

North Vancouver School District
SCHOOL PLAN
2008-2009

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

Principal: H. McTaggart

Preamble:

Our goal, as a place of learning, is to attempt to connect with every member of the community in an authentic manner. We believe that individual experiences are perhaps the most powerful and meaningful agents of long lasting growth and change and as such, we strive to make learning relevant, appealing and accessible to all students. That said, we acknowledge that indicators relating to learning, be it academic, social or emotional, must be both qualitative and quantitative in nature if we are to appreciate subtleties that occur over time. With that in mind we have included notes in this 2009-2010 school plan that will help tell the story of what it is to be a member of the Sherwood Park community.

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.

We are located at the end of the cul-de-sac on Dollar Road and are surrounded by parkland, forests and creeks. The community is within walking distance to the Dollar Shopping Centre, the Parkgate Community Centre, and Cates Park, which makes accessibility for our staff and students easy.

Sherwood Park enjoys a strong sense of community spirit and parental support. Parents willingly contribute their time and expertise in the planning of special events such as family barbecues, fund raising initiatives, and year end activities. In addition, they are involved in driving for field trips, assisting in the library, organizing hot lunch programs, reading to young children, helping maintain school gardens, serving on the various committees, assisting with art and cultural events and so on.

Our School

Sherwood Park School is a community of learners valuing and respecting individual excellence, individual differences, academic achievement and responsible citizenship. It is our belief that, while children learn in different ways and at different rates, they can all learn. Sherwood Park is a public elementary school providing instruction to approximately 385 students from Kindergarten through Grade 7. Our school is a dual-track school that offers both an English program and a French Immersion program.

We are very proud of our facilities at Sherwood Park. We have two adventure playgrounds (courtesy of the fundraising efforts and work of our PAC), a gravel soccer field/baseball diamond and a small picnic area. These areas are used by students during school hours and by the community after school hours and on the weekends.

Renovations to Sherwood Park in the year 2000 added classrooms, a music room, and facilities for special needs students to the existing building by a multi-use atrium area. The computer lab, library office and staffroom were also renovated at that time.

Demographics:

Total number of students: 386 Male: 200 Female: 186

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		13	16	20	16	21	21	25	42
Fr. Imm.		42	22	20	34	32	18	21	21

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% First Nations Students	% Special Needs Students	% International Students	% ESL
21.28	8	4	2	5

Progress Analysis:

Review of School Goals – 2008-09

School Goal #1

To improve English reading proficiency of all students K-7

Objectives:

- 1.1 To identify students in kindergarten who are at risk for learning to read and improve their performance
- 1.2 To improve the reading performance of all students from grade 1-7

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

- The TOPA (Test of Phonological Awareness) was used to identify students who scored below the 25th ile. There were only 4 students in this situation last year and interventions were put in place. By the end of May 2008, 3 out of 4 of these students surpassed the 25th % ile. Only one student did not. These results suggest that 75% of the K students indicated as being ‘at risk’ in January were meeting or exceeding expectations in May 2008.

Quantitative Evidence and Analysis of Goal #1

Objective 1.2: To improve the reading performance of all students from grade 1-7

- Given that report card data to measure 'Reading' is not available for 2007-08 since Language Arts was not broken up in its components (ex. reading, writing, etc.) report card data for reading (Term 1 2008-09) is included as baseline data only.
- The baseline report card data suggests that, with the exception of those students formally identified as having a learning difficulty, or as identified as 'level 1,2,3 English as a second language learner, 99% of non-First Nations students, are meeting or exceeding expectations for English reading (Success rates for First Nations students are presented under Goal #3 Objective 3.2)
- French reading skills for French Immersion students are not included in this document
- Those students identified as not meeting expectations are receiving intervention with Learning Assistance teacher and/or support through district staff
- Early intervention and differentiated teaching strategies continue to be used by classroom teachers. Further adaptations and modifications are implemented as per specific Individual Education Plans (IEP's)

