

North Vancouver School District

SCHOOL PLAN for 2014-2015

School: Sutherland Secondary School
Address: 1860 Sutherland Avenue
North Vancouver, BC V7L 4C2
Phone: 604.903.3500

School/Community Context:

Sutherland Secondary is a comprehensive secondary school offering quality academics and a full range of electives including fine arts and applied skills. Sutherland is currently the only semester school on the North Shore providing students with an alternative to the linear model used at the other secondary schools. Sutherland has two specialty programs at the grade ten level. Social Studies Explorer integrates Social Studies 10 and Outdoor Education 10 with Physical Education 10 DL to provide students with a unique learning model. Science Co-op 10 combines Science 10 with Planning 10. Both these programs offer enhanced curricular opportunities through curriculum integration and community partnerships. Additionally, both programs include a "work-experience" component. As well, new course offerings for the 2014/2015 school year aim to provide a greater choice of course options for students to select from. For example, Economics 12, Marketing 12, a senior PE alternative course designed to attract female students who often shy away from the regular PE courses and a revamped Leadership course.

Sutherland is proud of its relationships with its elementary feeder schools. Our students have acted as mentors for the younger students through PE Leadership courses, guiding reading projects, peer tutoring and Social Media presentations. We work to share an appreciation of music through band concerts at the elementary schools, hosting a zone concert and providing opportunity for the feeder schools to view school theater productions.

Sutherland Secondary serves well-established North Vancouver neighbourhoods extending east from the central Lonsdale corridor. This large catchment area begins at the waterfront and extends as far north as 27th Street. The community within this area is large and diverse. Sutherland is one of six public secondary schools in North Vancouver and one of two located in the City of North Vancouver. With changes to the City's Community Plan, Sutherland can expect to see an increase in student population in the coming years. We have a strong connection with the City of North Vancouver through a joint use agreement. The construction of the new school has fostered a partnership between the school and the North Vancouver Recreation Commission that has allowed for shared use of school facilities including the gym and our new artificial turf playing field.

We are proud to be a Safe and Caring school with a tolerant and diverse student population. In addition to student assemblies, guest speakers are invited to make presentations to our students on themes like drinking and driving, anti bullying and safe relationships. Our Student Leadership Council has played a significant role in fostering a positive school culture and climate through various events and recognition days throughout the year. Fundraising for various local and global charities as well as events that promote the acceptance of different cultures, lifestyles, and beliefs are common. Examples of school-wide events would be the Spin- a-Thon and the installation of the Welcoming Pole this past year. We also promote connections between students and staff outside

the classroom through the various clubs and teams we offer.

Demographics (2013-2014 school year):

Total number of students: 885 Male: 465 Female: 420

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

Grade	8	9	10	11	12
English	137	171	162	223	191
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ELL
47.64	2.25	10.28	8.36	4.74

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: *To Improve Student Literacy.*

Objective 1.1: To improve student success rates in English 10 and English 12 as measured by the percentage of students achieving a C+ or better on their Provincial Exam.

Trend Data Table:

Key Performance Measure: <i>English 10 Provincial Exam</i>			
	Baseline	Target	Actual
2013/2014	69	73	68*
2012/2013	70	73	69
2011/2012	55	58	70

Key Performance Measure: <i>English 12 Provincial Exam</i>			
	Baseline	Target	Actual
2013/2014	65	73	69*
2012/2013	56	60	65
2011/2012	52	55	56

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

A review of English 10 and English 12 Provincial Exam results suggests that while there has been overall improvement, success rates of students achieving a C+ or better has plateaued. Asterisked data shows 'actual' results for semester one of the 2013/2014 school year. The continued use of strategies around Reading 44, Literacy Weeks (BOB), Focus time, and collaborative assessment remain a focus at the classroom level.

Previous School Plan Goal 1: *To Improve Student Literacy.*

Objective 1.2: To increase the number of Grade 8 students achieving a C+ letter grade or better in English and Social Studies as measured by their final mark.

