

North Vancouver School District SCHOOL PLAN for 2012-2013

School: Ecole Ross Road Elementary
Address: 2875 Bushnell Place
North Vancouver, BC V7J 2Y9
Phone: 604-903-3750

School/Community Context:

“The School Community of Ross Road strives to engage learners in developing their individual potential in a cooperative and supportive environment.”

Ecole Ross Road Elementary School is a dual track K-7 English/French Immersion school. Student population is fairly consistent from year to year at around 535 students, with approximately two thirds enrolled in the French Immersion Program and one third in the English Program. The school usually runs at capacity with four additional classrooms located in an Annex in front of the school and two portables, located at the south end of the playing field.

Ross Road School is located in Lynn Valley, in a medium density residential neighbourhood. The school is remarkable in terms of its vibrant and involved parent community which supports the school extensively and in a variety of ways including running lunch time clubs, a morning valet service and membership on joint school based committees. Community events such as the September Pancake Breakfast, annual Christmas Fair and Spring Carnival highlight the value placed on community.

Educational experiences that take place outside the classroom are also valued at Ross Road. In addition to one-day field trips into the community, a number of multiple day outdoor education opportunities and a Grade 7 Quebec exchange program are typically provided each year.

In addition to comprehensive academics, we set a high value on student leadership, and awareness of local and global issues. Typically, students are given the opportunity to be members of Student Council and the Environment Club and a variety of other opportunities for leadership include morning announcements, lunch monitoring, recycling and valet service. We encourage students to take action to support vulnerable communities in our neighbourhood and to get involved in relief efforts when disasters strike anywhere in the world. The Environment Club works to help Ross Road School become more environmentally sustainable with a composting program, an edible garden and an outdoor teaching area in the works.

Extra curricular sports programs continue throughout the year. A lunch time floor hockey league is very popular with the intermediate students.

Demographics (2011-2012 school year):

Total number of students: 532 Male: 256 Female: 276

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	16	17	23	18	26	27	23	36
Fr. Imm.	44	46	44	48	44	41	45	34

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
27.3	0.19%	10.34%	0%	0.75%

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the Math Proficiency of Students Grades 4-7 who are Not Yet Meeting Expectations for Math as Measured by Report Cards

Objective 1.1: To reduce the number of students in grades 4-7 achieving at a level below C+ in Math as reported in the final mark of the June report cards.

NB: Report Card data is not available due to the teachers' strike.

Objective 1.2: To increase student engagement in Math, as evidenced by the percentage of students in grades 4 and 7 who respond “many times” or “all of the time” to the question, “*Are you getting better at Math?*” on the Foundation Skills Assessment Survey.

Trend Data Table:

Key Performance Measure: Percentage of Grade 4 who respond “many times” or “all of the time” to the question, “ <i>Are you getting better at Math?</i> ” on the Foundation Skills Assessment Survey.			
	Baseline	Target	Actual
2011/12	84%	85%	70%
2010/11	72%		84%
2009/10	75%		72%
2008/09			75%

Trend Data Table:

Key Performance Measure: Percentage of Grade 7 students who respond “many times” or “all of the time” to the question, “ <i>Are you getting better at Math?</i> ” on the Foundation Skills Assessment Survey.			
	Baseline	Target	Actual
2011/12	74%	75%	52%
2010/11	62%		74%
2009/10	62%		53%
2008/09			62%

Objective 1.3: To improve the recall of basic math facts (mental math) in primary students not yet meeting expectations and intermediate students achieving below C+ on the first report card as evidenced by their performance on math facts tests.

Trend Data Table:

Key Performance Measure: Qualitative			
<i>The Program:</i> Due to job action, teachers did not participate in this program and so its scope was considerably reduced. Ten Grade 6/7 students and Ten grade 2/3 were identified by their teachers as students who don't perform well in Math. The program was designed so that the older students would meet and 'tutor' the younger students three times a week using card and dice games. While the purpose of the sessions was to improve the speed and accuracy with which students recall basic math facts, we also wanted to see if this leadership role would help the older students feel more confident in a curricular area that they were not performing well in.			
Quantitative			
	Baseline Ave. # facts in 2 mins	End of month Ave. # facts in 2 mins	%age increase
Addition grade 6/7 tutors	27.6	32.7	15.6%
Addition grade 2/3 tutored students	9.5	13.9	31.6%
Subtraction grade 6/7 tutors	22.2	29.8	24%
Subtraction grade 2/3 tutored students	4.9	5.1	0.4%