School Goal #2

To improve the success rates for numeracy of all students in grades K-7

Objectives

- 2.1 To improve the numeracy level of students from grade K to grade 7
- 2.2 To improve the numeracy readiness of all students at the kindergarten level as measured by the Kindergarten District Numeracy Assessment

Quantitative Evidence and Analysis of Goal #2

Objective 2.1: To improve the reading performance of all students from grade 1-7

- Given that report card data to measure numeracy is not available for 2007-08 report card data for numeracy (Term 1 2008-09) is included as baseline data only.
- The baseline report card data suggests that, with the exception of those students formally identified as having a learning difficulty, or as identified as 'level 1,2,3 English as a second language learner, the number of non-First Nations students meeting or exceeding expectations in mathematics from grade 1 through 7 varies from a high of 100% to a low of 57%. (57% students in grade 6 English are reported on term report cards as meeting or exceeding expectations)
- The overall average of non-First Nations students meeting or exceeding expectations in numeracy is 82% (Success rates for First Nations students is presented under Goal #3 Objective 3.3)
- Early intervention and differentiated teaching strategies continue to be used by classroom teachers to support students who are not meeting grade level expectations for numeracy. Further adaptations and modifications are implemented as per specific Individual Education Plans (IEP's)
- First Nations students receive additional classroom support through the First Nations Support Worker and the First Nations Literacy Support teacher.

Quantitative Evidence and Analysis of Goal #2

Objective 2.2: To improve the numeracy readiness of all students at the kindergarten level as measured by the Kindergarten District Numeracy Assessment

- The Kindergarten District Numeracy Assessment was used to identify students who scored in the 'at risk' category in numeracy. In February 2008 there were 4 out of 38 students in this situation and interventions were put in place to support these students in the area of counting, understanding sets, reasoning and patterning. By the end of May, 2 out of 4 of the identified students met expectations for the assessment. This indicates a 50% improvement in the success rate of students earlier identified as 'at risk' as per the Kindergarten District Numeracy Assessment tool.

School Goal #3

To improve the success rates of First Nations students K-7

Objectives:

- 3.1 To identify First Nations students in kindergarten who are at risk for early literacy and numeracy and improve their performance
- 3.2 To improve the reading performance of First Nations students from grade 1-7
- 3.3 To improve the numeracy level of First Nations students from grade 1-7

Quantitative Evidence and Analysis of Goal #3

Objective 3.1: To identify First Nations students in kindergarten who are at risk for literacy and numeracy and improve their performance

- In February of 2008, one First Nations student scored below the 25 % ile on the TOPA. In May 2008, after instructional intervention was provided, this student remained at risk for learning to read.
- In February of 2008, one First Nations student scored in the 'at risk' category on the Kindergarten District Numeracy Assessment. In May 2008, the same individual scored in the 'at risk' category indicating that additional numeracy support needs to be continued for this student.

Quantitative Evidence and Analysis of Goal #3

Objective 3.2: To improve the reading performance of First Nations students from grade 1-7
Looking at report card data for term 1 (Sept) in 2008 (term 3, June 2008 not available) First Nations students who meet or exceed expectations for reading in English:

Grade	English				French				# of mod/adapt. programs	# of level 1,2,3,
	Non F.N. Raw Data		F.N. Raw Data		Non F.N. Raw Data		F.N. Raw Data			
1	100%	12/12 students	50%	1/2 students	95%	21/22	n/a	n/a		1
2	94%	15/16	0%	0/3	100%	20/20	n/a	n/a	1 F.N.	
3	100%	10/10	0%	0/4	97%	33/34	n/a	n/a		2
4	100%	13/13	0%	0/6	100%	31/31	100%	1 student	1 non-F.N.	
5	100%	15/15	100%	4/4	100%	18/18	n/a	n/a	2 non-F.N. 1 F.N.	
6	100%	21/21	67%	2/3	100%	22/22	n/a	n/a		
7	100%	35/35	17%	1/6	100%	21/21	n/a	n/a		1