Trend Data Table:

Key Performance Measure: <i>English 8 Final Letter Grade</i>			
	Baseline	Target	Actual
2013/2014	74	80	78*
2012/2013	79	80	74
2011/2012	77	86	79

Key Performance Measure: <i>Social Studies 8 Final Letter Grade</i>			
	Baseline	Target	Actual
2013/2014	65	80	73*
2012/2013	71	80	65
2011/2012	65	86	71

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Trend analysis shows that students achieving a C+ or better continue to miss the target rates. While results for 2013/2014 show improvement over the baseline data, more work needs to be done if target rates are to be achieved.

Objective 1.3: To increase the number of Grade 8 students meeting expectations in Mathematics at the end of their grade 10 year as measured by their Provincial Exam mark and final letter grade (C+ or better).

Trend Data Table:

Key Performance Measure: <i>Provincial Exams</i>			
	Baseline 11/12	Target 12/13	Actual 12/13
A&W Math 10 Provincial Exam (percent C+ or better)	54%	60%	4%
A&W Math 10 Final Mark (percent C+ or better)	52%	60%	41%
F&P Math 10 Provincial Exam (percent C+ or better)	60%	70%	56%
F&P Math 10 Final Mark (percent C+ or better)	42%	68%	56%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

The goal of having a greater number of students achieving a C+ or better in Math from their grade 8 year to their grade 10 year faces many challenges. The 2012/2013 Actual result (4%) shows a significant decrease in students achieving a C+ or better and shows that systemic changes need to be put in place to improve targeted student outcomes. It would be interesting to have collected data from this cohort beginning with their grade 8 year.

Previous School Plan Goal 2: *To increase the number of students who feel that adults within the school community are responsive, tolerant and respectful.*

Objective 2.1: To increase the number of Grade 10 students who feel that adults, within the school, are responsive, tolerant and respectful by their Grade 12 year as measured by Satisfaction Survey (students responding Many Times or All of the Time).

Key Performance Measure: <i>Satisfaction Survey Results</i>			
	Baseline 11/12	Target 13/14	Actual 13/14
Do you like school?	38%	50%	48%
Do you try your best at school?	74%	80%	71%
Do your teachers help you with your schoolwork when you need it?	55%	70%	55%
Are your parents involved in your learning?	37%	50%	30%
At school, do you respect people you are different from you?	83%	90%	92%
Do you feel safe at school?	74%	90%	86%
At school, are you bullied, teased or picked on?	5%	2%	7%
Does staff treat all students fairly at school?	31%	50%	37%
Do you feel welcome at school?	59%	80%	67%
I would like to transfer to a different school.	18%	10%	8%
At school, do you participate in activities outside of class hours?	39%	50%	45%
How many adults at your school care about you? (1 or more)	79%	90%	84%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

Overall, when looking at the above data, positive gains have been made in 8 of the 11 performance measures. The evidence suggests that there continues to be some areas where an effort is needed to improve how adults are perceived as being responsive, tolerant and respectful to students.

Opportunities for Further Development:

- ✓ The school has work to do to improve its position with respect to overcoming the 'plateau' of objective 1.1 – improving the student success rates in English 10 and English 12.
- ✓ The school has significant challenges ahead in order to address the lack of success for Apprenticeship and Workplace Math 10 as evidenced by the low percent of students achieving a C+ or better on the both the exam and final grade.
- ✓ A better understanding of our student's learning styles may assist us in meeting identified goals and objectives.
- ✓ Also, how the school organizes its math courses may also warrant discussion.
- ✓ Collaboration time to focus on assessment practices may help improve intended outcome not only in English results, but math as well.
- ✓ Awareness of new provincial curricula, particularly at the grade 8 and 9 level may shape teaching strategies that will benefit student outcomes.
- ✓ Continue to create a safe and caring environment for students at Sutherland Secondary by engaging students at both Sutherland and the Sutherland Family of Schools through leadership opportunities. A focus on academic engagement and a sense of belonging is a direction the school would like to move in.

