

**North Vancouver School District**  
**SCHOOL PLAN 2011-2012**

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

**Principal:** H. McTaggart

**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: 351      Male: 171    Female: 180

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	15		11	15	17	24	18	21	14
Fr. Imm.		19	30	33	23	18	34	31	18

# FTE Teachers & Administrators	% First Nations Students	% Special Needs Students	% International Students	% ESL
18.84	11	5	8	6

## Progress Analysis:

### Review of School Goals – for the year 2010-2011

#### 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

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
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 <b>6/6</b>	May 09-10 <b>5/6</b>
	Feb 10-11 4/6	May 10-11 /6/6	May 10-11 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. In February 2011 one of six First Nations K students scored below the 25%ile and will receive targeted intervention to strengthen his/her basic phonological skills in preparation for grade one.

#### Quantitative Evidence and Analysis of Goal #1

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

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
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%

Outcome for Objective 1.2: The results from the key performance measure (Dynamic Indicators of Basic Early Literacy Skills) the number of First Nations students in grade 1-7 who scored in the ‘at risk category’ shows a positive trend. Numbers of ‘at risk’ students decreased from 35% in Sept. 2009 to 26% in Sept. 2010.

NB. Caution must be exercised when analyzing statistical results of such very small populations

Outcome for Goal #1: The data and anecdotal evidence collected for the 2010-11 school year suggest that the supporting objectives and strategies for Goal #1 are leading to positive outcomes and should be continued as a means of supporting First Nations students in their literacy development.

The number of FN students K-7 who received ‘not yet meeting’ or ‘approaching expectations’ decreased from 13 of 33 (39%) in Term 1 of 2009-10 to 6 of 38 (16%) in Term 1 of 2010 – an encouraging improvement.

**School Goal #2**

**To increase the number of intermediate students reporting that they feel a sense of belonging ‘most of the time’ at Sherwood Park School as per the NVSD 2010-11 Safe School and Social Responsibility Survey for Elementary Students.**

**Objectives:**

2.1: To increase the number of students volunteering their service to the school community through such programs as: recycling, peer mediation, library monitoring, lunch monitoring etc.

2.1 To reduce the overall number of office discipline referrals related to personal safety

**Quantitative Evidence and Analysis of Goal #2**

**Objective 2.1:** To increase the number of students volunteering their service to the school community through such programs as: recycling, X-ing guards, library monitoring, lunch monitoring etc.

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Tracking number of participants in grades 4-7 involved in student led programs of social responsibility	<u>2009</u> 90 students (47%)	<u>2009-10</u> 140 (73%)	<u>2009-10</u> 146 students (76%)
	<u>2010 -11</u> 146 students (76%)	<u>2010 -11</u> 150 students (79%)	<u>2010-11</u> 139 (75%)

Outcome for objective 2.1: Data collected for the 2010-11 school year (September to March) indicates that 139 of 186 (75%) students in grades 4-7 are volunteering in at least one area of social responsibility. (NB This number reflects some students volunteering in multiple settings) When students were asked why they choose not to volunteer in at least one activity responses ranged from:

- o Because activities after school keep them too busy (music lessons, soccer etc.)
- o Need to take the bus home after school so can’t stay and help
- o Go to daycare after school
- o Didn’t know about volunteering possibilities until friends started talking about it
- o Didn’t know they could volunteer at their age

**Quantitative Evidence and Analysis of Goal #2**

**Objective 2.2:** To reduce the overall number of office discipline referrals related to personal safety

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Tracking number of discipline referrals to school office	<u>Sept-Mar 10</u> 115	<u>Sept-Mar 10</u> 75	<u>Sept-Mar 10</u> 51
	<u>Sept-Mar 11</u> 51	<u>Sept-Mar 11</u> 40	<u>Sept-Mar 11</u> 33

Outcome for objective 2.2: The number of discipline referrals to the school office declined from 51 during Sept.-March of the 2009-2010 school year to 33 in the same time frame in the 2010-11 school year.