- Given that report card data to measure 'Reading' is not available for 2007-08 since Language Arts was not broken up in its components (ex. reading, writing, etc.) report card data for reading (Term 1 2008-09) is included as baseline data only.
- The term 1 report card findings for First Nations students suggest that nine of twenty-nine students (grade 1-7) or 31%, are meeting or exceeding expectations for reading in English. The majority of those students are in grades 5 and 6. One is in French Immersion. First Nations students at other grade levels appear to be lagging in the acquisition of reading skills in English. NB. Caution must be exercised when calculating percentages based on low populations as the numbers tend to be statistically unreliable.
- First Nations students receive additional classroom support through the First Nations Support Worker and the First Nations Literacy Support teacher. They also receive support through the Learning Assistance Centre and in one, current case, through the District Literacy Centre.
- Early intervention and differentiated teaching strategies continue to be used by classroom teachers. Further adaptations and modifications are implemented as per specific Individual Education Plans (IEP's).
- FSA longitudinal data from 04/05 to 07/08, suggests that the reading scores for First Nations students at the grade 4 level in 07/08 are stronger than they were for equivalent age groups in years 04/05 and 06/07. The scores of the grade 4 group in 07/08 dropped slightly from the 05/06 cohort.
- FSA longitudinal data from 04/05 to 07/08, (same cohort) suggests significant growth in the reading scores for First Nations students at the grade 7 level. According to the data

reported, scores rose from 28.6% of First Nations students in grade 4 meeting or exceeding expectations to 62.5 % of the same cohort meeting or exceeding expectations in grade 7. Once again, caution must be exercised when analysing this data as the total populations of First Nations students in each grade may be viewed as being statistically unreliable. Also, the number of students participating may not align itself with the total population for a given grade level.

Quantitative Evidence and Analysis of Goal #3

Objective 3.3 To improve the numeracy level of First Nations students from grade 1-7

Looking at report card data for term 1 (Sept) in 2008 (term 3, June 2008 not available) First Nations students who meet or exceed expectations in numeracy:

Grade	English				French				# of mod/adapt. programs	# of level 1,2,3,
	Non F.N. Raw Data		F.N. Raw Data		Non F.N. Raw Data		F.N. Raw Data			
1	100%	12/12 students	100	2/2 students	95%	21/22	n/a	n/a		1
2	81%	13/16	0%	0/3	100%	20/20	n/a	n/a	1 F.N.	
3	60%	6/10	25%	1/4	85%	34/34	n/a	n/a		2
4	69%	9/13	0%	0/6	71%	22/31	100%	1 student	1	
5	67%	10/15	50%	2/4	72%	13/18	n/a	n/a	2 non-F.N. 1 F.N.	
6	57%	12/21	100%	3/3	77%	17/22	n/a	n/a		
7	83%	29/35	50%	3/6	67%	14/21	n/a	n/a		1

- Report card data for numeracy (Term 1 2008-09) is included as baseline data only.
- The baseline report card data suggests that, with the exception of those students formally identified as having a learning difficulty, the average number of First Nations students meeting or exceeding expectations in mathematics from grade 1 through 7 is 52%.
Note: reporting data in percentages can be misleading as First Nations raw data often reveals an extremely limited student populations (refer to Term 1, 2008-09 report card chart for statistics)
- FSA longitudinal data relating to numeracy from 04/05 to 07/08, suggest that the grade 4 cohort of 04/05 performed higher on the FSA numeracy assessment than did other grade 4 cohorts ranging from 05/06 to 07/08.
- FSA longitudinal data from 04/05 to 07/08, (same cohort) suggests a slight drop in the numeracy scores for First Nations students. The 04/05 cohort is currently in grade 8. NB. Once again, caution must be exercised when analysing this data as the total populations of First Nations students in each grade may be viewed as being statistically unreliable. Also, the number of students participating in the assessment process may not align itself with the total population for a given grade level.

