

North Vancouver School District
SCHOOL PLAN 2012-2013

School: L'école Sherwood Park School
Address: 4085 Dollar Road
 North Vancouver, BC V7G 1A5
Phone: 604-903-3810

Principal: J. Campbell

School/Community Context:

Our Community

L'école Sherwood Park School is situated in a quiet residential community that consists almost entirely of single-family dwellings and town house complexes. Our school also services students from the Tsleil-Waututh Nation on the Burrard Band Reserve land along the Dollarton Highway.

Sherwood Park School enjoys a strong sense of community spirit and parental support. Parents willingly contribute their time and expertise in the planning of special events which enhance the school culture and embody our core values of safety, respect, responsibility and integrity.

Our School

Sherwood Park School is a dual-track school that offers both an English and a French Immersion program. In addition, it houses one of two district literacy programs and is home to a privately run childcare program. The on-site daycare provider offers early learning foundations for youngsters ranging in age from infants and toddlers to preschool aged children. It also offers after school care for students up to grade four.

As such, our school is a dynamic place of learning where instruction is relevant, appealing and accessible to all students. We are proud of our school and the many ways in which it fosters and inspires a strong culture of learning.

Demographics:

Total number of students: 378 Male: 195 Female: 183

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	23	11	15	16	21	30	17	24
Fr. Imm.	44	24	21	26	31	25	13	30

# FTE Teachers & Administrators	% First Nations Students	% Special Needs Students	% International Students	% ESL
20.19	11%	7%	1%	5%

Progress Analysis:

Review of School Goals for the year 2011-2012

School Goal #1

To improve the success rates of First Nations students in grades K-7 who are not yet meeting/approaching expectations for reading as measured by report card data (based on B.C. Performance Standards)

Objectives:

1.1 To identify students in kindergarten who are at risk for learning to read and to improve their performance

1.2 To develop skills in content reading for First Nations students in grades K-7

Quantitative Evidence and Analysis of Goal #1

Objective 1.1: To identify students in kindergarten who are at risk for learning to read and improve their performance

Key Performance Measure:	Baseline	Target	Actual
Number of First Nations K students scoring greater than the 25 % ile on the Test of Phonological Achievement (T.O.P.A.)	Feb. 08-09 1/2	May 09-10 All students	May 09-10 All students
	Feb 09-10 4/6	May 09-10 6/6	May 09-10 5/6
	Feb 10-11 4/6	May 10-11 6/6	May 10-11 6/6
	Feb 2013 3/5	May 2013 5/5	May 2013 pending

Outcome for Objective 1.1: The TOPA (Test of Phonological Awareness) is used to identify students who may be considered as ‘at risk’ for learning to read. *DUE TO THE BCTF STRIKE no data was shared this year to date. This Objective will be carried over to next year.*

Quantitative Evidence and Analysis of Goal #1

Objective 1.2 To develop skills in content reading for First Nations students in grades K-7

Key Performance Measure:	Baseline	Target	Actual
Dibels (Dynamic Indicators of Basic Early Literacy Skills) – track number of First Nations students in grade 1-7 who score in the ‘at risk category’	Sept. 2008 13/28 46%	Sept. 2009 25%	Sept. 2009 9/26 35%
	Sept 2009 9/26 35%	Sept 2010 25%	Sept 2010 7/26 26%
	Feb 2013 21/48 44%	Feb 2014 12/48 25%	Feb 2014 pending

Outcome for Objective 1.2: *The Dibels was used to identify FN students at risk. Teacher submissions were also used as well. Our target is reduce the number of FN students ‘at risk’ to ¼ of the total population. It is worth nothing that an intervention started this year by the FN Literacy Teacher – ‘Repeated Reading’ has had immediately and measureable effects.*

Outcome for Goal #1:

By assessing students early and putting remedial supports in place the needs of many students are being met. There is demonstrable improvement noted with many of our most at risk students.

School Goal #2

To improve the number of students in grades 4-7 who fully meet expectations for writing as measured by B.C. Performance Standards for English Language Arts

Objectives:

2.1: Objective 2.1 to increase the percentage of Grade 4-7 students fully meeting expectations for English Language Arts on the second term report card.

2.2: To celebrate student writing throughout the year.