Trend Data Analysis:

<p>Quantitative: The Satisfaction Survey results:</p> <ul style="list-style-type: none"> • The increase in the number of students in both grades 4 and 7 who reported they feel they are doing better in Math over the previous two years was not sustained this year. • This year that number dropped to its lowest in 4 years. We did not meet our target. • Looking at this data, the SPC remarked upon the fact that due to job action a) the School Plan had not been implemented in the 2011-2012 school year and b) the lack of report cards, which often convey positive messages to students, may have negatively impacted their feelings about their performance at school. <p>Qualitative: The 'Math Games' program was a success as both grade 6/7 tutors and the grade 2/3 tutored students made good gains in terms of their speed and accuracy when recalling basic facts. In addition:</p> <ul style="list-style-type: none"> • The grade 6/7 student tutors were extremely enthusiastic to take on the role of tutors. They took a great interest in how their buddies were doing. These students struggle in math and it gave them an opportunity to take on some leadership. • At the end of the first series in November, it was noted that those students who had complex Ministry Identifications which significantly impact learning (eg. Mental health, autism etc) did not improve over the time of the series in comparison to those students with a simple learning disability. • Gains in the subtraction series with the grade 2/3s were considerably lower than in addition. This was due to the poor performance of two students out of the ten. The SPC remarked upon the fact that the small sample made it difficult to get reliable data.
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Opportunities for Further Development:

To ensure that our students continue to feel positive about the subject area of math, it would be beneficial to continue using strategies that engage low performing students in Mathematics, such as the use of real life situations and using technology.

The early results of the 'card and dice game program' instituted this year at Ross Road realized some successes so continuing it, and extending upon it with more teacher assistance, next year would be beneficial. It would be interesting to survey teachers to see if this program positively affects the students' performance in Math in class.

Previous School Plan Goal 2: To Improve Writing Proficiency in Students in Grades 1 – 7 as evidenced by student self assessments using 'student friendly' Performance Standards

Objective 2.1: To improve students writing in the aspect "Form" as evidenced by the results of the Student Assessment of their writing in the 2011 School Wide Write and teacher discussion over the needs of their students.

Due to the Teachers' strike the School Wide Write was not done this year and so no data is available.

Trend Data : Quantitative

Key Performance Measure: : Percentage of Grade 4 student's answering "All of the time" or "Many times" to the Question: "Are you getting better at writing sentences or stories" on the FSA Student Satisfaction Survey:			
	Baseline	Target	Actual
2011/2012	72%	80%	77%
2010/2011	63%		72%
2009/2010	83%		63%
2008/2009			83%

Key Performance Measure: : Percentage of Grade 7 student's answering "All of the time" or "Many times" to the Question: "Are you getting better at writing sentences or stories" on the FSA Student Satisfaction Survey:			
	Baseline	Target	Actual
2011/2012	88%	88%	54%
2010/2011	72%		88%
2009/2010	63%		72%
2008/2009			63%

Trend Data : Qualitative

In February 2012, teachers were invited to participate in a display of student writing. Of the 22 divisions, 15 participated. All writing displays included identified goals and some teachers made reference to BC Performance Standards and/or NVSD Writing 44 skills.

At the primary levels, emergent writing/writing process, sentence starters, descriptive writing, organizing ideas and publishing was addressed.

At the intermediate levels, the range of themes covered was writing stories, writing paragraphs, learning about leads, writing for a variety of audiences, revising, editing and publishing and variation with sentence construction.

Two intermediate and one primary class shared blogs. Links to class blogs can be found on school website under Ross Road Writes: www.nvsg44.bc.ca/SchoolSites/RossRoad.aspx

Written parent feedback was collected along with informal conversations with parents who viewed the writing display in the lobby. Parents were pleased with the range and quality of the work. Comments included:

- *"I am impressed with the creativity and uniqueness of each piece"*
- *"The whole project made me smile! These young writers did a great job and thank you Ross Road for supporting our kids"*
- *"It is such a joy to have the lobby alive with imaginative stories"*
- *"Wow, all the emergent great writers here! Way to go!"*

Trend Data Analysis:

Quantitative: Satisfaction Survey:

- Grade 4 – results indicate that while we did not meet our target of 83% for the grade 4s (the highest response rate in 4 years) however, there has been a steady increase in positive responses since 2009/10 up to the current year.
- Grade 7 - the increase in the number of students who reported they feel they are doing better in Math over the previous two years was not sustained this year.
- This year that number dropped to its lowest in 4 years. We did not meet our target.