- Differentiated teaching strategies continue to be used by classroom teachers to assist students having difficulty with numeracy skills. Further adaptations and modifications are implemented as per specific Individual Education Plans (IEP's)
- First Nations students receive additional classroom support through the First Nations Support Worker and through the Learning Assistance Centre

School Goal #4

To improve a model spirit of citizenship and service to the community to all students K-7 to enhance a positive, joyful and loving school climate

Objective	4.1	To identify student core values
	4.2	To empower students to see themselves as agents of change with respect to volunteering and making the school a better place to be
	4.3	To guide students to develop compassion and empathy by providing them with the necessary skills to seek out altruistic opportunities

Quantitative Evidence and Analysis of Goal #4

Objective 4.1: To identify student core values

The first step in creating an atmosphere of common commitment is to invite the hearts and minds of colleagues to join the purpose of a school. People need to feel that what they do goes beyond their immediate activities to affect others in a positive and profound way. They need to see the connection of their actions in pursuit of school goal #4.

That said, this year, at Sherwood Park, considerable emphasis was placed on identifying five core values that our school community considers fundamental to ensure the academic, personal and social success of our students. The core values of safety, respect, compassion, inclusion and integrity were those highlighted by staff and endorsed by our parent community. These now serve as the foundation of our school culture and define our new code of conduct.

Since October 2008, the Sherwood Park School staff:

- ✓ has dedicated two school-based professional days to discuss, share and build cross grade lessons to address these 'climate goals' as they relate to our school
- ✓ has been actively teaching five core values(mutually agreed upon by school community) to students from K-7
- ✓ has attended a provincial conference on developing social responsibility in our students
- ✓ has prepared and forwarded to parents, brochures outlining the revised code of conduct
- ✓ has started to track with greater consistency discipline referrals to the office through the use of school wide conduct reports
- ✓ has hosted various guests and/or theatrical groups who have had as their theme the importance core values
- ✓ has introduced grade 4 and 5 students to the Roots of Empathy program
- ✓ continues to monitor themselves as a staff, by completing 'climate surveys' indicating whether or not they are living their climate goals as they relate to our working relationships
- ✓ has used class meeting formats to highlight, enhance and promote social responsibility and pro-active behaviour

Quantitative Evidence and Analysis of Goal #4

Objective 4.2: To empower students to see themselves as agents of change with respect to volunteering and making the school a better place to be

In 2008-09 a number of new student led programs were introduced to daily school life. In addition to such opportunities as crossing guards, recycling runners, library and office monitors, students may now participate in such leadership positions as lunch monitors, lunch jockeys and peer mediators. Encouraging our students to become involved in community service has given many individuals a greater sense of ownership and influence in their immediate environment. Currently there are approximately ninety intermediate students who are involved in one or more community service initiatives at Sherwood Park School. Note: Additional school initiatives such as “Project Love”, a school undertaking that reaches out to the global community, are not counted in these numbers.

Statistics from the Satisfaction Survey for 2007/08 suggest that more grade 4 students (approx. 65%) are involved in activities outside of class hours than do grade 7 students (approx. 53%). This last number does suggest a slight improvement over the year 2006-07 when approximately 45% of grade 7 students reported being actively involved in extra curricular activities.

Quantitative Evidence and Analysis of Goal #4

Objective 4.3: To guide students to develop compassion and empathy by providing them with the necessary skills to seek out altruistic opportunities

With the introduction of our updated code of conduct this year, much emphasis has been placed on modelling, teaching, upholding, and promoting the five core values of safety, respect, compassion, inclusion and integrity. While it is difficult to ascertain exactly how well these beliefs are translated into actions and behaviours of the student population, the pervading tone among students both in the classroom and on the playground is generally positive. That said, there remain pockets of students for whom ongoing monitoring and intervention is required.