Quantitative Evidence and Analysis of Goal #2

Evidence: *(Quantitative)*

Key Performance Measure:				
Students fully meeting expectations as measured by March Report Card Data				
	Grade 4	Grade 5	<u>Grade 6</u>	<u>Grade 7</u>
Actual March 2013	56%	52%	<u>36%</u>	<u>68%</u>
Target March 2014				

Students

School Goal #3

To increase the number of grade 7 student reporting that they feel confident (positive) about their transition to secondary school as measured by locally developed questionnaire

Objectives:

3.1: to increase the number of opportunities for grade 7 students to become more aware of secondary school culture.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Locally developed student survey (Question # 1 pre & post transition)	<u>May 2011</u> 71%	<u>Feb. 2012</u> 100 %	<u>Feb. 2012</u> 94%
	<u>May 2012</u> 75%	<u>Feb 2013</u> 100%	<u>Feb 2013</u> <u>95%</u>

Outcome for Goal 3

Excellent results. Our strategy to transition carefully with the two local high schools is succeeding. Students feel comfortable after several months in grade 8. This goal has been realistically met with the interventions provided.

Opportunities for Further Development 2013-2014 School Goals:

2013 revealed that our interventions with First Nations students are paying off especially in the realm of diagnosis. We are identifying students with need and allocating resources to assist. On the Literacy front the purpose, utility and delivery of the school wide write needs to be re-invigorated.

School Goal #1: To improve the Literacy success rates of all students K-7 as measured by the BC Performance Standards.

Goal Rationale:

A number of students in Primary were flagged by the TOPA and DIBELS testing as at risk. In intermediate classes the number of students ‘fully meeting’ expectations could be improved. Reading and Writing in the English Language Arts are foundational for the success for all learners.

Objective 1.1

To increase the number of Kindergarten students Meeting Expectations for learning to read.

Strategies/Structures:

- Continue to communicate to families the importance of reading at home with kindergarten students; provide them with booklet of ‘at home activities’ that can be used to strengthen phonological skills
- While remaining open to cultural context, encourage families to support regular school attendance; establish school wide guidelines for tracking attendance more than once per term and alerting parents as needed
- Incorporate daily classroom activities focussed on the development of phonological skills
- Provide small group intervention two to three times per week for those students scoring less than 25%ile on the February assessment; reassess in May
- Use small group instruction in regular classroom setting when and where appropriate
- Use integrated (multi disciplinary) approach to instruction when appropriate

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Number of Kindergarten students scoring greater than the 25 % ile on the Test of Phonological Achievement (T.O.P.A.)	Feb 2013 45/62	May 2013 62/62	May 2013 pending

Evidence: (Qualitative)

Anecdotal evidence provided by classroom teacher, Learning Assistance Teachers, First Nations Support Worker, District First Nations Literacy Teacher and families as applicable

Objective 1.2:

To decrease the number of First Nations Students who are ‘at risk’ as measured on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment.

Strategies/Structures:

- Provide appropriate reading resources for First Nations students by using “Strategies for First Nations Theme Books” resource binder as a guide (found in First Nations book bins and levelled reading material); use in conjunction with Reading 44
- Invite First Nations Support Worker to attend available in-service opportunities related to literacy in the early grades
- Invite First Nations guest facilitator to work with First Nations students on special literacy project to be presented to school

- Provide teachers with in-service opportunities on appropriate classroom interventions
- Provide small group support through the Learning Assistance Centre, and/or through the District First Nations Literacy Teacher
- Involve the First Nations Support Worker in daily reading
- Promote family reading whenever possible
- Try to maintain an ‘inviting’ book collection in classrooms by discarding ‘worn and tattered’ copies that have little life left in them

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Dibels (Dynamic Indicators of Basic Early Literacy Skills) – track number of First Nations students in grade 1-7 who score in the ‘at risk category’	<u>Feb. 2013</u> 21/48 44%	<u>Feb. 2014</u> 12/48 25%	<u>Feb. 2014</u> Pending

Evidence: *(Qualitative)*

Anecdotal evidence provided by school personnel working directly with First Nations students in grades 1-7.

Objective 1.3:

To improve the number of students in grades 4-7 who fully meet expectations for writing as measured by B.C. Performance Standards for English Language Arts

Strategies/Structures:

- Use school wide writes (fall and spring) as a formative assessment tool, to plan and implement teaching strategies unique to classroom cohorts
- Provide ongoing writing support through the implementation of instructional activities and graphic organizers from Writing 44
- Identify students with written output difficulties and provide appropriate adaptations, interventions and support through a variety of instructional strategies
- Where possible, integrate computer assisted technologies (ex. digital media) to both facilitate and, in some cases, make more relevant, the writing process

Evidence: *(Quantitative)*

Key Performance Measure:				
Students fully meeting expectations as measured by March Report Card Data				
	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>
Actual March 2013	56%	52%	<u>36%</u>	<u>68%</u>
Actual March 2014				

Evidence: *(Qualitative)*

Anecdotal comments provided by teachers/students

School Goal #2 to improve the success rates of students in K-7 in Mathematics as measured by B.C. Performance Standards.

