Cliff Elementary**
Address: 1818 Banbury Road
             North Vancouver, BC V7G 1W4
Phone: 604 903-3420

School/Community Context:

The student population at Cove Cliff is consistently inclusive. Students accept others and are respectful of one another. Older students at Cove Cliff take pride in their school community and are seen as leaders by the younger students. Students respect and look out for one another, regardless of age, and even take the time to know each other's names. One can often see appropriate behaviours being modeled and taught by older students to younger ones. Peer leaders support all students by providing helpful problem solving strategies. Students are fortunate to participate in a diverse cross section of extra-curricular activities that include a variety of athletics as well as kayaking.

Teachers at Cove Cliff provide an inclusive and differentiated learning community. Overall, the staff is valued in the community as caring individuals who work hard and are committed to building positive relationships. Teachers spend time supporting one another with open communication, collaboration and collegiality. Many staff members support a variety of extra-curricular and community building activities. Education and supervision aides are valued as positive, caring individuals who support students in meaningful ways. Administration is committed to supporting all students with respect and kindness, always valuing their individual learning needs. They are often seen supervising out on the playgrounds at recess and lunch, connecting with students creating a positive, safe environment.

Cove Cliff is moving forward with a variety of innovative curricular and social emotional initiatives. The Primary team has made the understanding and acquisition of skills and language in the area of Pro Social Behaviour, including self-awareness and self-regulation a focus in their learning spaces. With the Technology Plan, instructional practice is becoming more relevant to the 21st century learner. The use of iPads in the classroom is a specific example of how every student is able to demonstrate their learning in different and meaningful ways. Delivering curriculum through Project Based Learning and Inquiry, with a focus on collaboration and creative curriculum design is continuing to be a focus for an increasing number of Cove Cliff teachers. Student learning is enhanced with relevant, inspiring field trips as well as engaging experts visiting the school. The school enjoys curricular based events such as school wide assemblies, musicals, concerts and choir which all enhance the overall learning for students.

Cove Cliff school community is one that is deeply rooted in respect and collaboration with an extremely supportive parent community, as demonstrated by the large amount of people who volunteer each year as well as an overwhelming amount of financial support. Staff, students and parents alike have all committed to the Cove Kids Care club which is a social awareness club supporting both local and international causes. Students play a key role in the strength of the Cove Cliff community as demonstrated by their commitment to learning, extracurricular activities, their peers and school staff, and to the community.

Demographics (*2014-2015 school year*):

Total number of students: 331   Male: 154   Female: 177

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	40	39	36	43	46	38	49	40

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
17.83	**2%**	**8%**	**2%**	**1.5%**

Progress Analysis:

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

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

Trend Date Table:

Key Performance Measure: Percentage of grade 3 students who scored higher than 25/30 on a basic math facts timed test.	Baseline	Target	Actual
2014-2015	58%	70%	64%

Trend Data Analysis:

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

Opportunities for Further Development:

Continued skill development for teachers in differentiation of math instruction. Continued routine practice for students at school and home of the foundational basic math skills.

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Objective 1.2: To improve students feeling of success during writing

Trend Data Table:

Key Performance Measure: Percentage of grade 2 students self-reporting that they are always able to generate ideas to use in their writing.	Baseline	Target	Actual
2014-2015	48%	60%	34%

Trend Data Analysis:

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

Opportunities for Further Development:

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

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

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

Trend Data Table:

Key Performance Measure: Number of students that teachers observe having difficulty with transition, separation anxiety, or coming to school.	Baseline	Target	Actual
2014-2015	0	0	1

Trend Data Analysis:

> The period of gradual entry was reduced by two days this year due to job action. The unpredictable start, and the adaptation to the length of the gradual entry schedule caused anxiety in many incoming families. Over the course of the gradual entry period as they experienced predictable routine and structure the students overall made a successful transition into Kindergarten.

Opportunities for Further Development:

Continue to have ongoing communication between teachers and parents about how to support a child struggling with transition. Continue to reinforce daily classroom routines to establish a consistent predictable learning environment for the child.

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

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade 4 students self reporting that they participate in the co-construction of their learning			
2014-2015	50%	70%	81%
Percentage of grade 4 students self reporting that they understand how they are assessed			
2014-2015	55%	70%	89%
Percentage of grade 4 students self reporting that they feel positive about grade four			
2014-2015	75%	90%	89%

Trend Data Analysis:

> Throughout the year there has been collaborative work with teachers and students on self-reflection and assessment. Students are increasingly becoming more confident in their ability to self assess and assess peer work in a reflective and supportive manner while using constructive and kind language. The use of Backwards Design and rubrics for assessment have helped students better understand the learning target they are working towards and therefore can better anticipate the quality of work that needs to be produced. Throughout the year students have increasingly had a greater opportunity to have choice in how they can demonstrate their learning.

