

North Vancouver School District SCHOOL PLAN for 2014-2015

School: 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 school offering both a French Immersion and English Program. Even though not all of the students live in the catchment area, there is a strong sense of community at Ross Road. The parents also play an active role in building community through their fundraising activities and special events that take place throughout the year.

Educational experiences outside the classroom are also valued at Ross Road. In addition to one day field trips into the community to support the curriculum, some unique education opportunities are provided, including: the grade 7 French Immersion Quebec exchange trip and the grade 5 and 6 Newcastle Marine Biology Study. Parent volunteers with the Environment Club are in the process of building an outdoor classroom and nature study.

Student Leadership plays an increasingly important role at Ross Road. Intermediate students are very active in participating in Ross Road Ambassadors, the Environment Club and a variety of daily services including: Valets and lunch monitors, composting and peer leaders on the playground.

Demographics (2013-2014 school year):

Total number of students: 540 Male: 263 Female: 277

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	18	25	22	23	27	21	31	25
Fr. Imm.	44	48	45	42	43	45	41	40

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
27.80	1.1	8.9	0	1.5

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To Improve Students' Achievement in Mathematics

Objective 1.1 To improve the achievement in math of students in grades 4-7

Key:

A = Not yet meeting and approaching expectations (F, C-, C)

M = Meeting expectations (C+, B)

E= Exceeding expectations (A)

	School Year	Baseline % 2nd Term			Target %			Actual % 3rd Term		
		A	M	E	A	M	E	A	M	E
The percentage of Grade 4 students: not yet meeting and approaching, meeting or exceeding objectives in math on their report card from second to third term.	2013-14	7%	43%	50%						
	2014-15									
	2015-16									
The percentage of Grade 5 students: not yet meeting and approaching, meeting or exceeding objectives in math on their report card from second to third term.	2013-14	15%	35%	50%						
	2014-15									
	2015-16									
The percentage of Grade 6 students: not yet meeting and approaching, meeting or exceeding objectives in math on their report card from second to third term.	2013-14	14%	49%	37%						
	2014-15									
	2015-16									
The percentage of Grade 7 students: not yet meeting and approaching, meeting or exceeding objectives in math on their report card from second to third term.	2013-14	17%	43%	40%						
	2014-15									
	2015-16									

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- Tracking a cohort began this year
- the School Planning Council was a little surprised that 50% of the grades 4 & 5 students were exceeding expectations in the second term

Opportunities for Further Development:

The School Planning Council recommends maintaining a focus on the engagement in mathematics to improve student achievement in mathematics.

Previous School Plan Goal 2: To Improve Writing Proficiency of Students in grades 1-7

Objective 2.1 To improve students' writing skills in grades 1-7 in the aspects of 'meaning' and 'form' in Personal, Impromptu Writing

Evidence: (*Qualitative*)

Qualitative Actual:

- based on survey responses of teachers, even though students are making progress in the aspects of 'meaning' and 'form', they still require more practice in these areas
- conventions was another aspect that teachers felt required more practice

Opportunities for Further Development:

It is thought that the focus in writing for 2014-15 be in writing to communicate ideas and information, but still focusing on meaning and form. The staff is planning to have Adrienne Gear present a writing workshop at a Professional Day and to apply for a Collegial Conferencing project focusing on writing.

Previous School Plan Goal 3: To Improve Students' Sense of Belonging and Sense of Social Responsibility to the School Community

Objective 3.1 To increase students' sense of inclusion as reported by students on the Safe & Caring Social Responsibility Survey

Key Performance Measure: Safe & Caring Social Responsibility Survey	Baseline 2012-13	Target	Actual 2013-14
The percentage of students reporting 'many times' or 'all the time' to statement – "I have experienced verbal or social bullying"	24%	10%	13%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- decreased, and close to target
- more telling if tracked for longer period of time

Objective 3.2 To improve meaningful connections and healthy relationships among all student groups

Key Performance Measure: Safe & Caring Social Responsibility Survey	Baseline 21012-13	Target	Actual 2013-14
The percentage of students reporting 'many times' or 'all the time' to the statement – "If I see bullying, I try to help the person being bullied."	69%	90%	77%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- increased, but not as close to target as expected
- more telling if tracked for longer period of time
- when taken into account with the decrease in "I have experienced verbal or social bullying", we are on the right track

Opportunities for Further Development:

The School Planning Council recommends continuing a focus on improving a sense of belonging and social responsibility to the school community and also including the natural environment to promote Learning in Nature.

School Goals for 2014-2015:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Ross Road Elementary School Plan for 2014-2015 are:

- 1. To promote and develop knowledge, skills and engagement for learning in all of its forms.**
- 2. To improve students' sense of belonging and social responsibility towards the school community and natural environment.**

School Goal 1:**To promote and develop knowledge, skills and engagement for learning in all of its forms.****Goal Rationale:**

During the many discussion the School Planning Council (SPC) had, it was agreed that the Social Emotional Learning pillar is the foundation on which the pillars of Curriculum, Instruction and Assessment sit. The SPC wants to reflect this belief in the way the goals and objectives will be written.

Objective 1.1:

To increase student engagement in math to improve student achievement in math of students in grades 4-7.

Strategies/Structures/Resources:

- under the direction of teachers, have students help each other learn, work together and teach one another (as stated by students in 2013-14 survey regarding how they learn best and are more engaged)
- use of collaboration time for teachers to identify areas of weakness to target teaching
- use math manipulatives to assist students in discovering and understanding math concepts

Evidence: (Quantitative)

Key:

A = Not yet meeting and approaching expectations (F, C-, C)

M = Meeting expectations (C+, B)

E= Exceeding expectations (A)

	School Year	Baseline % 2nd Term			Target %			Actual % 3rd Term		
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	2015-16									

Evidence: *(Qualitative)*

Continue to gather information regarding students' engagement in math through interviews, surveys and observations.

