

North Vancouver School District
SCHOOL PLAN 2014-2015

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: 390 Male: 204 Female: 186

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	21	14	20	15	19	21	17	31
Fr. Imm.	44	46	25	21	27	28	26	10

# FTE Teachers & Administrators	% First Nations Students	% Special Needs Students	% International Students	% ESL
21.68	12%	4.6%	1%	2%

Progress Analysis:

Review of School Goals for the year 2012-2013

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 identify students in Kindergarten who are at risk for learning to read and to improve their performance

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.

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 greater than the 25 % ile on the Test of Phonological Awareness (T.O.P.A.)	Feb 2013 45/62	May 2013 57/62

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.)	Feb. 08-09 1/2	May 09-10 All students
	Feb 09-10 4/6	May 09-10 5/6
	Feb 10-11 4/6	May 10-11 6/6
	Feb 2013 3/5	May 2013 4/5

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'	Sept. 2008 13/28 46%	Sept. 2009 9/26 35%
	Sept 2009 9/26 35%	Sept 2010 7/26 26%

	Feb 2013 21/48 44%	Feb 2014 pending
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Outcome for Objective 1.2: *Excellent progress at identifying 'at risk' First Nations youth and intervening to support their literacy acquisition.*

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%

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:				
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%

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.	<u>Feb 2013</u> 17	<u>June 2014</u> 6
	<u>Feb 2014</u> 10	<u>May 2014-05-</u> <i>pending</i>

School Goal #3

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

Objectives:

3.1: Empower and Engage students in the Ethos of the school.

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. Student's Council started. Elections held. Student's council met with class reps to offer feedback and guidance to school culture.
2. 5 Virtues Assemblies held promoting positive Values.
3. Posters/displays promoting the Values.

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 worked hard to improve the tone of the school and student's sense of engagement.

Opportunities for Further Development

2014-2015 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. Our current plan is to locally develop an easy survey.

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 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)

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 54/64	Feb 2014 54/64

Key Performance Measure: Measuring the intervention	Before	Final
Number of students identified ‘at-risk’ before and after the intervention.	Feb 2014 10	May 2014 Retest TBD

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
- 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

Evidence: (*Quantitative*)

Key Performance Measure:	Baseline	Target	Actual
Dibels (Dynamic Indicators of Basic Early Literacy Skills) – track number of First Nations students in grade 1-4 who score in the ‘at risk category’ ((Ask Val))	<u>Feb. 2013</u> 21/48 44%	<u>Feb. 2014</u> 12/48 25%	<u>Feb. 2014</u> Pending

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:

- 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*)

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

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:

- Collegial Conferencing Project to address issues around Mathematics in Intermediate grades.
- 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.

Evidence: (Quantitative)

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

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:

- 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: Overall	Overall	Target	Actual
# of Students scoring ‘at risk’ on K Numeracy tests.	<u>Feb 2013</u> 17	<u>Feb 2014</u> 5	<u>June 2014</u> 6
	<u>10</u>		

Key Performance Measure: Measuring the Intervention	Before	Actual
# of Students scoring 'at risk' before and after intervention	Feb 2013 17	June 2014 6
	Feb 2014 10	

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 Empower and Engage students in the Ethos of the school.

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.
- Highlight positive virtues/values at a series of student led assemblies
- Staff and Students assess changes in student attitudes.

Evidence: (*Quantitative*)

Key Performance Measure:	Target	Actual
Number of Student Assemblies highlighting values by end of year	8	5

Evidence: (*Qualitative*)

Anecdotal comments provided by teachers/students

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

Strategies/Structures:

- Provide TRIBES training to staff who are not yet trained
- Implement self-regulation strategies to assist students
- 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.
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Evidence: (*Qualitative*)

Anecdotal comments provided by teachers/students

Connections:

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

The 2013-2014 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, 2014.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2014

	Name	Signature
Chairperson (Principal)	Joe Campell	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Karmyn Turner	
Parent	Sharon Boglari	
Parent	Isabel Eng	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent