

**North Vancouver School District
SCHOOL PLAN 2015-2016**

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

Principal: Joe 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: 371 Male: 200 Female: 171

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	26	14	21	17	23	17	18	22
Fr. Imm.	22	22	45	43	22	22	23	27

# FTE Teachers & Administrators	% First Nations Students	% Special Needs Students	% International Students	% ELL
20.72	10%	8.5%	1%	2%

Progress Analysis:

Review of School Goals for the year 2013-2014

School Goal #1

To improve the Literacy success rates of all students K-7 as measured by the BC Performance Standards.

Objectives:

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

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 and the TOPA.

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.

Quantitative Evidence and Analysis of Goal #1

Objective 1.1: To increase the number of Kindergarten students Meeting expectations for learning to read.

Key Performance Measure: Measuring overall success	Baseline	After Intervention
Number of Kindergarten students scoring <i>greater</i> than the 25 % ile on the Test of Phonological Awareness (T.O.P.A.)	<u>Feb 2013</u> 45/62	<u>May 2013</u> 57/62
	<u>Feb 2014</u> 54/65	<u>May 2014</u> 62/64
	<u>Feb 2015</u> 28/36	<i>pending</i>

Outcome for Objective 1.1: *The TOPA was used to identify students 'at risk' for Early Literacy. The at risk students received intensive support and were retested in May. Only 5 remained at risk. This is a successful intervention.*

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) and TOPA assessments.

Key Performance Measure:	Baseline	Final
Number of First Nations K students scoring greater than the 25 % ile on the Test of Phonological Achievement (T.O.P.A.)	<u>Feb. 2009</u> 1/2	<u>May 2010</u> All students
	<u>Feb 2010</u> 4/6	<u>May 2010</u> 5/6
	<u>Feb 2011</u> 4/6	<u>May 2011</u> 6/6
	<u>Feb 2013</u> 3/5	<u>May 2013</u> 4/5
	<u>Feb 2014</u> 4/7	<u>May 2014</u> 5/7

Key Performance Measure:	Baseline	Final
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>Sept. 2008</u> 13/28 46%	<u>Sept. 2009</u> 9/26 35%
	<u>Sept 2009</u> 9/26 35%	<u>Sept 2010</u> 7/26 26%
	<u>Feb 2013</u> 21/48 44%	<u>Feb 2014</u> No Data
	<u>Feb 2015</u> 17/34 50%	

Outcome for Objective 1.2: Progress at identifying ‘at risk’ First Nations youth and intervening to support their literacy acquisition. More work needed in identifying students in 2015, K-7. The missing data is due to job action in those years (2011, 2014). The data also reveals we face a continual issue of FN students who are at risk.

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

Key Performance Measure:				
Students fully meeting expectations as measured by March Report Card Data (A or B mark)				
	Grade 4	Grade 5	<u>Grade 6</u>	<u>Grade 7</u>
Actual March 2013	56%	52%	36%	68%
Actual March 2014	42%	61%	63%	41%
Actual March 2015	42%	41%	56%	77%

Outcome for Objective 1.3: Excellent progress year over year building student achievement. Tracking the same cohort over time lets us measure the effectiveness of our interventions.

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 as well as the student body at large.

School Goal #2

To improve the success rates of students in K-7 in Mathematics as measured by B.C. Performance Standards.

Objectives:

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

Quantitative Evidence and Analysis of Goal #2

Evidence: (Quantitative)

Objective 2.1

Key Performance Measure:	2013	2014	2015
Students Fully Meeting for Mathematics in 4-7 (C+ and higher)	March 68.1%	March 75%	March 84%

Outcome for Objective 2.1: Good progress year over year building student achievement. Tracking the same cohort over time lets us measure the effectiveness of our interventions.

Objective 2.2

Key Performance Measure: Overall	Baseline	Final
# of Students scoring 'at risk' on K Numeracy tests.	Feb 2013 17	June 2013 6
	Feb 2014 10	May 2014- data not collected – 2014 strike
	Feb 2015 8/36	

School Goal #3

Improve the Ethos of the school by working on social/emotional aspects.

Objectives:

- 3.1: Foster Pro-Social Student Behaviour through explicit teaching.
- 3.2: Increase Student sense of safety/belonging by utilizing TRIBES, Self-Regulation, and Mind Up practices.

Evidence: *(Quantitative)*

Key Performance Measure: Student Engagement

- 1. Staff introductory training in TRIBES – completed April 14, 2015
- 2. TRIBES activities in classrooms, starting with community circle.

Key Performance Measure: School Tone

- 1. Code of Conduct Revamped with Collegial Conferencing Support.
- 2. Visual Code of Conduct developed.
- 3. Code of Conduct shared and promoted with all classes and families.

Outcome for Goal 3

Outcome for Objective 3: Staff explored PBIS, TRIBES and other pro-social behaviour strategies. Staff decided to focus on TRIBES as avenue for teaching Pro-Social behaviour.

Opportunities for Further Development

2015-2016 School Goals:

We must continue to find ways to assess students to find the areas where they need numeracy or literacy support. We need to find more effective ways to assess student engagement and sense of safety and belonging. Our current plan is to locally develop a survey for children and families

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 focused on the development of phonological skills
- Buddy Reading with older students during class time
- 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
- Connect with our local Elementary schools (Cove Cliff and Dorothy Lynas) and work on extending the powerful work of the Changing Results for Young Readers project.

Evidence: (Quantitative)

Key Performance Measure: Measuring overall success	Baseline	Final
Number of Kindergarten students scoring greater than the 25% ile on the Test of Phonological Awareness (T.O.P.A.)	Feb 2014 54/65	Feb 2014 62/64
	Feb 2015 <u>28/36</u>	

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 and the TOPA.

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, specifically connecting Changing Results for Young Readers with Indiginizing the curriculum.
- Invite First Nations SUCCESS teacher 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
- Using apps and software for reading such as “Raz Kids”

Evidence: *(Quantitative)*

Use the Dibels test to assess our FN students 1-7 to find those who need ‘Intensive’ support.

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:

- 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
- 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:				
Students fully meeting expectations as measured by March Report Card Data (A or B mark)				
	Grade 4	Grade 5	Grade 6	Grade 7
Actual March 2013	56%	52%	36%	68%
Actual March 2014	42%	61%	63%	41%
Actual March 2015	42%	41%	56%	77%

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:

- 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.
- Using Jump Math program to assist students with Math components

Evidence: (Quantitative)

Key Performance Measure:	2013	2014	2015
Students Fully Meeting for Mathematics in 4-7 (C+ and higher)	<u>March</u> 68.1%	<u>March</u> 75%	<u>March</u> 84%

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:

- Assess all students to discover “At Risk” Students for Mathematics in Kindergarten
- Develop personalised, hands on plans for any at-risk students
- Continue practicing mathematical concepts for our K’s
- Reassess at risk students at the end of the year

Evidence: (Quantitative)

Use the KNUM test to check which students need support and then retest in May to check efficacy.

Evidence: (Qualitative)

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

School Goal #3: Improve the Ethos of the school by working on social/emotional aspects.

Goal Rationale:

Students are not effective learners when they don't feel safe and secure in a school. Staff are more effective in a positive climate. Finding ways to improve the 'Ethos' or tone and spirit of the school will have cascading effects in student and staff engagement and ability to learn. Sherwood Park is ideally situated to take advantage of the natural environment so using this resource to cover curriculum will be pursued. Students benefit from increased connections to the outdoors. As well, Sherwood has a historically strong involvement with the TRIBES program. Using existing TRIBES expertise as a base we can revisit the program.

Objective 3.1 Increase the number of students who report feeling empowered and engaged at school as measured by a locally developed survey.

Strategies/Structures:

- Create a system of 'Leadership' or 'Service Clubs' to give intermediate students a chance to contribute to the school community.
- Promote Code of Conduct to all students, especially with older classes mentoring younger classes.
- Staff and Students assess changes in student attitudes

Evidence: (Qualitative)

This year students developed, organised and delivered various spirit days and community building activities. e.g. Movie Night, First Nations assemblies in the gym at lunch, Natural Fruit popsicle sales, Farewell assembly for staff departure, Dance Festival.

Objective 3.2 Increase Student sense of safety/belonging by utilizing TRIBES, Self-Regulation, and Mind Up practices.

Strategies/Structures:

- Reinvest Professional Development Time to Tribes training (refresher for veteran staff, introduction for new staff)
- Implement self-regulation strategies to assist students (WITS, Zones of Regulation)
- Work with parents and families as well as staff to research additional effective behavioural strategies.

Evidence: (Quantitative)

Key Performance Measure:

Use of locally developed survey with a few specific local questions.

Evidence: (Qualitative)

Anecdotal comments provided by teachers/students

Connections:

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

The 2014-2015 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 – improving the ethos of the school – connects directly to the District goal of “Encourage the growth of collaborative, adaptive and personalised learning environments”. The goals identified in this plan are, therefore, in keeping with both the District Achievement Plan of 2013-2014 and, by extension, the Aboriginal 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, 2016.

School Planning Council Approval of Proposed School Plan:

Date: May 15, 2015

	Name	Signature
Chairperson (Principal)	Joe Campbell	<i>Original Document Signed by SPC Members</i>
Teacher	No designated rep available	
Parent	Barry Ferg	
Parent	Scott Brawn	
Parent	Jonathon Adams	

Board Approval of School Plan:

Approved by:

Pius Ryan Assistant Superintendent
June 15, 2015