Writing Month: Given the good level of participation by classes and the positive teacher, student and parent response to this initiative, the SPC saw this focus on writing to be a good indicator that students recognized the importance of writing for school success. By sharing writing across all grade levels, teacher and parents were able to witness the growth in student writing from Kindergarten to grade 7.

Opportunities for Further Development:

Due to job action the 2011-2012 school plan was not fully implemented, consequently the SPC would like to continue with the goals around improving student achievement in writing for the 2012-2013 school year. The focus on displaying student writing for a month was highly successful in terms of engaging students and parents in the writing process. We believe that this should be continued in future years.

Previous School Plan Goal 3: To Improve student awareness of, and action on, issues and needs in our school, local and global community.

3.1: To Increase the number of students participating in the opportunities the school provides for students to become good global citizens and to give service to the school, local and global communities

Evidence: Trend Data Table:

Key Performance Measure:			
	Baseline 2010/11	Target 2011/12	Actual 2011/12
The number of students participating in school service opportunities as evidenced by the number of citizenship certificates awarded in June.	105	125	

Evidence: (Qualitative)

<p>Qualitative Baseline: Students were asked this question at a recent Student of the Week gatherings: "In what ways do we at Ross Road support our school community, our local community and the world community?" Students easily remembered our fund-raising for Haiti last year and that we support a Haitian child. They talked about our recent efforts in terms of raising funds for the Japan Earthquake relief. However, they needed a good deal more prompting to remember the ways that we have supported our school (eg. Christmas Craft Fair) and our local community (eg. Harvest Project and clothes for Sage House). When asked what happened to the food and clothing we collected they had no idea where their donations were going or who was benefitting from them.</p>
<p>Qualitative Target: Students will demonstrate a greater awareness and knowledge around the needs of our school and of those less fortunate in our own community. They will easily be able to discuss the things we do for our school and local community and why, and they will express an interest in these to the same degree as our global fund raising campaigns.</p>

Qualitative Actual:

- In conversations with two classes of intermediate students, it was apparent that, while students will actively engage in fund raising activities, they did not have a good awareness of the organizations that were supported or who the beneficiaries were of the funds donated.

Trend Data Analysis:

Because of teacher job action, our Student of the Week program was not run this school year. Consequently, data was collected from only two intermediate classrooms rather than all intermediates who would have attended Student of the Week gatherings. However, if these two classes were representative of the student body, we did not meet our target. The SPC believes that this may be due to the fact that, due to job action, the School Plan was not fully implemented this school year and so direct teaching that would provide students with greater knowledge and awareness of community needs did not consistently take place.

Opportunities for Further Development:

Due to job action the 2011-2012 school plan was not fully implemented and targets were not attained, consequently the SPC would like to continue to pursue this goal for the 2012-2013 school year.

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Ecole Ross Road elementary School Plan for 2012-2013 are:

- 1. To improve the Math Proficiency of Students Grades 5-7 who are Not Yet Meeting Expectations for Math as Measured by Report Cards**
- 2. To Improve Writing Proficiency in Students in Grades 1 – 7 as evidenced by student self assessments using ‘student friendly’ Performance Standards**
- 3. To Improve student awareness of, and action on, issues and needs in our school, local and global community.**

School Goal #1

To improve the Math Proficiency of Students Grades 5-7 who are Not Yet Meeting Expectations for Math as Measured by Report Cards

Goal Rationale:

At Family of Schools Meetings discussions have ensued about the great variation in student math ability at the grade 8 level. At Ross Road, we have decided to embark upon a program to improve the skills of those students who struggle in Math. It has been noted that many low achieving students in math lack speed and accuracy in terms of recalling basic facts and often are unsure of place value concepts.

Objective 1.1 To improve the math achievement of students in grades 5 - 7 who receive a grade below C+ or the level "Not Yet Meeting Expectation" as reported in first report card.