<p>Qualitative Baseline: Increasing Student Engagement in Math</p> <p>Students K-7 have many opportunities to explore, expand and build on their math skills. Throughout the year, teachers provide students with the time to engage with math games, counting games, math websites and iPad applications, hands on manipulatives, real world connections, and video talks.</p> <p>Students in grade 7 are offered the opportunity to write the Gauss test and this year we have 15 who have taken this challenge.</p> <p>Library books (fiction/non fiction) about math are available as teaching resources (to introduce/discuss concepts) and for student sign out. This book collection continues to be built on and is increasingly popular with teachers and students.</p>
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Click here to type qualitative TARGET comments
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

Objective 1.2:

To improve students' writing skills in grades 1-7 in the aspects of 'meaning' and 'form' in Writing to Communicate Ideas and Information.

Strategies/Structures:

- Continue use of *Writing 44* and direct instruction of the Eight Writing Skills
- Use of *Write Traits*
- Use of Adrienne Gear's *Writing Power*
- Use of collaboration time during the school year to support targeted instruction for at-risk students
- Apply for a Collegial Conferencing project focusing on writing instruction
- Continue to showcase student writing eg. Ross Road Writes

Evidence: *(Qualitative)*

Interviews with representatives of each cohort using BC Performance Standards: Quick Scales, students' writing samples and teacher observations.

<p><i>Qualitative</i> Baseline:</p> <ul style="list-style-type: none">- Click here to type qualitative BASELINE comments
<p><i>Qualitative</i> Target:</p> <ul style="list-style-type: none">- Click here to type qualitative TARGET comments
<p><i>Qualitative</i> Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

School Goal 2:

To improve students' sense of belonging and social responsibility towards the school community and natural environment.

Goal Rationale:

In order to create a culture of stewardship and respect towards the natural environment, the SPC believes that students should be encouraged and empowered to respect and protect nature. Students who learn to care and protect the world they live in are more likely to be empathetic and empowered to demonstrate socially responsible behaviour in their school community. Time spent in nature enables students to better self regulate, allows for differentiation of curriculum, and increases awareness of physical and social/emotional well being.

Ecole Ross Road Elementary:

- has a school wide composting program
- has vegetable and flower gardens cared for by various classes and Environment Club
- designates spaces for outdoor classrooms
- participates in the salmon raise and release
- runs an environmental club
- recycles
- participates in a nutrition program (BC Fruits and Vegetables)
- invites presentations by various environmental groups throughout the year
- encourages awareness of the impact of wrappers and plastic from recess snacks and lunches

Objective 2.1:

To increase a sense of responsibility towards the school community and natural environment by learning about, in and with nature.

Strategies/Structures/Resources:

- continue to provide opportunities for all students to work together, across grades and disciplines
- students continue learning in nature upon their return from the Chekamus Centre for Outdoor School and Bighouse
- bi-annual Newcastle Island Marine Biology study for all students in grades 5 and 6
- continue to use school based resources and opportunities that encourage students to learn outside
- continue to promote Action Schools BC

Evidence: *(Qualitative)*

Interviews and observations of sample of students and staff

Qualitative Baseline: <ul style="list-style-type: none">- Click here to type qualitative BASELINE comments
Qualitative Target: <ul style="list-style-type: none">- Click here to type qualitative TARGET comments
Qualitative Actual: <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

Connections:

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

In the Argyle Family of Schools, we have a common goal of developing a socially responsible and connected community. We share the value of promoting leadership and engagement as a way to foster in students a sense of belonging and responsibility toward their school community. That same sense of connectedness is also promoted across the Family of Schools.

Specific initiatives we share in this endeavour include:

- Regularly scheduled FOS Administrative team meetings
- Shared annual Curriculum Implementation Days
- Common use of the North Vancouver School District Social Responsibility Survey
- Promotion of leadership and service to the school community through activities such as Student Council, and at the FOS level, through initiatives such as the Social Justice and Argyle Student Leadership Program (ASLP) programs. Through the ASLP, secondary students mentor their elementary counterparts in a variety of curricular and extra-curricular activities, such as classroom support and after-school athletics
- Other connections between Argyle and its feeder elementary schools include:
 - o Grade 7 to 8 articulation and transition activities
 - o Shared extra-curricular activities, such as the zone band concert
 - o Curriculum support or enrichment in areas such as Math, French Immersion, Writing, Engineering and Foods & Nutrition (these will vary from year to year)
- We further encourage connections with the broader community through initiatives that vary within our Family Of Schools, such as:
 - o Participation in the Lynn Valley Days Parade
 - o Christmas tree decorating at Lynn Valley Mall
 - o Digital Media Academy Youth Expo
 - o Visits from the Lynn Valley librarian and/or participation in the Lynn Valley Library Ed. Camp
 - o Secondary students serving on the Library Advisory Committee
 - o Seniors' visits to Boundary for Brown Bag Lunch
 - o Strong Start Program
 - o Ready Set Learn
 - o Use of local facilities:
 - Karen Magnussen Rec Centre
 - Centennial Theatre
 - Lynn Canyon Ecology Centre

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 Ross Road 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)	Carla Orr	<i>Original Document signed by SPC Members</i>
Vice Chair (VP)	Anami Naths	
Parent	Tanya Brown	
Parent	Louise Byron	
Parent	Scott Cameron	
Parent	Sonia Han	

Board Approval of School Plan:

Approved by:

**Dr. Pius Ryan, Assistant Superintendent
June 2, 2014**