Opportunities for Further Development:

Continue to work with teachers and students to develop a better understanding and working knowledge of aligning curriculum, assessment, evaluation and communicating student learning as reflected in the Ministry Draft Curriculum. Continue to work with students and parents to support the increased workload at grade 4.

Objective 2.3: To increase the number of students who report feeling engaged and connected to Secondary school by improving the grade 7 to 8 transition

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
Number of opportunities that students have to attend organized grade 7 family of school activities			
2014-2015	4	4	3
Number of opportunities that grade 7 students have to be actively involved in activities at Seycove.			
2014-2015	5	5	5
Percentage of students that self report feeling very confident about managing their workload at secondary school			
2014-2015	18%	50%	17%
Percentage of students that self report that they feel very confident about organizing their timetable			
2014-2015	40%	70%	38%

Trend Data Analysis:

The grade 7 students at Cove Cliff were involved in 3 activities with grade 7 students from Dorothy Lynas and Sherwood Park. We are encouraged that this will help the students have a positive transition to Seycove as a grade cohort. A high level of connectedness is evident with over 90% of the students reporting they feel connected to the Secondary school they will be attending. We are looking forward to continuing to participate in events, assemblies, and workshops at Seycove including students, parents and staff.

Grade 7 students continue to report feeling anxious around the increased workload and organizing their timetable specifically around managing the increased number of teachers and courses.

Opportunities for Further Development:

In an effort to continue building community connections in our Family of Schools next year we are planning on bringing K-2 students to the Santa's breakfast event at Seycove. We will also continue to foster the relationship established this year between the grade 2 and grade 11/12 carpentry joinery students through the building and painting of birdhouses that are mounted in the trees at Cove Cliff. We will continue to build the connection with the three other schools in our Seycove FOS through the creation of a cohesive plan of events so that the students and teachers can build an understanding of the connection rather than just one off events. An example of this might be a day spent living the life of a grade 8 student to experience the structure and routine of the day at high school.

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

Objective 3.1: To improve students' oral communication

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade 5 students who self report that they always feel confident standing up and presenting their work in front of their peers			
2014-2015	71%	75%	56%

Trend Data Analysis:

This year there was a significant decrease in the number of grade 5 students reporting that they always feel confident standing up and presenting in front of peers. The staff will monitor this trend.

Opportunities for Further Development:

With this cohort in particular we need to provide greater cross curricular learning opportunities to be able to build and further develop students' presentation skills. With targeted instruction and support we should see a positive growth in students confidence. Students should also feel more engaged if they understand and are part of the criteria development, are aware of the assessment method being used, and feel they are presenting in a safe environment. Through extra curricular clubs such as Toastmasters, Debate club, Cove Kids Care club, and Student Leadership.

Objective 3.2: To improve students' digital communication

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
Number of presentations given to students on Internet and Social Media safety and awareness			
2014-2015	3	4	1
Percentage of grade 6 students self reporting that they always feel confident using technology to help with their learning			
2014-2015	89%	95%	75%

Trend Data Analysis:

Confidence in the area of digital communication has decreased significantly. Teachers feel they need to have a greater emphasis in the area of technology skill building and team based collaborative learning.

Opportunities for Further Development:

We will continue to have outside presenters come into the school and work with students to reinforce the message about responsible and safe use of the Internet and social media. We will host an FOS parent information presentation to help parents become more aware of issues around the responsible and safe use of Social Media. We will plan to provide in-service for our teachers about how to incorporate technology into their instructional delivery and how to role model for students how technology can be used to demonstrate student learning.

School Goals for 2015-2016:

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

Academic Goal

> **1.** **To increase students' proficiency in foundational math and writing skills.**

Objectives:

> 1.1   To improve students' knowledge and understanding of basic math facts
>
> 1.2   To improve students feeling of success during writing

Social / Human / Emotional Goal

> **2.** **To increase students' ability to transition with confidence.**

Objectives:

> 2.1   To increase the number of students who are able to transition quickly and easily into Kindergarten.
>
> 2.2   To increase the number of students who report feeing confident about their transition from grade 3 to grade 4.
>
> 2.3   To increase the number of students who report feeling engaged and connected to secondary school by improving the grade 7 to 8 transition

Career Goal

> **3.** **To improve students' foundation for success through improved communication.**

Objectives:

> 3.1   To improve students' oral communication
>
> 3.2   To improve students' digital communication

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

Goal Rationale:

This goal is in alignment with the BC Education Plan's core competency of thinking. There are reports of observed gaps in knowledge and understanding of foundational skills, particularly in the area of math and writing. Parents are reporting an increased number of students receiving outside tutoring in math. Students are reporting that writing is an area of difficulty, expressing a desire to learn more concrete strategies to support them in improving their writing. It has also been noted that report card marks do not seem to match students' overall skills. Our goal is therefore to improve student competency with foundational skills in math and in writing.