School Goals for 2014-2015:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Sutherland Secondary School Plan for 2014-2015 are:

1. **To improve student literacy.**
2. **To promote heightened individual/collective awareness within the Sutherland school community as to how thoughts, words and actions directly and indirectly impact the sense of belonging felt by other individuals and/or groups.**

School Goal 1:

To improve student literacy.

Goal Rationale:

Literacy, including comprehension, written expression, oral language, numeracy, information literacy, cultural literacy and digital literacy, is essential for student success in school and society.

Objective 1.1:

To improve student success rates in English 10 and English 12 as measured by the percentage of students achieving a C+ or better on their Provincial exam result.

Strategies/Structures/Resources:

Universal

- ✓ Identify at-risk students through assessment of Grade 7 report card data, FSA results and through articulation meetings
- ✓ Continued review of English Provincial exam results on a semester and annual basis.
- ✓ Utilize FOCUS and BOB activities to emphasize importance of student literacy.
- ✓ Continue to use Reading 44, Writing 44 as well as the school district's new document on best assessment practices to strengthen student literacy.
- ✓ Use Rubric Central to improve assessment practices that will provide clarity to student's written assignment/activities.
- ✓ Identify professional activities through the Four Pillars – Curriculum, Instruction, Assessment and Social Emotional Learning that will enhance support for all learners in the classroom.
- ✓ Provide opportunities for under-achieving students to improve their skill sets through Review, Completion and Enhancement days at the end of the school semesters.

Targeted

- ✓ Identify students achieving marks below the targeted threshold of C+
- ✓ Ensure teaching and non-teaching staff are aware of student IEPs and related
- ✓ Make students aware of the correlation between attendance and achievement for those with attendance issues
- ✓ Review interim reports, term and final report card data to identify under-achieving students
- ✓ Use Grade 8 team and the weekly School Based Resource Team (SBRT) meetings to develop comprehensive actions to support learning for under-achieving students.
- ✓ Identify ELL students who require more interventions to support their acquisition of English language skills, so that their transition to mainstream English classes improves.

Intensive

- ✓ Contribute to student success with LAC and Choices interventions where appropriate.

- ✓ Utilize MCI reading program for students with significant reading deficits.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
2014/2015 English 10 Provincial Exam (percent C+ or better)	68	73	
2013/2014 English 10 Provincial Exam (percent C+ or better)	69	73	68
2012/2013 English 10 Provincial Exam (percent C+ or better)	70	73	69

Key Performance Measure:	Baseline	Target	Actual
2014/2015 English 12 Provincial Exam (percent C+ or better)	68	73	
2013/2014 English 12 Provincial Exam (percent C+ or better)	65	73	69
2012/2013 English 12 Provincial Exam (percent C+ or better)	56	60	65

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Provincial Exam results over the past few years continue to suggest that the school's literacy focus has resulted in a positive increase in student's exam results. A review of current practices and strategies may allow for a renewed effort that contributes the students achieving at the target.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - To be at or above the District or Provincial average with greater consistency. The school's target is realistic.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Objective 1.2:

To increase the number of Grade 8 students achieving a C+ Letter Grade or better in English and Social Studies as measured by their Final Mark

Strategies/Structures/Resources:

Universal

- ✓ Utilize newly developed Grade 7/8 Articulation process to collect data (report card, FSA) on under-achieving students to provide timely information to aid in course planning as well as to provide teaching and non-teaching staff so that supports can be put in place.
- ✓ Continue the use of Grade 8 Progress reports to ensure parents are aware of potential issues around achievement.
- ✓ Revisit the notion of implementing the use of a Work Habits rubric in order to provide formative feedback to students and parents
- ✓ Gain familiarity of new English and Social Studies curricula at the Grade 7-9 levels.
- ✓ Use of Reading 44 and Writing 44 strategies.