- 22 students of 352 generated 33 referrals; 2 of those 22 students generated 3 or more referrals
- A variety of factors may be contributing to this apparent improvement;
  - The Sherwood Park staff continues to implement facets of the TRIBES program on a daily /weekly basis and students may be feeling a stronger sense of community
  - Concerted efforts have been made to ‘buddy’ older students with younger students thereby building x-grade connections
  - Efforts to blend English program students with French program students is ongoing
  - PAC funded initiatives such as Fall Fairs, joint committees etc. helped build positive school and community climate
  - Many intermediate students are rehearsing for a school musical performance and are engaged with preparations during lunch time and after schools

Outcome for Goal #2:

Current data from the NVSD Safety and Social Responsibility Survey for Elementary Students, items 22-25 is no longer available. A modified version entitled Safe & Caring Schools Social Responsibility Survey has replaced it. That said, data collected from school measures mentioned above remains steady from 2009-10. Given that the past two years reflect a significant improvement from the baseline data collected in the 2008-09 school year, this goal will not be included in next year’s plan. Efforts to maintain and strengthen a strong ‘sense of belonging’ at the school will nonetheless remain a focus in subsequent years.

### **Opportunities for Further Development**

#### **2011-2012 School Goals:**

Based on the review of student achievement using school evidence, the goals set out in the Sherwood Park Elementary School Plan for 2010-2011 are:

- 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)**
- 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**
- 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**

**School Goal #1: To improve the success rates of First Nations students in grades K-7 who are not yet meeting expectations for reading as measured by report card data based on B.C. Performance Standards**

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#### **Goal Rationale:**

According to baseline report card data collected at the end of November 2010, four of thirty-two First Nations students registered in grades 1-7 were either ‘not meeting expectations’ or ‘approaching expectations’ for reading at the end of term 1. Given the widely documented value of early learning interventions, the school will continue to offer attention and available resources to supporting First Nations students in need. Following

assessment practices ‘of, for and as’ learning the school will monitor the effectiveness of the early interventions provided and adjust them accordingly to better support the target group.

**Objective 1.1**

To increase the number of First Nations 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
- Encourage appropriate school personnel to attend teacher/parent conferences on the Tsleil-Waututh Reserve
- 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)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Number of First Nations K students scoring greater than the 25 % ile on the Test of Phonological Achievement (T.O.P.A.)	<u>Feb 2011-12</u>	<u>May 2011-12</u> All students	<u>May 2011-12</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 increase the number of First Nations students in grades 4-7 achieving ‘C’ or higher in Language Arts on first term report cards.

**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*)

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
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. 2011</u>	<u>Sept. 2012</u>	<u>Sept. 2012</u>

**Evidence:** (*Qualitative*)

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

**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**

**Goal Rationale:**

Sherwood Park recognizes the significance of writing across all curricular areas. It also recognizes the important reading/writing connection in the development of literacy skills. By highlighting the value of writing in the school we are striving to build a ‘writing community’ that encourages students to achieve the confidence and skills they need to communicate effectively through the written word.

**Objective 2.1 to increase the percentage of Grade 4-7 students fully meeting expectations on the second of two school-wide writes**

**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*)

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
School Wide Write percentage of Grade 4-7 students ‘fully meeting ‘ expectations	<u>Fall 2011</u>	<u>Spring 2011-12</u>	<u>Spring 2011-12</u>

**Evidence:** *(Qualitative)*

Anecdotal comments provided by teachers/students

**Objective 2.2: To celebrate student writing throughout the year**

**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)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Ensure a minimum of four school-wide events	<u>Oct. 2011-12</u>	<u>2011-12</u>	<u>June2011-12</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 2.1 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)*

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

**Evidence:** *(Qualitative)*

Anecdotal comments provided by teachers/students

**Connections:**

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

The 2010-11 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 21<sup>st</sup> 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 2011/12 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, 2011.



**School Planning Council Approval of Proposed School Plan:**

Date: April 30, 2011

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	H. McTaggart	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Shauna Turkington	
Parent	Besire E. Culhaotlu	
Parent	Simon Dorey	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent  
June 12, 2011**