

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

**School:** Seycove Secondary  
**Address:** 1204 Caledonia Avenue  
North Vancouver, BC V7G 2A6  
**Phone:** 604-903-3666

**Principal:** Karim Hachlaf

**School/Community Context:**

Seycove Secondary Community School is 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. Isolated by geography, the Deep Cove community has many of the characteristics of a rural town. Seycove Secondary is a comprehensive school, providing a broad range of educational opportunities for students.

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. The school views everything through the lens of respect when educating students. 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.

A second special aspect is our philosophy of inclusion. Students are involved in a variety of extra curricular activities that include athletics and service. Seycove has an overall population of 801 students. Within our population we have 53 International students and 86 students that are designated as Special Needs. This inclusive philosophy has created a sense of compassion within the school that we consider a “Culture of Care”.

A third aspect of the school that makes the school unique and special is the rich and diverse Fine Arts Program. The majority of our students are involved with the Music and Drama programs. Our Music Program has been recognized at the National and International levels for excellence.

In summary, 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:

Total number of students: 801 Male: 423 Female: 378

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English									
Fr. Imm.									

Grade	8	9	10	11	12
English	152	167	147	152	183
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>41.14</b>	<b>0.3% (22)</b>	<b>11% (86)</b>	<b>0.6% (53)</b>	<b>0.2% (2)</b>

## Progress Analysis:

### Review of School Goals – Previous Year

- 1. To improve student reading comprehension across the curriculum.**  
Seycove continued to focus on reading with an emphasis on implementing reading strategies in the area of reading for content. Baseline data was collected through the RAD (Reading Assessment Device) and was used in Social Studies 8 and 9 classes for the purpose to assess incoming Grade 8 students as well to re-assess the same student cohort in Grade 9.  
Targets were met or exceeded for both cohorts in relation to text features, comprehension strategies, usage of strategies, details, note taking and inferences. Targets were not met, however, for reading comprehension on the main ideas.
- 2. To provide a safe and caring school environment.**  
The school's Code of Conduct has been updated to align with the Ministry Safe, Caring, and Orderly Schools guidelines. The implementation of fire, earthquake, and are new lockdown drills was also a focus. Students and staff have taken part in multiple drills to ensure they know the procedures for each event. The school motto of CLASS – Consideration, Leadership, Achievement, Sportsmanship, and Scholarship is taught to students and provides a framework that guides staff and students in their interactions with one another. CLASS awards and recognition are used to reinforce positive behaviours.  
Our O Ambassadors Club, O'Nakile Group and Green Committee are all involved with special school projects that continue to build on a strong school wide social conscience.  
Seycove has historically shown strong school results in our Safe and Caring Survey data, however, there were areas identified where our school data illustrated that students reported a lower level of safety in relation to experiencing specific forms of bullying.
- 3. To improve the course completion and grade-to-grade transition rates for our at risk and Aboriginal students.**  
This past year represented a particular focus with our at risk and Aboriginal students, with specific attention to the senior grades. Our targets were met or exceeded in terms of our grade transitions at all grade levels. However, a sustained effort is still needed with both our at risk students and Aboriginal students. Further, a broader look at improving our Aboriginal six year completion rate is still a focus.



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

The new template for school plans has created a positive shift towards specific consideration within our school goals. The School Planning Council has decided to continue with the goals surrounding reading comprehension across the curriculum and improving course completion and grade to grade transition rates for our at risk and First Nations students. Beyond sustaining these initiatives, the School Planning Council in conjunction with staff feedback, looked at other strategies and structures for further improvement with these two goals.

Our third goal was derived from taking an in-depth look at our results in the Safety and Social Responsibility Survey where our results as a school were consistently positive. One noted area of concern, however, was a rise in overall bullying that we want to explicitly address throughout the school year.

### **School Goals:**

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

- 1. To improve student learning surrounding overall bullying as we continue to provide a safe and caring environment for all students.**
- 2. To improve student reading comprehension across the curriculum.**
- 3. To improve the course completion and grade to grade transition rates for our at risk and First Nations students.**

## School Goal 1:

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

### Goal Rationale:

The school community of Seycove; staff, students, and parents have a strong sense of connection and pride in the school. Seycove has a culture established that helps to ensure it is a welcoming and caring place for students, staff and parents. The provision of a safe and caring school environment is of paramount importance and should form the foundation to support student learning.

### Objective 1.1:

To increase the number of students, in particular Grades 8 and 9, that feel safe within the context of cyber bullying.

#### Strategies/Structures:

- Expand our Grade Assemblies to incorporate explicit learning intentions as we educate our students on the impact of cyber bullying with reference to our school code of conduct (CLASS).
- Incorporate further lesson plans explicitly surrounding cyber bullying within the Health and Career 8 curriculum.
- Invite our parent community for an opportunity to attend an informational session on cyber bullying.
- Build on the successes of our 7/11 program by working with our senior students as leaders (ie. Peer Tutoring, Grade Assemblies) who also take an active role at educating our junior students.
- An expanded focus where staff are looking at conflict mediation model for students.
- Provide an opportunity for presentations by guest speakers that involves students the selection process.
- Further education towards the role of the bystander as it relates to cyber bullying.