Targeted

- ✓ Timely Grade 8 team meetings to gather and share information regarding academically at-risk students.
- ✓ Intensive
- ✓ Forward at-risk students to School Based Resource Team (SBRT). The SBRT meets weekly and involves administration, counselling, school specialists and teacher Leaders (department heads).

Intensive

- ✓ LAC support
- ✓ MCI reading intervention for students substantially below grade level.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
2014/2015 English 8 Final Letter Grade (C+ or better)	78*	86	
2013/2014 English 8 Final Letter Grade (C+ or better)	73	86	78*
2012/2013 English 8 Final Letter Grade (C+ or better)	79	86	73

Key Performance Measure:	Baseline	Target	Actual
2014/2015 Social Studies 8 Final Letter Grade (C+ or better)	73*	86	
2013/2014 Social Studies 8 Final Letter Grade (C+ or better)	65	86	73*
2012/2013 Social Studies 8 Final Letter Grade (C+ or better)	71	86	65

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - The target rate of 86% is a high expectation. Asterisked numbers represent available data at this point in time (semester 1 English and Social Studies final marks).
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Click here to type qualitative TARGET comments
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Objective 1.3:

To increase the number of Grade 8 students meeting expectations in Mathematics by the end of their Grade 10 year as measures by their Provincial Exam mark and their Final letter grade – C+ or better.

Strategies/Structures/Resources:

Universal

- ✓ Track student's math final marks from grade 8 to grade 10 to provide data over a three-year period.
- ✓ Continue to promote instructional strategies that relate mathematical concepts to "real world" applications.
- ✓ Provide opportunities for students to participate in Math contests.
- ✓ Actively encourage students to attend tutorials offered by the math department.
- ✓ Continue to host the Grade 9 Math Fair.

Targeted

- ✓ Identify at-risk learners during the Grade 7/8 Articulation meetings.
- ✓ Ensure teaching and non-teaching support staff are aware of student IEPs and related accommodations.
- ✓ Review interim report, term and final report card data to identify under-achieving students.
- ✓ Use Grade 8 team and the weekly School Based Resource Team (SBRT) meetings to develop comprehensive actions to support student learning.

Intensive

- ✓ Plan for the development of a Life Skills math course to develop a numeracy program for students with severe math impairment. Application through LIF to run course sections
- ✓ LAC support.

Evidence: *(Quantitative)*

Key Performance Measure:	2012/2013	2013/2014	2014/2015
Grade 8 Final Mark (percent C+ or better)	48		
Grade 9 Final Mark (percent C+ or better)		60*	
A & W Math 10 Provincial Exam (percent C+ or better)			
A & W Math 10 Final Mark (percent C+ or better)			
F & P Math 10 Provincial Exam (percent C+ or better)			
F & P Math 10 Final Mark (percent C+ or better)			

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - The aim is to follow a cohort of math students from their grade 8 year and measure their performance over three years. By observing this trend data it is hoped that increases or decreases in percentage of students receiving a C+ will allow any interventions to take place in a more timely way. The 60* represents data from semester 1 in the 2013/2014 school year. Data can up updated in June to include the entire grade 9 group.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Click here to type qualitative TARGET comments
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

School Goal 2:

To promote a heightened individual / collective awareness within the Sutherland school community as to how thoughts, words and actions directly and indirectly impact the sense of belonging felt by other individuals and/or groups.

Goal Rationale:

Goodenow (1993) defines sense of belonging within a school community as feeling accepted, valued, included and encouraged, and regarding oneself to be an important part of the life activity. Research indicates that those who feel a sense of belonging are more motivated, more engaged and report greater enjoyment, enthusiasm, happiness, interest and demonstrate more confidence in learning activities (Osterman, 2000.) The absence of a sense of belonging can result in feelings of social isolation, alienation, and loneliness, anxiety and disengagement from learning tasks (Furrer & Skinner, 2003)

Objective 2.1:

To increase the number of students in Grade 10 who report feeling a sense of belonging at school as defined by "feeling accepted, valued, included and encouraged by students and staff."

