

**North Vancouver School District**  
**SCHOOL PLAN**  
**2009-2010**

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

**Principal:** Wayne Mitchell

**School/Community Context:**

Cove Cliff Elementary School enrolls approximately 317 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 22 special needs students and 4 of those students are considered to be “low incidence.” Cove Cliff also has 6 students who are coded as “gifted.” We have quite a small population of Aboriginal students (3) and our ESL population is also quite small (4) including 4 international students.

Currently, our staff members provide an extraordinary number of activities for our students, including: basketball, volleyball, track and field, Kilometre Club, Skipping Club, kayaking program, choir, band and assorted clubs (chess, Greener Team). 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 150 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 (30 to 40 parents) and the tone is extremely positive. Cove Cliff is extremely lucky to have such an involved and dedicated parent group.

**Demographics:**

Total number of students: 317    Male: 156    Female: 161

<b>Number of students per grade</b>									
<b>Grade</b>	<b>ADK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
English	0	35	33	34	43	47	39	46	40

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>16.74</b>	<b>1%</b>	<b>6.6%</b>	<b>1.2%</b>	<b>1.2%</b>

## **Progress Analysis:**

### **Review of School Goals – Previous Year (08/09)**

#### **School Plan Goal 1: To improve literacy in all students**

At Cove Cliff we recognize that improving literacy (reading rates/levels) is integral to school success. We continue to provide reading opportunities at an early age. Our focus this term has been on developing a data bank determining the reading levels of all students in Grades 1 to 3 using the DRA (Developmental Reading Assessment tool).

During the 2008/2009 school year the PAC was asked, once again, for funds designated to both early and late literacy, as we wanted to incorporate a school-wide reading assessment tool for the primary grades, and to develop our resource base for the intermediate grades. With these funds we purchased the Developmental Reading Assessment kit. In 2008, we provided the primary teachers with a half day in-service on using the DRA kit and on guided reading and reading assessment. In 2009 all classrooms (Grades 1 to 3) have completed levelling their students (reading comprehension) and fluency levels will be completed in the Fall of 2009. This, of course, has helped us to further identify our “at risk” readers, as well as provide a knowledge base of instructional reading levels for all primary students. As of April 2009 all primary students (Gr. 1-3) have been entered into our data bank. This will not only aid our instructional practice, but will assist in class building at the end of the school year (equity and developing instructional reading groups).

To date, intermediate classrooms continue to use a variety of reading strategies (Reading 44) and our “at risk” students are receiving LAC time four to five times per week. FSA reading results show that 95% of our Grade 4 students are meeting or exceeding expectations (same percentage as last year). However, our FSA reading results for our Grade 7 students show that 81% of our students are meeting or exceeding expectations (down 9% from the previous year). It is difficult to assess as to whether 06/07 was an anomaly (90%) meeting/exceeding, as the FSA format last year was given early in the school year and does not represent a “full year” in Grade 7.

Our school was also given a grant from the school district this year to examine the reading/writing connection. Lesson plans have been developed based on specific pieces of literature and book bins have been developed for easy access. Writing lessons have been shared/modeled at staff meetings throughout the year and our recent Non-Instructional Day featured a session on how to make the reading/writing connection using fictional literature. The reading/writing connection is modeled (literature demonstrations) in classrooms, and the Write Traits program (Gr 1-7) is routinely used to examine examples of strong and weak writing. We did not feature a school-wide write this year as our focus was on the development of a sound school-based program, based upon the data collected in previous years. FSA results in writing indicate that 100% of our Grade 4 students are meeting or exceeding expectations (second year in a row). In Grade 7, 93% of our students are meeting or exceeding expectations, which is above both provincial and district averages, and indicates a 1% increase from the previous year.

## **School Plan Goal 2: To improve mathematical proficiency in all students**

At Cove Cliff this school plan goal was developed to examine current practice and develop a clear shared vision of student need in the area of numeracy. We have moved a long way in determining the specific needs of our students and anecdotal data (discussions with teachers) suggests that the “language of math” creates extensive difficulty for many of our students (K to Grade 7). We have focused on establishing a “math vocabulary list” which is distributed at staff meetings and practiced during math blocks in most classrooms. Most teachers have stated that the focus on math vocabulary has made a significant difference in math application and specifically math problems.

Quantitative data (FSA scores) indicates that 87% of our Grade 4 students are meeting or exceeding in the area of Numeracy and this indicates a drop from last year of 11%. However it should be noted that there was an 11% drop in District scores and a 9% drop in Provincial scores. Grade 7 students, although scoring above the provincial average, have dropped slightly below the District average and are demonstrating a slight drop (80% meeting/exceeding). This causes some concern, but early indications from the FSA scores of 08/09 suggest that our Grade 7 students have returned to previous percentage averages.

