



Sherwood Park School Plan

2025-2026

Vision at Sherwood Park

School Context & Vision

Sherwood Park Elementary is a vibrant, dual-track K–7 school located in the heart of North Vancouver. We serve approximately 385 students across both our English and French Immersion programs. Our school community is diverse, inclusive, and deeply connected, with students and families representing a wide range of cultural, linguistic, and socioeconomic backgrounds. This diversity enriches the learning environment and fosters a culture of empathy, respect, and belonging.

We are proud to offer both English and Early French Immersion streams, with a strong commitment to bilingualism and intercultural understanding. Across both programs, our teachers work collaboratively to create engaging, inclusive, and responsive learning environments that support the academic, social, and emotional growth of all students.

Sherwood Park's school culture is rooted in community connection, student well-being, and high expectations for learning. We engage families as partners in education and prioritize the development of strong, trusting relationships between students, staff, and caregivers.

As a school, we embrace continuous growth, reflective practice, and a shared belief that every child can thrive when supported by caring adults and a connected community.

Acknowledgement of the Traditional Territory

We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, whose unceded traditional territory the North Vancouver School District resides on. We value the opportunity to learn, share and grow on this traditional territory.

Sherwood Park Vision Statement

At Sherwood Park Elementary, we strive to meet the needs of all students and promote growth as citizens. By fostering strengths and abilities in our students and staff, we support a positive inclusive learning environment that celebrates diversity.

Sherwood Park's Connection to District Strategic Plan

At Sherwood Park, we are committed to creating a school environment where every student feels a strong sense of belonging and is supported in their overall well-being—socially, emotionally, and academically. Our work focuses on building meaningful relationships within our school community, deepening partnerships with families, and supporting students in developing the skills they need to be ready and confident learners.

This approach is strongly aligned with the North Vancouver School District's six strategic goals and the province's Framework for Enhancing Student Learning (FESL).

We align with the district's goal of an Inclusive Culture by intentionally fostering a safe, welcoming, and respectful environment where all students and families are valued. Our efforts also reflect a commitment to Reconciliation, as we continue to build respectful relationships with Indigenous communities and integrate Indigenous perspectives into teaching and school life. Through ongoing collaboration with families and personalized supports for students, we also uphold the value of Student-Centered Education.

Supporting students' emotional well-being and ability to self-regulate is central to our work. We see this as essential to learning and growth, and it connects deeply to the district's priority around Mental Health. Our teachers use Innovative Instructional practices—such as responsive classroom routines, co-regulation strategies, and inclusive teaching approaches—that help students manage emotions, build resilience, and stay engaged in learning.

These priorities also reflect the goals outlined in the Framework for Enhancing Student Learning, especially in the areas of Human and Social Development and Intellectual Development. We know that when students feel connected, supported, and emotionally safe, they are better able to participate in their learning, take academic risks, and grow both socially and intellectually.

In short, our school's priorities are about ensuring every child feels a sense of community and support and is empowered to thrive both in and out of the classroom. This focus is deeply connected to the values and direction of both our district and the province, and it guides everything we do at Sherwood Park.

School Goals

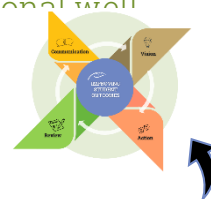
Goal 1: To foster a strong sense of belonging and community among students, staff, and families by strengthening relationships within the school and deepening the partnership between home and school.

Goal 2: To enhance students' readiness to learn by supporting social-emotional well-being, self-regulation, and positive engagement in learning environments.

Action

Goal 1:

To foster a strong sense of belonging and community among students, staff, and families by strengthening relationships within the school and deepening the partnership between home and school.



- **Action 1:** Revision of Sherwood Park vision and values
- **Action 2.1:** Intentional development of belonging and community in classes, between similar and different-aged peers, and large-group assemblies
 - Teach and nurture student leaders, lunch monitors, buddy classes
 - Celebration of special days and events in our community (e.g. Lunar New Year, National Indigenous Peoples' Day, Black History Month, Nowruz etc.)
 - Celebration of student accomplishments
 - Regular assemblies, and weekly announcement
- **Action 2.2:** Intentional development of belonging and positive relationships between staff members and teams
 - Facilitate positive staff connection and relationships through structured activities during scheduled meeting times
 - Facilitate positive staff connection and relationships through intentionally planned opportunities (e.g. Book clubs, shared experiences etc.)
- **Action 2.3:** Continued development of home-school partnership
 - Hosting of school events (e.g. open house, celebrations of student learning)
 - Regular home-school communication between classes and families and school and families (e.g. newsletter or MS Teams)
 - Partnership with PAC to connect, welcome and support the school community through PAC events, PAC meetings, and PAC participation in school-hosted formal events.
- Monitoring and Adjustments:
 - Progress monitoring: observations and reflections by students, staff, and community. Regular adjustments will be made based on evidence.

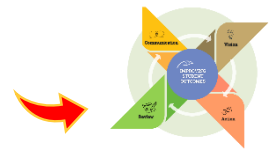
Goal 2: To enhance students' readiness to learn by supporting social-emotional well-being, self-regulation, and positive engagement in learning environments.

- **Action 1:** Implementation of school-wide self-regulation programs (Zones of Regulation, Second Step, and Open Parachute) in all classrooms, learning and play spaces.
 - Professional development for all staff.
 - Development of common language and practices between home and school.
 - School-wide self-regulation tools and spaces

- **Action 2:** Development and implementation of school-wide expectations and behaviours by all community members in all spaces (SPARK-5).
 - Draft, revise and finalize SPARK-5 expectations and behaviours
 - Clearly communicate, teach, model, reinforce SPARK-5 expectations and behaviours
- Monitoring and Adjustments:
 - Progress monitoring: observations, office referrals, reflections by students, staff and community. Regular adjustments will be made based on evidence.

Review

Ongoing Assessment and Reflection

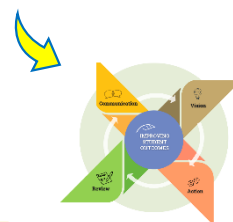


To monitor progress toward our school goals throughout the year, a variety of formative assessment tools will be used at the classroom and school-wide levels. These include:

- Student self-assessments
- Student, staff and family surveys to gather feedback on belonging, engagement, and readiness to learn
- Anecdotal observations and reflections from students, staff, and families, gathered through conversations, surveys, and school events
- Learning snapshots and collaborative reflections shared during staff meetings, collaboration days, and professional development
- Data collected through office referrals and incident track, as well as SBRT referrals

Summative Assessment (Analysis of evidence): Will be completed spring 2026.

Reflection (Interpretation): Will be completed spring 2026.



Communication

Engagement

Staff Engagement

Staff play an active role in setting and monitoring our school goals. A school planning team meets regularly to review implementation, reflect on progress, plan next steps, and communicate with relevant stakeholders. Broader staff engagement occurs through staff meetings, collaboration days, professional development days, and less formal learning opportunities. These structures provide space for reviewing school goals, sharing evidence of impact, and co-developing strategies to support student learning and well-being.

Student Voice

Student voice is integrated into goal setting and reflection through both formal and informal methods. Students are engaged in reflecting on their own learning, and their feedback helps shape classroom practices and school-wide initiatives. Opportunities for student voice include classroom discussions, school-wide surveys, and participation in events aligned with our goals. Our Student Leadership Team plays an active role in representing student perspectives, supporting school initiatives, and promoting a positive school culture. In addition, we gather input from targeted student groups to ensure that a diverse range of experiences and voices inform our planning. We are continuing to expand opportunities for students to meaningfully contribute to the development and monitoring of school goals

Family and Educational Partner Engagement

Families and community partners are invited to contribute to the planning and evaluation of our school goals. This includes regular updates and opportunities for feedback during PAC meetings. Broader consultation also occurs through events like the Family of Schools Dinner and Dialogue, which provides a venue for collaborative reflection with parents, staff, and district leadership. We also communicate about school goals and progress through our school newsletter and targeted home-school communication, ensuring that families are kept informed and have multiple entry points to engage in the process. These conversations and communications help align school and district priorities and inform next steps in our ongoing work.

Reflection and Strategic Alignment

Year-End Reflection: Will be completed spring 2026.

Strategic Alignment: Will be completed spring 2026.