Strategies/Structures/Resources:

Universal

- Sutherland provides a plethora of opportunities for students to engage in a variety of courses, clubs, athletics and activities that help serve to promote a sense of belonging and social responsibility. A goal would be to involve a greater number of students in such positive activities in the hope that a greater sense of belonging would be realized among the students.
- Collection of data such as the Safe and Caring School Survey, The Satisfaction Survey would serve to provide baseline data. Moreover, the school would like to design its own survey instrument that asks students to self-reflect on the role they play in making others feel accepted.

Targeted

- Student Leadership Council (SLC), Cancer Awareness Club, Best Buddies Program, the Environment Club and the Mosaic Multicultural Club are a few examples where students take responsibility to build connections with the main student body of the school. These clubs serve to create awareness and be inclusive of not only students in attendance, but within the community as well.
- Leadership opportunities through PE, Social Studies Explore and BA Leadership 11 provide individual students with an opportunity to develop their own personal project. Students must meet with teachers/administrators for approval. Personal projects are intended to let students create their own leadership opportunities that enhance the sense of belonging within the Family of Schools.
- The Sutherland Market Garden is a new initiative of the school and XXXX. The intended purpose is that is a teaching garden. Classes will be able to participate in a variety of ways that meet a variety of learning outcomes across various curricular areas. The community will also be able to participate in the functioning and upkeep of the garden.

- Intensive
- Sutherland's CHOICES program, individual counselling and peer counselling are ways that students without a sense of belonging can become connected to the school.

Key Performance Measure:	Baseline	Target	Actual
Click here to type key measures			

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Click here to type qualitative BASELINE comments
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Click here to type qualitative TARGET comments
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Objective 2.2:

To increase the number of students in Grade 10 who are committed to monitoring and self regulating their thoughts, words and actions toward others in an effort to increase a sense of belonging throughout the school community."

Strategies/Structures:

Key Performance Measure:	Baseline	Target	Actual
Click here to type key measures			

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Click here to type qualitative BASELINE comments
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Qualitative Target:

- Click here to type qualitative TARGET comments

Qualitative Actual:

- Click here to type qualitative ACTUAL comments

School Goal Enter number:
Click here to type goal

Goal Rationale:

Click here to type rationale

Objective Click here to type objective number e.g., 1.1, 1.2, 2.1, etc:

Click here to type objective

Strategies/Structures/Resources:

- Click here to type strategies/structures/resources

Key Performance Measure:	Baseline	Target	Actual
Click here to type key measures			

Evidence: (Qualitative)

Qualitative **Baseline:**

- Click here to type qualitative BASELINE comments

Qualitative **Target:**

- Click here to type qualitative TARGET comments

Qualitative **Actual:**

- Click here to type qualitative ACTUAL comments

Objective Click here to type objective number e.g., 1.1, 1.2, 2.1, etc:

Click here to type objective

Strategies/Structures:

- Click here to type strategies/structures

Key Performance Measure:	Baseline	Target	Actual
Click here to type key measures			

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Click here to type qualitative BASELINE comments
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Click here to type qualitative TARGET comments
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Connections:

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

Click here to type connections to FOS, District Plan and any community plan

Consultation Process of Sutherland Secondary 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 Sutherland Secondary School Plan will be posted on the school web site by October 31, 2014.

School Planning Council Approval of Proposed School Plan:

Date: April 28, 2014

	Name	Signature
Chairperson (Principal)	Ray Bodnaruk	<i>Original Document signed by SPC Members</i>
Teacher	declined	
Parent	Julie Anderson	
Parent	Pavla McGrath	
Parent	Susan Rysstad	
Student (Gr 10, 11, 12 schools only)	Connor MacCuspie	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent
June 2, 2014