#### Evidence: (Quantitative)

*Safety and Social Responsibility Survey – Students in the School Community Mean Scores  
Secondary School Data Reports for Safe and Caring School Measures - Percentage*

Key Performance Measure:	Baseline	Target*	Actual
Safe and Caring School Measures on Cyberbullying	6%	4%	
Safety and Social Responsibility Survey (Items 57e,f,g)	1.30	1.15	
**Student Related Incidents (BCeSIS)			

\* Targets used were based on District data.

\*\* A baseline will be created this year for this performance measure.



**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Due to the increase number of students experiencing cyber bullying, there is a growing necessity to educate our students. Through our conversations with students, staff and parents we are looking to ascertain a baseline.</li> <li>- In regard to our grade assemblies, student feedback sheets will be given out to solicit student feedback on the assembly itself.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Throughout the year, we will looking to collate the anecdotal evidence regarding cyber bullying which includes conversations with our grade counsellor(s) and parent concerns.</li> </ul>
<p><b>Qualitative Actual:</b></p>

**Objective 1.2:**

To increase the number of students, in particular Grades 8 and 9, that feel safe within the context of verbal bullying.

**Strategies/Structures:**

- Expand our Grade Assemblies to incorporate educating our students on the impact of verbal bullying with reference to C.L.A.S.S.
- Incorporate further lesson plans explicitly surrounding verbal bullying within the Health and Career 8 curriculum.
- Build on the successes of our 7/11 program by working with our senior students as leaders (ie. Peer counsellors) who also take an active role at educating our junior students.
- Continue to encourage students who are being bullied to report to an adult
- Provide an opportunity for presentations by guest speakers that involves our students in the selection process.
- Further education towards the role of the bystander as it relates to verbal bullying.

**Evidence: (Quantitative)**

*Secondary School Data Reports for Safe and Caring School Measures*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>District</b>	<b>Target</b>	<b>Actual</b>
Safe and Caring School Measures on Verbal Bullying	21%	16%	16%	
Safety and Social Responsibility Survey (Items 57a,b,c,d)	1.67	1.64	1.47	
*Student Related Incidents (BCeSIS)				

\* A baseline will be created this year for this performance measure.

**Evidence:** (*Qualitative*)

**Qualitative Baseline:**

- Due to the increasing knowledge on the impact of verbal bullying there is a continuing necessity to educate our students.
- In regard to our grade assemblies, student feedback sheets will be given out to solicit student feedback on the assembly itself.

**Qualitative Target:**

- Throughout the year, we will looking to collate the anecdotal evidence regarding verbal bullying which includes conversations with our grade counsellor(s) and parent concerns.

**Qualitative Actual:**

**School Goal 2:**  
**To improve student reading comprehension across the curriculum.**

**Goal Rationale:**

The school community believes that the ability to comprehend and analyze non fiction curricular resources is a key determinate of student achievement in a variety of subject disciplines. We believe that it is crucial that we teach students the skills needed to comprehend and analyze these materials.

**Objective 2.1:**

To improve student reading comprehension strategies and the usage of those strategies to become more effective readers. Specifically, there will be a focus with our Grade 8 & 9 students in order to increase the percentage of students capable of determining the main ideas within their reading.

**Strategies/Structures:**

- To continue to implement and use Reading 44 strategies in all classrooms and targeted across the curriculum.
- To raise students' awareness of the use of reading skills in all subject areas.
- To provide Professional Development opportunities for staff that will include the RAD team presenting results and strategies to target areas of weakness.
- Continue to use the Reading Assessment Device as an instrument to assess student reading strategies.
- Continue to implement cross grade final assessments

**Evidence: (Quantitative)**

Grade 8 RAD Results – Percent Meeting or Exceeding

<b>Key Performance Measure:</b>	<b>Actual 2006/2007</b>	<b>Actual 2007/2008</b>	<b>Baseline 2008/9</b>	<b>Target</b>	<b>Actual</b>
Main Ideas	57%	37%	35%	40%	
Comprehension Strategies	38%	31%	41%	46%	
Usage of Strategies	37%	29%	55%	60%	
Text Features	65%	58%	60%	65%	
Details	65%	39%	58%	63%	
Note Making	67%	36%	62%	67%	
Inferences	70%	39%	52%	57%	

Grade 9 RAD Results – Percent Meeting or Exceeding

Key Performance Measure:	Actual 2006/2007	Actual 2007/2008	Baseline 2008/2009	Target	Actual
Main Ideas	34%	44%	28%	35%	
Comprehension Strategies	21%	27%	44%	50%	
Usage of Strategies	13%	25%	55%	60%	
Text Features	49%	53%	69%	74%	
Details	44%	53%	49%	54%	
Note Making	37%	54%	44%	50%	
Inferences	41%	56%	43%	50%	

**Objective 2.2:**

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

**Strategies/Structures:**

- To increase the opportunities for students to read for pleasure through English classes.
- To use the school website and library to promote reading for pleasure outside of school.