Item-level analysis from the North Vancouver School District Mathematics 6 Assessment indicate that our Grade 6 students are demonstrating solid problem-solving abilities, but tend to continue to struggle with multi-step problems and general organization. Grade 6 students have also spent significant time focusing on the mastery of fundamentals (multiplication). We will be tracking to see if both acquisition of math language and mastery of fundamentals results in improved performance (quantitative – FSA/district/ and school measures) and qualitative (teacher feedback).

In conclusion, although our students tend to score above the district and provincial averages, we continue to examine use of classroom instructional time, focusing on math language and fundamentals, and using LAC time (in specific grades) to increase focused instructional practice for our “at risk.” students.

## **School Plan Goal 3: To provide and maintain a safe and caring school learning environment for all.**

At Cove Cliff, the emphasis continues to be on maintaining and enhancing the existing positive school climate. If one examines the code review done in 2006/2007 it becomes apparent that increasing physical activity and creating more sports teams were high priorities for the students and the community and we believe we have been very successful in enhancing and increasing opportunities for our students. Due to an exceptional commitment by teachers, we were able to offer numerous artistic, academic and new physical activities for them to take part in. We provided students opportunities to take part in basketball (4 teams), volleyball (4 teams), track and field (over 100 students in intermediate have signed up for events) and a primary and intermediate skipping club. In addition, our “open gym” policy for our intermediate students provides added opportunities during non-instructional times (this activity is supervised by administration). In addition, we have continued with our Grade 4 to 7 school-wide 8 week kayaking program. Completion of this school provided program will allow students to proceed

with Level 2 certification (over the summer) if they wish. Participation in this program is at 100% this year.

\*In addition to increased sporting opportunities, students have also been provided opportunities to join choir, take part in musical performances and participate in the chess club. One of our new objectives for the 2008/2009 school year was examining the correlation between participation in activities to reduced behaviour incidents (It should be noted that incidents at Cove Cliff are few and usually minor offences (see Cove Cliff Code of Conduct)). We have found that the behaviour incidences have dropped to one or two incidences per week (down from three to four per week)

Other priorities such as additions of sports equipment for outside and opportunities to talk about problems were addressed. A large purchase of sports equipment in June 08 helped us to increase the opportunities for our students. Also, use of the "voice box" in the library continues and an increasing number of students are engaging in self advocacy (which is being promoted within the school environment).

Lastly, Cove Cliff actively participates in all district and school-based initiatives around the area of maintaining a safe and effective school environment.

### **Opportunities for Further Development:**

In **literacy**, we have established our comprehension baseline data for students in Grade 1 to 3 using the DRA kit. Our focus is targeting student-specific reading levels and developing level-specific reading groups. Establishing this baseline data also allows us to build reading groups when classroom building in May. We will continue to examine the reading/writing connection and will continue to build our "library" of both fiction and non-fiction selections. Our writing team will continue to meet and develop lesson plans to be used by all classroom teachers (K to Grade 7). We would like 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, district-based and provincial 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.

In **numeracy**, our focus continues to be on the curriculum, in general, but specifically, as a school, we will continue to examine the literacy/numeracy connection. Specifically, we will continue to work on the development of an extensive "math" vocabulary for our students and mastery of math fundamentals (addition, subtraction, division and multiplication). Although teachers have always engaged in these practices, anecdotal discussions/data will be developed focusing on the relationship to solving math word problems. We will continue to collect school-based, district-based and provincial 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 and hallway "chats" have become integral in developing future opportunities in this area. At Cove Cliff, the "Odd Math Group" is a group of teachers who continue to push our thinking in the area of numeracy and are instrumental in providing direction as we further examine our numeracy goals.

In regards to **social responsibility**, our goals will continue to be examined this year and in future years. The work begun during the previous year(s) is integral to "mapping out" where and how this goal will evolve. Use of social responsibility strategies and measurement tools (school-based, district and provincial) will continue to be used. In many ways, this is a maintenance goal for Cove Cliff. There is an existing positive climate within the school, and students have had quite

a few opportunities to take part in their school communities. However, we can always work to improve school climate and to increase school-wide opportunities. Teachers and parents have worked hard to increase the amount of opportunities that students have and there is an excellent commitment by students to take part in the opportunities that are available. During the 2008/2009 school year many additional opportunities have been provided. Of special interest this year is that one of the objectives is to examine the correlation between participation and behaviour incidents. It should be noted that behaviour incidents are mostly minor infractions and occur 1 to 2 times per week. However, we still wish to improve on this and will be looking to establish a base line on student participation (anticipated and actual) and correlate with tracked behaviour incidents.

Cove Cliff will continue to actively participate in all district and school-based initiatives around the area of maintaining a safe and effective school environment.

### **School Goals 09/10:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Cove Cliff School Plan for 2009 - 2010 are:

- 1. To improve literacy rates in all primary students**
- 2. To improve proficiency in math word problems (intermediate students)**

## **School Goal #1:**

To improve literacy rates in all primary students

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**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 FSA 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. Using the Developmental Reading Assessment kit (DRA) all current reading levels will be recorded and provide a baseline for measurement. Teachers will develop reading groups (level dependent) and will provide guided reading practice at each student's current reading level.

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### **Objective 1.1:**

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

#### **Strategies/Structures:**

- Implementation and use of the DRA (Developmental Reading Assessment tool) to identify each student's independent reading "level" and to document how this changes over time (fluency and comprehension)
- Primary wide teacher in-service (half day in-service on Guided Reading Practice)
- 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.
- 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)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Developmental Reading Assessment Test (DRA) % of students reading at or above Grade Level			
Grade 1 (meeting or exceeding)	97%	99%	Nov '09
Grade 2 (meeting or exceeding)	90%	93%	Nov. '09
Grade 3 (meeting or exceeding)	90%	93%	Nov. '09

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Teachers had stated that although they felt comfortable with knowing where student reading levels were at (approximate), that a levelling 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).</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Target was to determine the DRA reading level for each student (Grade 1 – 3) and 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 students who would require more challenging reading material.</li> </ul>

**Qualitative Actual:**

- General consensus was that the process was a lot of work for teachers, but it provided us with very valuable information. Teachers stated that they really valued the one on one time with the students and generally feel that there is a great deal of value in knowing specific reading levels. Having a reading program (DRA) in place that allows us to initiate and track individual reading levels is seen as having significant value.

**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 student's independent reading "level" and to document how this changes over time (fluency)
- Primary wide teacher in-service (half day in-service on Guided Reading Practice)
- 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)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Dibels (to determine fluency rates for students in Grades 1 to 3). % of students at or above Grade Level in reading fluency.	Establish Oct.'09	Establish Oct.'09	Establish Spr'10

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Although development of student fluency occurs on a daily basis, there is not an established baseline for primary students. Use of the Dibels will be used to establish a fluency baseline for all students in Grades 1 -3.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- To develop a "fluency baseline" in order to determine existing fluency of all students in Grades 1 – 3. Target will be appropriate gain in meeting or exceeding Grade Level in fluency. Target for percentage of growth, yet to be determined (Oct /Nov 09).</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>- Once DRA testing had been implemented, it became clearly evident that the emphasis would be on comprehension and that a fluency test would be used at a later date. Teachers and Administration felt that testing for both comprehension and fluency would be extremely time consuming at this time. Fluency testing will be undertaken in October/November of 2009.</li> </ul>

## **School Goal #2:**

**To improve proficiency in math word problems (intermediate students)**

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### **Goal Rationale:**

We are beginning to examine literacy and how it relates to the “language of numeracy.” With an emphasis on comprehension coupled with computation requires close examination of “math language.” It is our belief that specific teaching to a school-wide math vocabulary would be advantageous to our students. Each month, teachers have been given a set of math words to focus on during numeracy instruction and we are beginning to see some positive results. Secondly, a specific cohort within the school (Grade 6 students) has been focusing on mastery of multiplication facts. The belief is that increasing students’ math vocabulary, coupled with focusing on mastery of math fundamentals, would help students with both fluidity and concept when answering word problems.

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### **Objective 2.1**

To increase reading comprehension, specific to the “language of numeracy.”

#### **Strategies/Structures:**

- Continue to in-service staff and inform parents on the purpose of Math 44, implications of new Math IRP, and the importance of making connections to real world mathematics. Include in each Student Planner, key skills to work on at home. Include in monthly newsletters ideas for games, puzzles and activities that parents can use to further math understanding and skills. This new objective would also emphasize the role of literacy (comprehension and then computation) in understanding mathematics (particularly in the area of problem-solving).
- Development of numeracy “word walls” and the development of a school-based “math literacy” test with the emphasis on comprehension and application to computation.
- “Odd Math Group” to examine the numeracy/literacy connection
- In grade level teaching teams, establish time lines and structure conversations with a focus on increasing comfort levels with strategies as defined in Math 44 and in *Elementary and Middle School Mathematics: Teaching Developmentally* by John A. Van De Walle and *Teaching Student-Centered Mathematics*

- Continue to provide regular in-service on the importance of math-based literacy in teaching mathematics, particularly as it pertains to problem-solving (comprehension then computation)
- Use established meeting times (staff meetings, Intermediate and Primary team meetings, Networking Groups – K-2, 3-5, 6-7) and focus questions to engage in conversations to further a school-wide understanding of all aspects of mathematics teaching( particularly literacy-based concerns, discoveries and instructional ideas).
- Examine DRA results and determine connections to “at risk” students and numeracy (“at risk” across the curriculum?)
- Explore Provincial Performance Standards and school wide rubrics for assessing and evaluating Numeracy skills to further guide classroom and individual instruction. (Fall 2008)

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
School – based Numeracy Vocabulary Focus (percentage of teachers who are noticing an improvement in student awareness and comprehension)	65%	85%	2009 TBA
North Vancouver School District Mathematics 6 Assessment (student average scores in %)	75%	77%	2009 TBA
School-based math vocabulary test (Grade 6).  % of students demonstrating mastery	21%	100%	88%
*Mastery is defined as 80% (11/14)			

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Teachers had engaged in several discussions regarding the need to enhance the math vocabulary required to meet the current curriculum demands in numeracy. Numerous stories were shared about understanding “what” the question is asking you to do (comprehension) is every bit as important as answering the question (computation). To date, there was no <b>school-wide measure</b> of achievement for math vocabulary words.</li> </ul>
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<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- The hope is that continued exposure to a math vocabulary, in a variety of ways, will effectively assist students with numeracy acquisition. Teachers will use word walls, journals and/or key words (listed in each chapter of math text books) to assist students with a developing a significant word vocabulary</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>- Discussions with teachers suggest that if actively practiced, there is an increase in awareness of math vocabulary words. Many teachers stated that having the words available for practice did help teacher awareness and student awareness. Some teachers of primary students did say that their focus was on math fundamentals (see Objective 2.2) and that focus on math vocabulary acquisition was of secondary importance.</li> </ul>

**Objective 2.2:**

To increase computation skills through mastery of multiplication facts (Grade 6 students)

**Strategies/Structures:**

- Continue to in-service staff and inform parents on the purpose of Math 44, implications of new Math IRP, and the importance of making connections to real world mathematics. Include in each Student Planner, key skills to work on at home. Include in monthly newsletters ideas for games, puzzles and activities that parents can use to further math understanding and skills. This new objective would also emphasize the role of literacy (comprehension and then computation) in understanding mathematics (particularly in the area of problem-solving).
- In grade level teaching teams, establish time lines and structure conversations with a focus on increasing comfort levels with strategies as defined in Math 44 and in *Elementary and Middle School Mathematics: Teaching Developmentally* by John A. Van De Walle and *Teaching Student-Centered Mathematics*
- Continue to provide regular in-service on the importance of math-based literacy in teaching mathematics, particularly as it pertains to problem-solving (comprehension then computation)
- Use established meeting times (staff meetings, Intermediate and Primary team meetings, Networking Groups – K-2, 3-5, 6-7) and focus questions to engage in conversations to further a school-wide understanding of all aspects of mathematics teaching( particularly literacy-based concerns, discoveries and instructional ideas).
- “Odd Math Group” to examine the role of fundamentals in numeracy

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>School – Based 66 Question Multiplication Fact Test - % of students who achieved mastery (Mastery is 60/66)</b>	<b>77%</b>	<b>90%</b>	<b>100%</b>

**Evidence:** (*Qualitative*)

*Qualitative* **Baseline:**

- Teacher demonstrated concern that mastery of fundamentals (multiplication) was inhibiting success in mathematics and based an action research project (Master's) project on this theory. Teacher believed that the problem was that a number of Grade 6 students were unable to recall automatically the multiplication basic facts. Students lacked strategies to recall the basic facts and relied on inefficient methods such as counting.

*Qualitative* **Target:**

- Implementation of instructional activities would enable students to develop and practice strategies to help improve the recall rate of the multiplication basic facts.

*Qualitative* **Actual:**

- Analysis of the data indicated that students were able to develop and use strategies for recall of multiplication basic facts (100% of students demonstrated mastery). Results were shared with other teachers during a NID.

## 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 tool 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 District Plan highlights the importance of aboriginal awareness and aboriginal achievement, however, our school population includes 3 aboriginal students none of whom is considered to be "at risk." 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:**

- X School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- X A summary of the approved Cove Cliff Elementary School Plan will be posted on the school web site by October 31, 2009.

**School Planning Council Approval of Proposed School Plan:**

Date: May 6/09

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

**Board Approval of School Plan:**

*Approved by:*

**Dave Pearce, Assistant Superintendent  
June 15, 2009**