

**North Vancouver School District**  
**SCHOOL PLAN**  
**2008-2009**

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

**Principal:** John McGowan

**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 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 800 students. Within our population we have 49 International students and 66 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: 799 Male: 412 Female: 387

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	146	153	167	161	172
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>39.27</b>	<b>1.8% (15)</b>	<b>8.3% (66)</b>	<b>6.1% (49)</b>	<b>0.5% (4)</b>

## Progress Analysis:

### Review of School Goals – Previous Year

**1. To maintain current reading proficiency for Seycove students.**

Seycove continued to focus on reading proficiency throughout the 2007/2008 school year. Targets for literacy were met as measured by provincial exam results on both the Grade 12 English exam and the Grade 12 History exam.

Baseline data collected through the RAD (Reading Assessment Device) indicated that further work was needed in the area of reading for content. The decision was made to implement a reading strategies component to Socials Studies 8 and to use the RAD again to assess incoming Grade 8 students and to re-assess the same student cohort in Grade 9.

Targets were not reached in relation to students' perceptions of their reading. Neither the Grade 10 nor Grade 12 cohort met the target percentage as measured by the Satisfaction Survey question "I feel like I am getting better at reading". This response is interesting in the context of Seycove having a sustained silent reading program in place.

The target of 500 library books was met based on data collected in the fall of 2007.

**2. To maintain current success rates in Mathematics.**

The Math Department has held a number of collaborative meetings this year in order to align curricular expectations and develop common assessments. A greater alignment was reached between the school and exam mark in Principles of Math 10. The target of having the exam mark greater than the school mark was not attained however. This target may prove difficult to achieve considering the historical trend within the province; in the majority of cases, the school based mark is higher than the exam mark. Closing the gap between the two is feasible however.

The target of having the Grade 8 District Exam results greater than or equal to the District average was reached based on June 2006 results. Further analysis of trends will need to be monitored by the Math Department.

All three streams of Mathematics are offered at Seycove with the exception of Essentials of Math 12. Enrolment continues to be high.

**3. To improve the success rates of the bottom 15% of students identified in Grade 8 and Grade 9.**

The ARK Committee has maintained its profile as an Ethos group and continues to monitor students. The counsellor assigned to each grade meets with identified students and contacts and meets with parents on a regular basis. All Grade 8 students received interim reports in all subject areas at the start of the year to ensure accurate identification of at risk students.

First Nation students support was maintained. Attendance data for Aboriginal students indicates that attendance was at or above the District average at all grade levels.

**4. 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 intruder drills was also a focus. Students 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.

A number of initiatives undertaken in the past year have met the objective to increase



students' caring for others in their community. The majority of Grade 10 students took part in an initiative to provide emergency supplies for local homeless people and the Grade 12 class took on the initiative of organizing a blood drive. In recognition of previous efforts in the area of social responsibility, Mr. Stephen Lewis came to Seycove and spoke to students. An O Ambassadors Club has also been established at Seycove and a group of students will be raising awareness and money through the 30 Hour Famine Initiative. Seycove continues to be a school with a strong social conscience.

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

The new template for school plans as provided by the school district means that new school goals and baseline data will need to be established and collected for the 2008-2009 school year. The School Planning Council has decided to maintain a focus in certain key areas established in previous plans with a focus on grade to grade transition rates for certain subpopulations of students within the school.

The transition to optional provincial exams in the majority of courses and the subsequent exclusion of provincial exam results as a requirement for acceptance by a number of post secondary institutions puts into question the validity of provincial exams as a key measure. School and district results on assessments will need to be used to set baseline data and determine success in the future. A greater emphasis on collaborative, common assessments at the school and district level should take the place of provincial exams as a means to measure student achievement.

### **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 2008-2009 are:

- 1. To improve student reading comprehension across the curriculum.**
- 2. To provide a safe and caring school environment**
- 3. To improve the course completion and grade-to-grade transition rates for our at risk and Aboriginal students.**

**School Goal 1:**  
**To improve student reading comprehension across the curriculum.**

**Goal Rationale:**

The staff and school community believe 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 1.1:**

To improve student reading comprehension strategies and the usage of those strategies to become more effective readers.

**Strategies/Structures:**

- To continue to implement and use Reading 44 strategies in all classrooms and targeted through Socials Studies and Science Grade 8 and 9 classes.
- To raise students' awareness of the use of reading skills in all subject areas.
- To provide Professional Development opportunities for staff – Workshop presented by Linda O' Reilly on Reading Strategies.
- Continue to use the Reading Assessment Device as an instrument to assess student reading strategies.

**Evidence: (Quantitative)**

RAD Results Fall 2007 (Grade 8) – Percent Meeting or Exceeding

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Actual</b>	<b>Target</b>
Text Features	58%		62%
<b>Comprehension Strategies</b>	<b>31%</b>		<b>35%</b>
<b>Usage of Strategies</b>	<b>29%</b>		<b>33%</b>
Main Ideas	37%		42%
Details	39%		44%
Note Making	36%		40%
Inferences	39%		44%
Connections	33%		37%
<b>Evaluations</b>	<b>31%</b>		<b>35%</b>

## Objective 1.2:

To increase student participation and success in the Humanities (as measured through English 10, English 12 English Literature 12, Social Studies 11, and History 12).

### Strategies/Structures:

- To continue to implement and use Reading 44 strategies in Humanities courses in Grades 8, 9, and 10.
- To implement and use Writing 44 strategies in Humanities course in Grades 8, 9, and 10.
- To provide the English and Social Studies Departments with resources to support this objective.
- To improve the number students who feel like they are getting better at reading.

### Evidence: (Quantitative)

*Exam Mean Score Expressed as a Percentile*

<b>Key Performance Measure:</b>	<b>Baseline (05/06)</b>	<b>Actual (06/07)</b>	<b>Target</b>
Grade 10 English Exam	82	92	85
Grade 12 English Exam	83	47	86
Grade 12 Literature Exam	85	52	88
Grade 11 Social Studies Exam	72	90	75
Grade 12 History Exam	97	87	98

## Objective 1.3:

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 some of the time)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Actual</b>	<b>Target</b>
Grade 10	35		50
Grade 12	40		50

**Evidence:** *(Qualitative)*

Report on Reading  
Seycove Secondary School Library

Observations:

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.

A total of forty (40) extra Vancouver Sun and Vancouver Province newspapers are delivered daily. This was started as a way to support Seycove Reads on Monday and Friday but we notice that students are often picking up papers on the other days of the week as well.

At the beginning of the year students were signing out novels for Seycove Reads and then returning them the same day. Now students are making better choices and are more likely to keep the books they sign out until they finish reading them.

## **School Goal 2: To provide a safe and caring school environment**

### **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 and parents. The provision of a safe and caring school environment is of paramount importance and should form the foundation of any school that believes in student learning.

### **Objective 2.1:**

To continue to develop social responsibility within our students.

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

- Planning 10 and Graduation Transitions 12 classes participate in at least one community project each year.
- Support the O Ambassadors Club in 2008 and apply for status for the 2008/2009 school year.
- Student Council to continue initiating projects that increase student awareness of social issues.
- Continue the Restorative Action Program.
- To continue the International Student Ambassador program to assist International students at Seycove.

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

*Safety and Social Responsibility Survey – Social Responsibility Mean scores*

<b>Key Performance Measure:</b>	<b>Baseline (2006)</b>	<b>Actual</b>	<b>Target</b>
Social Responsibility Climate (Teaching and Learning)	3.34		4.00
Initiating Social Responsibility Activities	1.93		2.00

#### **Evidence: (Qualitative)**

Seycove Secondary has a tradition of promoting and fostering initiatives that highlight social responsibility. Its status as a community school within a supportive community has facilitated projects. In the past the students have raised funds through the Ubuntu project that culminated with a visit from Stephen Lewis. In addition, the school was visited by two African Go-Go grandmothers from the Stephen Lewis Foundation who spoke to students about HIV/AIDS in Africa. Tied to that initiative, the Student Council raised funds to equip two classrooms in the developing world with school supplies.

This year, the majority of our Grade 10 students undertook a project through their Planning 10 classes. They fundraised and made “survival packs” to give out to homeless people living in East Vancouver. Many of our grade 12 students participated in a blood donation drive; this project was in collaboration with one of the other high schools in the district. Seycove also became the first school in Canada to be accepted to Oprah Winfrey’s O Ambassadors program; this program has a mandate to increase student social responsibility and awareness.

**Objective 2.2:**

To maintain positive student commitment to the school community.

**Strategies/Structures:**

- Continue the 7/11 Program for our incoming Grade 8 students.
- Maintain the Rewards and Praise Program in support of our CLASS acronym.
- Promote student service and volunteerism.

**Evidence: (Quantitative)**

*Safety and Social Responsibility Survey – Students in the School Community Mean Scores*

<b>Key Performance Measure:</b>	<b>Baseline (2006)</b>	<b>Actual</b>	<b>Target</b>
Student Acceptance of Diversity	3.60		4.00
Student Engagement	3.64		4.00
Student Belonging	3.74		4.00

**Evidence: (Qualitative)**

Seycove has had a long history of strong student commitment to the school. The students have an active voice through Student Council, Grad Committee and the SPC. The school offers a wide variety of extra curricular programs initiated by both students and staff. Our athletic, music, and drama programs have very high participation rates and the vast majority of the students at the school belong to at least one of these groups.

Seycove has a unique acronym that is used to establish a positive school culture. The CLASS acronym stands for Consideration, Leadership, Achievement, Sportsmanship, and Scholarship. It is the foundation that guides the students about what it means to be a student at Seycove.

### **School Goal 3:**

**To improve the course completion and grade-to-grade transition rate 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.

#### **Objective 3.1:**

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

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

- Continue to meet as the ARK Committee as part of the Ethos structure at Seycove.
- 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>Actual</b>	<b>Target</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 aboriginal 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.
- 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.*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Actual</b>	<b>Target</b>
Grade-to-Grade Transition	76%		80%

**Evidence:** *(Qualitative)*

First Nations students at Seycove

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. This is the first year we have undertaken these gatherings, which have proved to be very successful. 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. They are presently working on a banner to be displayed in our school. As well, Seycove is in the process of commissioning a carving to be displayed in the main foyer of our school. This carving will be undertaken by a Tseil Waututh community member.

## 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 in all students.
2. To provide and maintain a safe and caring school learning environment for all.

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

1. To improve reading proficiency of all students in grades K-7  
To improve reading proficiency of Aboriginal Students K-7
2. To improve the success rates of all students in grades K-7 in Mathematics  
To improve the success rates of Aboriginal Students K-7 in Mathematics
3. To Improve the success rate of Aboriginal students
4. To teach and model spirit of citizenship and service to the community to all students K-7 to enhance a positive school climate.

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

### 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 Seycove Secondary Community School Plan will be posted on the school web site by October 31, 2008.

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

Date: May 15<sup>th</sup>, 2008

	Name	Signature
Chairperson (Principal)	John McGowan	<i>Original Document signed by SPC Members</i>
Parent	Elaine Taylor	
Parent	Eli Mann	
Parent	Katherine Fagerlund	
Parent	Karen Stewart	
Student (Gr 10, 11, 12 schools only)	Emily Briggs	
	Tessa Bendyshe-Walton	

### Board Approval of School Plan:

*Approved by:*

**Dave Pearce, Assistant Superintendent**  
**June 17, 2008**