Goal Rationale:

Sherwood Park recognizes the significance of math. Math is a skill that is built year to year and needs careful differentiation to reach the needs of various learners. It is also very important for staff to align their practice where possible to allow powerful purposeful building of skills.

Objective 2.1 to increase the percentage of Grade 4-7 students fully meeting expectations in Mathematics on the Term 2 Report Card (March).

Strategies/Structures:

- Collegial Conferencing Project to address issues around Mathematics in Intermediate grades.
- Provide ongoing mathematics support through the implementation of instructional activities and graphic organizers from Math 44
- Identify students with Mathematical difficulties and provide appropriate adaptations, interventions and support through a variety of instructional strategies
- Where possible, integrate computer assisted technologies.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Students Fully Meeting for Mathematics in 4-7	<u>March 2013</u> 68.1%	<u>March 2014</u> 75%	<u>Pending</u>

Evidence: (Qualitative)

Anecdotal comments provided by teachers/students.

Objective 2.2: To identify and intervene with students in K-3 who are struggling with early acquisition of Mathematical concepts (scoring lower than 17 on K Numeracy test)

Strategies/Structures:

- Author visits to school; class visits to municipal library to hear author presentations
- School-based book fairs
- Highlight student writing in monthly newsletters and on school-based web site
- Encourage participation in the Red Cedar Book program
- Continue regular ‘buddy reading/writing’ program within the school

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
# of Students scoring ‘at risk’ on K Numeracy tests.	<u>Feb 2013</u> 17	<u>Feb 2014</u> 5	<u>Feb 2014</u>

Evidence: (Qualitative)

Anecdotal evidence as provided by school personnel both in and out of the classroom setting.

School Goal #3: To increase the number of grade 7 students reporting that they feel confident (positive) about their transition to secondary school as measured by locally developed questionnaire.

Goal Rationale:

It has long been recognized that the transition from elementary school to secondary school is one that causes considerable concern, if not anxiety, for many grade 7 students. While numerous efforts are made each year to prepare these students for anticipated changes, grade 8 students report anecdotally that they still began their first year at secondary school with a certain level of trepidation. This feedback has prompted both elementary and secondary schools to further examine ways in which together, they might ease the transition for students from the familiar and comfortable surroundings of their elementary school to the larger, lesser known secondary school setting.

Objective 3.1 to increase the number of opportunities for grade 7 students to become more aware of secondary school culture.

Strategies/Structures:

- **Organize intake meetings with secondary school counsellor**
- **Organize peer visits from secondary school ex. cyber bullying workshop delivered by students, band presentations etc.)**
- **Work with secondary schools to introduce/expand 7-11 program**
- **Introduce opportunities for Secondary School First Nation Support Workers to visit students at elementary school and vice versa**
- **Organize grade 7 visits to secondary schools**
- **introduce quasi grade 8 classroom expectations' in grade 7 classrooms toward year end**

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Locally developed student survey (Question # 1 pre & post transition)	<u>May 2012</u> 75%	<u>Feb. 2013</u> 100 %	<u>Feb. 2013</u> 95%

Evidence: (Qualitative)

Anecdotal comments provided by teachers/students

Connections:

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

The 2012-13 Sherwood Park School Plan aligns itself with District #44 Achievement Contract goals of improving the success rates of First Nations students who are not yet meeting expectations in the area of reading. Given the uneven academic performance of our First Nations students over the years, the school elects to specify First Nations students as a target group in its Goal #1 and to view them as part of a larger cohort in Goals #2 and #3. In doing so, the school community strives to give First Nations students, together with others,

a strong foundation in literacy skills which remain essential for learning in the 21st century. Additionally, Goal #3 – that of facilitating student transition from grade 7 to grade 8, is common to all schools in our family of schools. Promoting opportunities to establish positive relationships with our local secondary schools is seen as an important step to setting the stage for educational change and success. The goals identified in this plan are, therefore, in keeping with both the District Achievement Plan of 2012/13 and, by extension, the First Nations Enhancement Agreement currently in effect.

Consultation Process of Sherwood Park School Planning Council:

- School administrators, staff and parents have been actively involved in the development of the School Plan.
- A summary of the approved Sherwood Park School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 30, 2013

Name		Signature
Chairperson (Principal)	Joe Campbell	<i>Original Document Signed by SPC Members</i>
Teacher	No designated rep available	
Parent	Simon Dorey	
Parent	Besire Culhaoglu	
Parent	Yvonne Brown	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent