

North Vancouver School District
SCHOOL PLAN for 2015-2016

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 the only semester school on the North Shore providing students with an alternative to the linear model used at the other secondary schools allowing it to offer three specialty programs: *Social Studies Explore*, *Science Coop and Global Perspectives*. At the grade ten level, *Social Studies Explore* integrates Social Studies 10 and Outdoor Education 10 with Planning 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, this past year, new course offerings have successfully provide a greater variety of course options for students to select from for example, Economics 12 and Marketing 12. For the up coming 2015-2016 school year the school is offering a specialty program at the grade 11 level. Global Perspectives, a cohort-based program, is designed to help students understand and thrive in a new, global economy/reality. The program encourages exploration of global interconnection by fostering critical thinking and developing leadership for the sustainable future. Students will participate in a community service, social enterprise, volunteer work with NGO's day, and overnight field trips. Students enrolled in the Global Perspectives Program will take four courses together as a cohort, and will travel together through the curriculum in **English 11**, **Social Studies 11**, **Economics 12** and **Social Justice 12**.

Additionally, 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, guided reading projects, and peer tutoring. 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 performing arts productions. The school has been working collaboratively with the Family of Schools to develop a greater understanding of the K to 12 enterprise and have had the elementary schools conduct their classes at Sutherland in order to further develop a working relationship across the K to 12 curriculum.

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 future years. We have a strong connection with the

City of North Vancouver through a joint use agreement, where the North Vancouver Recreation Commission has shared use of school gym facilities including the 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 such as 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. We also promote connections between students and staff outside the classroom through the more than twenty various clubs and teams we offer.

Demographics (2014-2015 school year):

Total number of students: 863 Male: 460 Female: 403

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

Grade	8	9	10	11	12
English	126	149	187	177	223
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
44.15	2.08	14.61	9.15	4.86

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 result:

Trend Data Table:

Key Performance Measure:	Baseline	Target	Actual
2014/2015 English 10 Provincial Exam (percent C+ or better)	68	73	51*
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	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

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

*Data analysis for the 2014/2015 school year is based on 1st semester provincial exam results. The 1st semester actual percent is a concern. This value can be updated once provincial exam data from semester 2 is added. In addition, further investigation is required as to why the result is low.

The results for English 10, is below target (51%), but when compared to the District (49%) and Public Schools (54%), the school achievement is within acceptable limits despite Actual % declining over the past 3 years. In the future, reflecting data by school, district and province will provide greater clarity when discussing academic success.

The results for English 12 are positive in terms of the Actual meeting the Target of 73% achieving a C+ or better on the Provincial 12 exam. Comparatively, this is lower than the District (78%) but higher than All Public Schools (59%). This cohort of students was the 2012/2013 English 10 cohort who's Actual result was 69%.

The school is beginning to actualize the qualitative goal to be at or above the District and Provincial average.

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:	Baseline	Target	Actual
2014/2015 English 8 Final Letter Grade (C+ or better)	78*	80	76
2013/2014 English 8 Final Letter Grade (C+ or better)	73	80	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*	80	77
2013/2014 Social Studies 8 Final Letter Grade (C+ or better)	65	80	73*
2012/2013 Social Studies 8 Final Letter Grade (C+ or better)	71	80	65

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

Trend analysis shows the target rate of 80% of students achieving a C+ or better set in previous years continues to be missed by a narrow margin. Statistically, having a target rate set at 80%, is an altruistic goal, and it may not be possible to consistently achieve a target of 80%. Actual % has averaged in the mid 70s. *Data collected for the 2014/2015 school year was only available from semester 1 due to teacher job action. Numbers in red indicate results for the first semester of this school year.

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.

Trend Data Table: 3 year trend

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)			18*
A & W Math 10 Final Mark (percent C+ or better)			65*
F & P Math 10 Provincial Exam (percent C+ or better)			69*
F & P Math 10 Final Mark (percent C+ or better)			62*

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. For the cohort in the data above, the asterisked numbers are semester 1 data. At the conclusion of this year, the data can be updated. The provincial exam result for the A & W Math 10 cohort is disappointing. Moving forward, it is hoped that this will improve, as those individuals who struggle with math will have had interventions put in place through the Transitions Math/Science 8/9 class where intensive, targeted support is provided. Also, using provincial exam data, showing comparisons between school, district and province may provide a better understanding of how Sutherland students are achieving.

Previous School Plan Goal 2: To promote a heightened individual and 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.

Key Performance Measure: <i>Satisfaction Survey Results</i>				
	Baseline 12/13	Target 13/14	Actual 13/14	Actual 14/15
Do you like school?	38%	50%	48%	55%
Do you try your best at school?	74%	80%	71%	n/a
Do your teachers help you with your schoolwork when you need it?	55%	70%	55%	78%
Are your parents involved in your learning?	37%	50%	30%	28%
At school, do you respect people you are different from you?	83%	90%	92%	95%
Do you feel safe at school?	74%	90%	86%	87%
At school, are you bullied, teased or picked on?	5%	2%	7%	2%
Does staff treat all students fairly at school?	31%	50%	37%	51%
Do you feel welcome at school?	59%	80%	67%	72%
I would like to transfer to a different school.	18%	10%	8%	6%
At school, do you participate in activities outside of class hours?	39%	50%	45%	30%
How many adults at your school care about you? (1 or more)	79%	90%	84%	92%

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

Using the *Student Satisfaction Survey Results* provided a partial description of student's sense of belonging at Sutherland. The school's effort to develop its own survey instrument to determine the school's effectiveness in reaching its goal to heighten individual and collective awareness of how thoughts, words and actions directly and indirectly impact sense of belonging across the Sutherland School community did not come to fruition due to the late start of the school year.

An analysis of the above trend data quantifies the positive overall results and aligns with previous year's data. The school continues to meet or exceed many of the targets set in the 2013/14 school year. Exceptions to this are in the areas of parental involvement in learning support and extra-curricular student participation. Data from the Safe and Caring School Survey support the Student Satisfaction Survey results.

School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Sutherland School Plan for 2015 - 2016 are:

1. To improve student literacy.

2. To develop within students, a sense of belonging and pride, by engaging collaboratively with our educational partners within the Sutherland Family of Schools

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 is aware of student IEPs.
- ✓ Make students aware of the correlation between attendance and achievement especially 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.
- ✓ Through application to the Education Fund, access teaching resources to work on literacy skillsets with students below grade level for reading comprehension and written expression.

Intensive

- ✓ Contribute to student success with LAC and Choices interventions where appropriate.
- ✓ Utilize MCI reading program for students with significant reading deficits.
- ✓ Identified students requiring intensive reading and comprehension and writing interventions will be enrolled in Literacy Support.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
2015/2016 English 10 Provincial Exam (percent C+ or better)	51	73	
2014/2015 English 10 Provincial Exam (percent C+ or better)	68	73	51
2013/2014 English 10 Provincial Exam (percent C+ or better)	69	73	68

Key Performance Measure:	Baseline	Target	Actual
2015/2016 English 12 Provincial Exam (percent C+ or better)	73	73	
2014/2015 English 12 Provincial Exam (percent C+ or better)	69	73	73
2013/2014 English 12 Provincial Exam (percent C+ or better)	65	73	69

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 to 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. Target values may change as a result of direct comparisons of provincial exam data between the school district and the province as a whole.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Currently, when comparing school results to the District and the Province, Sutherland is approaching the intended result.

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:

Universal

- ✓ Utilize district 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.
- ✓ 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
- ✓ Through Education Funds (LIF), additional teaching staff to support struggling students through Literacy Support and PIVOT.
- ✓ MCI reading intervention for students substantially below grade level.

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Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
2015/2016 English 8 Final Letter Grade (percent C+ or better)	76	80	
2014/2015 English 8 Final Letter Grade (percent C+ or better)	78	80	76*
2013/2014 English 8 Final Letter Grade (percent C+ or better)	73	80	78

Key Performance Measure:	Baseline	Target	Actual
2014/2015 Social Studies 8 Final Letter Grade (% C+ or better)	77	80	
2013/2014 Social Studies 8 Final Letter Grade (% C+ or better)	73	80	77
2012/2013 Social Studies 8 Final Letter Grade (% C+ or better)	65	80	73

Evidence: *(Qualitative)*

<p>Qualitative Baseline: Baseline data is the previous year's Actual percent result.</p>
<p>Qualitative Target: The current target rate of 80% appears to be a realistic expectation.</p>
<p>Qualitative Actual: Asterisked numbers represent available data at this point in time (semester 1 English and Social Studies final marks). It is hopeful that 2nd semester results can contribute to meeting the target rate of 80%</p>

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.
- ✓ Implement a FOS Transitions Math teacher from Sutherland to work collegially with elementary teachers in the area of mathematics.