Strategies/Structures:

- Use math manipulatives widely at all grade levels to promote concept attainment, especially in the area of place value.
- Make use of programs, resources and expertise available in the LAC to adapt programs for students having difficulties in Math.
- Use grade 6 Math Assessment data and other classroom-based assessment to identify areas (math strands) of weakness in students' achievement.
- Strive to establish LAC in Math for intermediate students where staffing allows.
- Promote opportunities for staff to engage in professional development in this subject area.
- Use the methodologies of 'Understanding by Design' to ensure lesson design suits students of all ability levels.
- Focus on improved speed and accuracy of math facts as per Objective 1.3 below

Evidence: (Quantitative)

Key Performance Measure:	Baseline 1 st term reports	Target	Actual 2 nd term reports
Percentage Grades 4-7 students receiving C or C- in Math		10% decline	

Evidence: (Qualitative)

Qualitative Baseline:

- The majority of the 10 grade 6/7 low achieving math students who were chosen in the 2011-2012 school year to tutor low achieving grade 2/3 students were very enthusiastic about tutoring. They enjoyed the opportunity for leadership in an area that they consider themselves to be unsuccessful.

<p>Qualitative Target:</p> <ul style="list-style-type: none"> - That the majority of the low achieving intermediate students in math who are chosen to tutor the younger students will report enjoyment and enthusiasm for tutoring.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Objective 1.2 To increase student engagement in Math, as evidenced by the percentage of students in grades 4 and 7 who respond “many times” or “all of the time” to the question, “Are you getting better at math?” on the Foundation Skills Assessment Survey.

Strategies/Structures:

- Use ‘real world’ examples (eg. sports statistics, shopping, budgeting, etc) to help students understand the relevance of math in their lives.
- Encourage group discussion among students to verify math answers to help less able students understand and retain math concepts.
- Integrate IT into math instruction.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
<i>FSA Student Satisfaction Survey: Question : Are you Getting Better at Math? % answer “All of the time” or “Many times”.</i>	Spring 2012	Attain 2010/11 level	Spring 2013
Grade 4 Students.	70%	84%	
Grade 7 Students.	52%	74%	

Evidence: (Qualitative)

Objective 1.3:

To improve the recall of basic math facts (mental math) in primary students not yet meeting expectations and intermediate students achieving below C+ on the first report card.

Strategies/Structures:

- Match up low achieving students in grades 5-7 with low achieving students in grades 2-4 in Math (as identified by teachers and first term report cards) to develop a tutoring/mentoring program for practicing Math facts using card games and computer games.
- Administer grade appropriate, timed Math facts drills to both groups at the beginning of and end of each module (addition, subtraction, multiplication) to track progress.

- Teachers will provide students with opportunities to practice Math facts using computer programs wherever possible and feasible.
- Parents will be encouraged to help children practice math facts at home.

Key Performance Measure:	Baseline	Target	Actual
Timed math facts drills	Average # correct Pre-test	Average	Average # correct Post-test
Tutors grades 5,6 & 7		25% increase	
Tutored students grades 2,3 &4		25% increase	

Evidence: (*Qualitative*)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - The majority of the 10 grade 6/7 low achieving math students who were chosen in the 2011-2012 school year to tutor low achieving grade 2/3 students were very enthusiastic about tutoring. They enjoyed the opportunity for leadership in an area that they consider themselves to be unsuccessful.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - As the program is expanded, the majority of the low achieving students in grades 5-7 in math who are chosen to tutor the younger students will report enjoyment and enthusiasm for tutoring.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

School Goal #2:

To Improve Writing Proficiency in Students in Grades 1 – 7 as evidenced by student self assessments using ‘student friendly’ Performance Standards.

Goal Rationale:

Teachers at Ross Road continue to identify writing as a curricular area needing further improvement in terms of student achievement. The SPC recommends retaining Writing as a School Plan Goal as a continuation of a long-term focus.

Ross Road staff plans to employ a new strategy in terms of assessment of student writing. School wide writes will continue each Spring however, from now on students will be taught how to use Performance Standards developed in ‘student friendly’ language to assess their own progress. Student self-assessment has been identified in the literature as an effective way to improve student skills.

Objective 1.1

To improve students’ writing in the aspect “Form” as evidenced by the results of the Student Assessment of their writing in the 2011 School Wide Write and teacher discussion over the needs of their students.

Strategies/Structures:

- Continue with the School Wide Writes to identify strengths and weaknesses in each of the aspects as per the Performance Standards in order to inform instruction.
- Teachers use direct instruction techniques to teach the 8 Writing Skills (as per the *Writing 44* document) with a special emphasis on Skills 1, 2 and 4 which address ‘Form’.
- Promote Professional Development opportunities in the area of writing.
- Utilize Educational Leadership days to provide opportunities for team teaching and planning.
- Have a “Ross Road Writes” month where student writing is celebrated (with a special focus on the aspect ‘Form’) and exhibited in the school foyer.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Student scored School Wide Write Results: % Not Yet Meeting or Approaching Expectations on the strand ‘Form’	April 2011	10% increase	April 2013
Primary - French Immersion	35%		
Intermediate - French Immersion	27%		
Primary - English	35%		
Intermediate - English	37%		

Qualitative Baseline:

In February 2012, teachers were invited to participate in a display of student writing. Of the 22 divisions, 15 participated. All writing displays included identified goals and some teachers made reference to BC Performance Standards and/or NVSD Writing 44 skills.