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

Strategies/Structures:

Universal	-Develop teachers' instructional practice in the area of differentiation during the collaboration time throughout the year -Develop teachers' formative assessment skills -Use literature to connect math to the real world -Host a math games night to help teach parents strategies for supporting math practice at home -Create a skills tip sheet for parents to practice with students at home including websites for additional practice -Implement a standardized test to determine a baseline for all students -Celebrate math within the school -Reinforce learned skills with math games
Targeted	-Provide opportunities for students to be involved in Math LAC -Provide opportunities to learn with a more hands on approach – play, explore, investigate, use manipulatives, and real life objects
Intensive	-Communicate opportunities for math challenge events to students and parents

Quantitative Evidence:

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade 3 students who scored higher than 25/30 on a basic math facts timed test.			
2015-2016	58%	70%	64%

Objective 1.2: To improve students feeling of success during writing

Strategies/Structures:

Universal	-Implementation of strategies learned in the Changing Results for Young Readers initiative attended by all Primary and Learning Support Teachers -Implementation of a school wide write in September and a follow up write in April. -Explicit teaching of writing skills that have been identified as weak -Develop teachers' formative assessment skills -Development and implementation of self and peer assessments -Increase knowledge of self as a writer -Display students' written expression throughout the school
Targeted	-Develop teachers' knowledge of early literacy intervention strategies -Develop teachers' instructional practice in the area of differentiation during the collaboration time throughout the year
Intensive	-Allow for 1:1 or small group writing groups to support students where needed

Quantitative Evidence:

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade 2 students self-reporting that they are always able to generate ideas to use in their writing.			
2015-2016	34%	60%	Spring 2016

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

Goal Rationale:

This goal aligns with the BC Education Plan's core competency in personal and social development. There are reports from parents and students of increased stress in students who are going through a significant transition at school (pre-K - K, grade 3 – grade 4, grade 7 – grade 8). Transitions can be very difficult for some, causing unnecessary anxiety. Supporting the social and emotional needs of students through periods of transitions is important to reduce this anxiety. Continuing to develop our connection with the community and our community partners is part of improving our overall learning environment. Our goal is to create a school community that supports successful transitions for all students.

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

Strategies/Structures:

Universal	-Continue having Kindergarten teachers and Administration visit preschools and observe incoming students -Share information readily between preschool, home, and school -Plan opportunities for Pre-Kindergarten children to visit the school and spend time in the classroom, school library, play ground -Continue to provide temporary additional personnel in the classroom and on the playground at the beginning of the year to support a successful transition -Host an annual Ready Set Learn event to help preschoolers and their families establish a positive connection with their neighbourhood school community
Targeted	-Identify and support students who do not attend preschool -Educate parents by providing helpful transition information –Ready Set Move pamphlet -Include a social story about Cove Cliff in the welcome package
Intensive	-Transitional meetings with students support team in May/June to plan for students with complex learning profiles

Quantitative Evidence:

Key Performance Measure: Number of students that teachers observe having difficulty with transition, separation anxiety, or coming to school.	Baseline	Target	Actual
2015-2016	1	0	Oct 2015

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

Strategies/Structures:

Universal	-Preparing students in grade 3 by teaching good study and organizational habits -Supporting students and parents with the increased amount of homework -Provide open communication between home and school -Educating students more about the use of assessment tools (criteria, rubrics) -Increased focus on the learning process, not on evaluation -Help students understand more about the purpose of letter grades -Educate students on understanding and accepting your own and others' learning styles -Educate parents on assessment and the use of letter grades and their meaning -Acknowledging school wide that all students are different and to strive for our own personal best
Targeted	-Daily routine published and sent home to review with parents -Delivery of the 'Friends' program
Intensive	-Provide resources, and information on workshops for parents around Social/Emotional support; anxiety, resiliency, self-regulation

Quantitative Evidence:

Key Performance Measure: Percentage of grade 4 students self reporting that they participate in the co-construction of their learning	Baseline	Target	Actual
2015-2016	81%	70%	Spring 2016

Percentage of grade 4 students self reporting that they understand how they are assessed			
2015-2016	89%	70%	Spring 2016
Percentage of grade 4 students self reporting that they feel positive about grade 4			
2015-2016	89%	90%	Spring 2016

Objective 2.3: To increase the number of students who report feeling engaged and connected to secondary school by improving the grade 7 to 8 transition

Strategies/Structures:

Universal	-Provide early education with parents around successful transition to Secondary -Build connections between staff and students from Elementary and Secondary -Continue to support the 7/11 program -Continue to have thorough articulation meetings in April -Organize more grade 7 Family of School activities throughout the school year
Targeted	-Provide opportunities for additional Secondary visits for students requiring extra support
Intensive	-Organize September student review meeting for grade 8 teachers and former grade 7 & LAC teachers to discuss students with an IEP or who are at risk. -Provide early intervention and identification of at risk students

Quantitative Evidence:

Key Performance Measure:	Baseline	Target	Actual
Number of opportunities that students have to attend organized grade 7 family of school activities			
2015-2016	3	4	Spring 2016
Number of opportunities that grade 7 students have to be actively involved in activities at Seycove.			
2015-2016	5	6	Spring 2016
Percentage of students that self report feeling very confident about managing their workload at secondary school			
2015-2016	17%	50%	Spring 2016

Percentage of students that self report that they feel very confident about organizing their timetable			
2014-2015	38%	70%	Spring 2016

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

Goal Rationale:

This goal is in alignment with the BC Education Plan's core competency in communication. Parents and students report a need for the school to improve student awareness and skills in the area of communication. As an essential life skill, it is important that these communication skills are explicitly taught, with a strong focus on oral and digital literacy. Our goal is to improve students' oral and digital literacy skills, better preparing them for success in the real world.

Objective 3.1: To improve students' oral communication

Strategies/Structures:

Universal	-Provide many opportunities for practice to build student confidence -Providing increased opportunities for oral presentations (both in class and in the school) -Allow students permission for risk taking and recovering from mistakes -Continue to use literature circles within classrooms -Encourage collaborative group work and project based learning -Educate and reinforce with students the role of body language, eye contact, connecting with each other and all adults in the community -Encourage the development of a positive culture through the increased use of appropriate social greetings -Provide opportunities to communicate with a variety of people in the building -Continue to have Buddy class reading -Allow for student leadership opportunities in assemblies -Allow assessment to be more formative
Targeted	-Provide more opportunities to read aloud or present aloud more often in the primary grades -Continued shared reading opportunities with students from the KEY program

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Intensive	-Provide small group presentation options -Provide opportunities to share learning in an informal setting, such as a conversation

Quantitative Evidence:

Key Performance Measure:	Baseline	Target	Actual
Percentage of grade 5 students who self report that they always feel confident standing up and presenting their work in from of their peers			
2015-2016	56%	75%	Spring 2016

Objective 3.2: To improve students' digital communication

Strategies/Structures:

Universal	-Provide greater skills based training while in the learning lab -Continued use of technology integration in the classroom in all curricular areas -Educate students on Internet researching skills -Educate students on appropriate use of email and texting -Provide Internet safety and awareness presentations for students and parents -Encourage the use of the school website for updated calendar information -Increase communication between students, teachers and parents through the use of a classroom blog and calendar of events
Targeted	-Continued Professional development for teachers in the area of technology integration
Intensive	- Use of augmentative communication devices -Training for Educational Assistant's and Teachers on how to use programs such as Kurzweil, Clicker 6, Pictello, and Touch Chat, Pictello to help support student learning and communication

Quantitative Evidence:

Key Performance Measure:	Baseline	Target	Actual
Number of presentations given to students on Internet and Social Media safety and awareness			
2015-2016	3	4	Spring 2016

Percentage of grade 6 students self reporting that they always feel confident using technology to help with their learning			
2015-2016	75%	95%	Spring 2016

Connections:

We are very fortunate at Cove Cliff to have a respectful and positive relationship with our Parent Advisory committee and School Planning Council. Through ongoing communication we continue to work collaboratively to provide and support our students in a number of ways.

Within our Seycove family of schools we have worked to develop our School Plans to reflect the same three goal areas of academic, social/human/emotional, and career. Through purposeful calendar building we have established greater alignment within our family and the district as a whole. We have strong ongoing open communication and support for our neighbouring schools. Moving forward we will continue to develop and strengthen this relationship with our family and with the district in general.

We will continue to expand the availability of best instructional practices and enriched curriculum. Specifically with the use of project based learning and an increased understanding of student learning needs we will help support and differentiate for all learners. We are excited to continue using technology as a tool to support the learning that is taking place at all ages and developmental levels.

We will continue to reflect on how we are supporting all students in a universal, targeted and intensive approach specifically in the areas of Curricular development, Instructional Delivery, Formative Assessment, and Social and Emotional support, and continue to build collaborative and respectful relationships with students, staff, and parents.

Consultation Process of Cove Cliff School Planning Council:

☐ School administrators, staff, and parents have been actively involved in the development of the School Plan.

☐ A summary of the approved Cove Cliff School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: 12-May-2015

	Name	Signature
Chairperson (Principal)	Brenda Bell	
Vice Principal	Susan Teegen	*Original Document Signed by SPC Members*
Parent	Lindsay Witham	
Parent	Orla Robinson	
Parent	Nina Chen	

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015