**Evidence:** (Quantitative)

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

Key Performance Measure:	Baseline	Target	Actual
Grade 10	44%	50%	
Grade 12	49%	55%	

**Library Circulation Stats**

Key Performance Measure:	Baseline	Target	Actual
*Average # of resources/month	330	350	

\* Based on # of fiction and non-fiction books.

**Evidence:** (*Qualitative*)  
Report on Reading  
Seycove Secondary School Library

<p><b>Qualitative Baseline:</b> 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.</p>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- 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.</li></ul>
<p><b>Qualitative Actual:</b></p>

### **School Goal 3:**

**To improve course completion and grade to grade transition rates for our at risk and Aboriginal 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 an important and crucial measure of school success. Seycove is a community school that understands the importance of educating ALL students. A goal focusing on “at risk” and aboriginal student success is worthwhile and is one that we want to continue to work towards.

#### **Objective 3.1:**

To improve the Grade-to-Grade transition of our at-risk students with specific attention towards our junior grades.

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

- Look at re-establishing the ARK committee to monitor, track and support our at risk students.
- Establish weekly Counsellor – Administrator meetings to discuss students that are “at risk”.
- Meet regularly as a School Based Resource Team (SBRT) to discuss students that are at risk and specific strategies to support their success.

#### **Evidence: (Quantitative)**

*Grade-to-Grade Transition for At-Risk Students as Identified by ARK Committee*

<b>Key Performance Measure:</b>	<b>Baseline (2006)</b>	<b>Target</b>	<b>Actual</b>
Grade 8 to Grade 9	94%	99%	
Grade 9 to Grade 10	96%	99%	
Grade 10 to Grade 11	94%	97%	
Grade 11 to Grade 12	64%	90%	



## 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.
- Utilize district itinerant teachers to provide subject specific support.
- Make connections with educators at the Tseil-Waututh Band.
- Host Tseil-Waututh Ceremony in September, honouring our carving that our students
- Hold forums and meetings for parents within the Tseil-Waututh community to facilitate dialogue and increase understanding of aboriginal issues.

### Evidence: (Quantitative)

*Grade-to-Grade transition for First Nations students enrolled at Seycove Secondary.*

Key Performance Measure:	Baseline	Actual	Target
Grade-to-Grade Transition	76%		80%

### Evidence: (Qualitative)

#### Qualitative Baseline:

The approach that we have undertaken at Seycove to help our First Nations (FN) students achieve success is twofold. First we are working hard to build bridges between our school and the Tseil Waututh community. To that end we have undertaken several initiatives. Each term, when report cards go home we have organized, in partnership with Riva Nelson (Educational Director) and the Band school, a gathering between the students and parents and staff of our school. Last year proved successful in building those connections and consequently, we want to continue to improve fostering our First Nations partnerships. Parents have the opportunity to meet the teachers, administration and support staff and share concerns and ideas about their children's progress at our school. Our First Nations coordinator has also been visiting the community twice monthly to meet with parents, students and other community members.

We have also been working hard at Seycove to establish a FN cultural presence at our school. Carleen Thomas, a district resource person and Tseil Waututh community member comes to Seycove every Friday to provide the FN students with opportunities to discover and enjoy the language, art and other traditions of their people. Seycove is in the process of completing a carving to be displayed in one of main entrances of our school. This carving will be undertaken by all of students and a First Nations artist in conjunction with the Tseil Waututh community.

#### Qualitative Target:

- In the fall we will be holding a ceremony to celebrate our new carving. Chief Justin George of the Tseil Waututh Nation has already confirmed his involvement. We are looking to foster this relationship throughout the year as our connections with our First Nations community continues to flourish.

**Qualitative Actual:**

**Connections:**

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

The goals selected by the School Planning Council are intended to align with the District Goals. These District Goals are:

1. Literacy K – 12
2. Safe and Caring Schools
3. Completion Rates
4. Aboriginal Education

Each goal has a correlation to the above mentioned District goals with specific objectives that meet the needs of the school and address areas of improvement as identified by the SPC.

Our school goals will also support and align with the goals established at our feeder schools. Family of School planning will continue as we work towards ensuring student achievement from Kindergarten to Grade 12. For example, the goals of one of our feeder schools, Cove Cliff are:

1. To improve literacy rates with all primary students.

Another of our feeder schools, Sherwood Park, has set the following school goals:

1. To improve the success rates of Aboriginal students in K-7 who are not yet meeting expectations for reading as measured by report card data based on B.C. performance standards.
2. To increase the number of intermediate students reporting that they feel a sense of belonging “most of the time” at Sherwood Park School.

Continued refinement of school goals and objectives will continue in the future as our school plan evolves.



**Consultation Process of Seycove Secondary Community School Planning Council:**

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

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

Date: May 7, 2009

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Karim Hachlaf	<i>Original Documents signed by SPC Members</i>
Parent	Karen Stewart	
Parent	Eli Mann	
Parent	Katherine Fagerlund	
Parent	Gail Kitt	
Student (Gr 10, 11, 12 schools only)	Tessa Bendyshe-Walton	
Student (Gr 10, 11, 12 schools only)	Taylor Carter	

**Board Approval of School Plan:**

*Approved by:*

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