Two intermediate and one primary class shared blogs. Links to class blogs can be found on school website under Ross Road Writes: www.nvsd44.bc.ca/SchoolSites/RossRoad.aspx

Written parent feedback was collected along with informal conversations with parents who viewed the writing display in the lobby. Parents were pleased with the range and quality of the work. Comments included:

- *"I am impressed with the creativity and uniqueness of each piece"*
- *"The whole project made me smile! These young writers did a great job and thank you Ross Road for supporting our kids"*
- *"It is such a joy to have the lobby alive with imaginative stories"*
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Qualitative Target:

- Participation will increase, more teachers will use information technology as a medium for displaying student work, and positive comments from parents will continue and increase.

Qualitative Actual:

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School Goal #3:

To improve student awareness of, and action on, issues and needs in our school, local and global community

Goal Rationale:

The SPC and Ross Road Staff believe that citizenship and student awareness of local and global issues is an important aspect of any student's education. By adding this goal to our school plan we will highlight the value Ecole Ross Road Elementary currently places on this aspect of a student's school life and endeavour to find ways to improve upon our performance in this domain.

Objective 1.1: To increase student knowledge about the philanthropic work done by the Ross Road School Community and about the organizations for which we fund raise.

Strategies/Structures:

- Hold assemblies that highlight environmental issues (eg. Earth Day) or initiate relief campaigns when global crises occur.
- Teachers will follow up with additional teaching on topics covered in assemblies.
- Provide a variety of opportunities for students to give service to the school (eg lunch monitors, student council etc).
- Provide a variety of opportunities for students to join citizenship clubs at school (eg. Environmental Club/Student Council etc.)
- Provide a variety of opportunities for students to participate in charitable activities (eg. Harvest Project food drive, United Way appeal etc.)
- Use Experiential Education (such as Outdoor School etc) to instil a respect for the environment and living things in students.

Evidence: (Qualitative)

Qualitative Baseline:

When students were engaged in conversation about the ways in which Ross Road contributed to the school, local and global community, students needed much prompting to remember the initiatives taken and were very unsure about how their fundraising and other efforts had benefited others.

Qualitative Target:

Students will demonstrate a greater awareness and knowledge around the needs of our school, local and global community. They will easily be able to discuss the ways in which our actions over the school year have benefitted others.

Qualitative Actual:

- [Click here to type qualitative ACTUAL comments](#)

Connections:

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

Our family of schools have had numerous discussions over the transition of our students into Math 8. Students come with a very wide range of abilities and knowledge in this curriculum area. It has been noted by grade 8 teachers that often math fact retrieval and gaps in understanding of place value concepts are common in students struggling in Math. For the upcoming school year Argyle and Lynn Valley have Math goals in their plan as well as Ross Road.

Writing is also a curriculum area picked up by a number of our schools in the family. Argyle, Boundary Lynn Valley and Ross Road will have a Writing goal in their school plan 2011-2012.

Keeping an emphasis on student Social Responsibility is something that North Vancouver School District values with the Social Responsibility survey being administered every other year. The SPC thought it would be a good idea to add a goal in this area to connect with the District Plan and those of Upper Lynn, Boundary and Lynn Valley.

Consultation Process of Ecole Ross Road Elementary School Planning Council:

- * School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Ecole Ross Road Elementary School Plan will be posted on the school web site by October 31, 2012.
- * School Administrators and staff have been actively involved in the development of the School Plan. Due to the Teachers Strike and withdrawal of staff meetings, the staff were not actively involved however they were consulted once the initial draft had been completed.

School Planning Council Approval of Proposed School Plan:

Date: May 23, 2012

Name	Signature
Chairperson (Principal) Eileen Hood	<i>Original Document signed by SPC Members</i>
Vice Chair (VP) Anami Nath	
Teacher	
Parent Barbara Mulleder	
Parent Louise Byron	
Parent Scott Cameron	
Student (Gr 10, 11, 12 schools only)	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 11, 2012**