Results from the 2007-08 North Vancouver Safety and Social Responsibility Survey suggest that in the area of social responsibility and behaviour slightly fewer students report positive outcomes that in the year 2006.

Opportunities for Further Development

2009-2010 School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Sherwood Park Elementary School Plan for 2009-2010 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 increase the number of intermediate students reporting that they feel safe at school as per the NVSD Safety and Social Responsibility Survey for Elementary Students, items 22-25.**

School Goal #1: To improve the success rates of Aboriginal 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

Goal Rationale:

According to baseline report card data collected at the end of November 2008, nine of twenty-nine Aboriginal 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 Aboriginal 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 identify students in kindergarten who are at risk for learning to read and to improve their performance

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
- 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

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Number of First Nations K students scoring greater than the 25 % ile on the Test of Phonological Achievement (T.O.P.A.)	Feb.2008-09 All students	May 2008-09 pending	2009-10 All students

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 develop skills in content reading for First Nations students in grades K-7.

Strategies/Structures:

- Provide appropriate reading resources for First Nations students by using “Strategies for Aboriginal 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 Worker to attend available in-service opportunities related to literacy in the early grades
- 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

Evidence: (Quantitative)

Key Performance Measure:	Baseline Sept. 2008	Actual	Target
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’	7	pending	3

Evidence: (Qualitative)

Anecdotal evidence provided by school personnel working directly with First Nation students in grades 1-3.

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 Safety and Social Responsibility Survey for Elementary Students

Goal Rationale:

As reported on the 2008 North Vancouver Safety and Social Responsibility Survey for Elementary Students slightly fewer intermediate students feel like they belong at their school than they did in 2006. (item 22 on questionnaire). Recognizing that an individual’s sense of belonging is fundamental to his/her personal and, by extension, academic development, the school feels we need to increase the number of students who report a strong sense of attachment to our school community.

Objective 2.1

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

Strategies/Structures:

- Continue to offer programs that allow students to actively contribute to the betterment of the school
- Publically and privately recognize students who are ‘making a positive difference’ to the school through their involvement in school community programs
- Involve parents to a greater degree in promoting/directing social programs

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Tracking number of participants in grades 4-7 involved in student led programs of social responsibility	2008-09 90 students	2008-09 90 students	140

Evidence: (Qualitative)

Anecdotal comments provided by teachers/parents sponsoring various student led initiatives in the area of social responsibility.

Objective 2.2

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

Strategies/Structures:

- Activate a school-wide plan to teach the revised code of conduct
- Increase the number of school wide assemblies that focus on themes of social responsibility
- Empower students through direct instruction to seek help when necessary
- Invite guest speakers to present the work of Byron Katie as a way to increase empathy in the classroom setting
- Implement strategies school wide from the Tribes program as a way to promote inclusion in community

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Tracking number of discipline referrals to school office	Sept – Mar.09 115	Sept – Mar.09 115	Sept – Mar.10 75

Evidence: (Qualitative)

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

Connections:

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

The 2009-2010 Sherwood Park School Plan aligns itself with District #44 Achievement Contract goals of improving the success rates of students who are not yet meeting expectations in the area of reading and numeracy. Given the uneven academic performance of our First Nations students over the years, the school elects to specify Aboriginal students as a target group in its Goal #1 and to view them as part of a larger cohort in its Goal #2. In doing so, the school community strives to give First Nations students, together with others, a strong sense of belonging where they feel safe to take risks, and to develop their social, emotional and physical wellbeing. Developing positive self-esteem and establishing positive relationships with others sets the stage for thinking and learning to take place with greater ease and success for all students. The goals identified in this plan are, therefore, in keeping with both the District Achievement Plan of 2008/09 and, by extension, the First Nations Enhancement Agreement.

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, 2009.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2009

Name	Signature
Chairperson (Principal)	_____
Teacher	_____
Parent	_____

Board Approval of School Plan:

Name	Signature	Date
Assistant Superintendent	_____	