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.
- ✓ LAC support.
- ✓ Enrolment on Transitions Math/Science 8 and 9 for students significantly below grade level in math and science.

Evidence: *(Quantitative)*

Key Performance Measure:	2014/2015	2015/2016	2016/2017
Grade 8 Final Mark (percent C+ or better)	*		
Grade 9 Final Mark (percent C+ or better)			
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)			

Data Collection

*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 in the percentage of students receiving a C+ or better on a provincial math 10 exam will reflect that Transitions Math 8 and 9 interventions will have been successful. Data collection will begin with this year's grade 8 classes, who are currently enrolled.

School Goal 2: Sutherland Family of Schools

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:

Through collaborative engagement, Sutherland will continue to develop relationships within the Family of Schools to further build upon a greater understanding of the K-12 enterprise. Through these efforts, the schools will work collectively to kindle and elevate student's sense of belonging.

Strategies/Structures/Resources:

Universal

- ✓ Provide opportunities for Sutherland teaching staff to collaborate with elementary teaching staff on curricula.
- ✓ To continue to provide opportunities for the elementary schools to use Sutherland classroom facilities and resources.
- ✓ To align Professional Day dates in the upcoming school year.
- ✓ To develop common professional development themes that the FOS would participate in.
- ✓ To align staff collaboration time topics with School Plan goals and objectives.

Targeted

- ✓ FOS Math Transitions teacher (Sutherland math teacher) to collaborate with elementary teaching staff to support the teaching of math at the grade 5,6 and 7 levels on a consistent scheduled basis.
- ✓ To continue to provide opportunities for individual staff members to collaborate in areas of interest, for example, this past year the following took place:
 - Grade 2 and grade 8 science buddy classes with Queensbury
 - Photography and print making sessions with Boundary and Cleveland
 - PE leadership opportunities for senior students to design and implement initiatives with Brooksbank
 - School day at Sutherland – Ridgeway, Brooksbank and Queensbury
 - FOS Sky Art project.

- ✓ The Sutherland Market Garden, in collaboration with Edible Garden Project of the North Shore Neighbourhood House, with its intended purpose of establishing a teaching garden is an opportunity for the Sutherland Family of Schools to come together to grow, share and learn.

Data Collection

Measures of success for goal 2.1, is largely anecdotal. Quantitative measures of student sense of belonging would be the Satisfaction Survey and Safe and Caring Schools Survey results. Another quantitative measure of student sense of belonging would be that number of students in grade 7 that identify as Sutherland students and choose to attend Sutherland over other secondary school programs in the district

Connections:

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

While it is important for school plans to reflect the school's unique characteristics, it is equally important for Sutherland to embrace and promote the relationships that exist within the Sutherland Family of Schools – namely Brooksbank, Eastview, Queensbury and Ridgeway, thus School Goal 2. When developing common goals, it is helpful to use the district's Four Pillars – Instruction, Curriculum, Assessment and Social-Emotional Learning as a lens to view through. Our school goals and objectives around literacy reflect instruction and assessment. Ministry initiated changes to curricula at the K to 9 grade levels will warrant the secondary school to collaborate with its sister elementary schools.

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, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 15, 2015

	Name	Signature
Chairperson (Principal)	Ray Bodnaruk	<i>Original Document Signed by SPC Members</i>
Teacher	Declined	
Parent	Tracey Morettin	
Parent	Clare Keating-Husk	
Parent	Jane Lagden Holborne	
Student (Gr 10, 11, 12 schools only)	Erin Crawley	

Board Approval of School Plan:

Approved by:

Mark Pearmain, Assistant Superintendent
June 15, 2015