

North Vancouver School District
SCHOOL PLAN for 2015-2016

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. Ross Road also has both a Band and Strings program with high enrolment.

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 (2014-2015 school year):

Total number of students: 537 Male: 274 Female: 263

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	19	19	26	20	24	30	19	27
Fr. Imm.	44	48	48	45	40	42	45	41

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
27.7	1.3	8.2	0	2.2

Progress Analysis:

Review of School Goals – Previous Year(s)

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

Objective 1.1:

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

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 %			Target %			Actual %		
		2nd Term			3rd Term			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	9%	58%	33%						
	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	6%	61%	34%						
	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	27%	53%	20%						
	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	9%	53%	38%						
	2015-16									

Evidence: *(Qualitative)*

Qualitative Baseline:

- During the 2014-15 school year the FOS teacher leader, Brigette Gerandol, presented engagement and manipulative ideas during 'Lunch & Learn' sessions for both primary and intermediate teachers. She and the Vice-Principal, Anami Naths, facilitated a pilot project on Problem Solving in both grade 4 Fr. Immersion classes. Several teachers were released to observe and participate in these classes.
- Many grade 6 & 7 students participate in taking the Gauss Math (2014 = 17, 2015 = 19)

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

There is no third term data for the 2013-14 school year due to the BCTF strike action.

The grade 4 students in Mme Naths class scored very well on the numeracy response section of the FSA. The students were able to clearly demonstrate their understanding of the questions.

Opportunities for Further Development:

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

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.

Evidence: *(Qualitative)*

Qualitative Baseline:

- Using the BC Performance Standards: Quick Scales, a sample of teachers from grades 4-7 in both the French and English programs describe students as improving in 'meaning' and 'form'. In most instances students are Fully Meeting Expectations in second term in those aspects.

Evidence: (Quantitative)

Key:

A = Not yet meeting and approaching expectations

M = Meeting expectations

E= Exceeding expectations

	School Year	Baseline %			Target %			Actual %		
		2nd Term			3rd Term			3rd Term		
		A	M	E	A	M	E	A	M	E
The percentage of Grade 1 students: not yet meeting and approaching, meeting or exceeding objectives in writing on their report card from second to third term.	2013-14	31%	66%	4%						
	2014-15	23%	77%	0%						
	2015-16									
The percentage of Grade 2 students: not yet meeting and approaching, meeting or exceeding objectives in writing on their report card from second to third term.	2013-14	32%	57%	11%						
	2014-15	30%	64%	7%						
	2015-16									
The percentage of Grade 3 students: not yet meeting and approaching, meeting or exceeding objectives in writing on their report card from second to third term.	2013-14	27%	67%	7%						
	2014-15	23%	61%	17%						
	2015-16									

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

There is no third term data for the 2013-14 school year due to the BCTF strike action.

Opportunities for Further Development:

The School Planning Council recommends maintaining a focus on improving student achievement in writing.

2. **Previous School Plan Goal 2: To improve students’ sense of belonging and social responsibility towards the school community and natural environment.**

Objective 2.1 To increase a sense of responsibility towards the school community and natural environment by learning about, in and with nature

Evidence: *(Quantitative)*

Key Performance Measure: Safe & Caring Social Responsibility Survey	Baseline 2014-15	Target	Actual
The percentage of students reporting ‘many times’ or ‘all the time to statement – “I respect others”	97.99		
The percentage of students reporting ‘many times’ or ‘all the time to statement – “I care about my fellow students.”	94.77		

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Observation: On the Social Responsibility Survey there is not a question asking students, “I respect my school”. Through observation it is noted that the student bathrooms are often left in mess deliberately. Regularly, there is a huge amount of litter on the playground.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> -
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

Opportunities for Further Development:

The School Planning Council recommends maintaining a focus on increasing a sense of responsibility towards the school community and natural environment by learning about, in and with nature

School Goals for 2015-2016:

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 2015-16 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
- encourage and support grade 6 & 7 Gauss Test participants

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 %			Target %			Actual %		
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	2014-15	9%	53%	38%						
	2015-16									

Evidence: (Qualitative)

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

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> – Click here to type qualitative BASELINE comments
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<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
- Continue to showcase student writing eg. Ross Road Writes

Evidence: (Quantitative)

	School Year	Baseline % 2nd Term			Target %			Actual % 3rd Term		
		A	M	E	A	M	E	A	M	E
The percentage of Grade 1 students: not yet meeting and approaching, meeting or exceeding objectives in writing on their report card from second to third term.	2013-14	30%	66%	4%						
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	2014-15	23%	61%	16%						
	2015-16									

Evidence: (*Qualitative*)

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

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
- participates in District's Waste Diversion initiative
- admin and teacher representation on Learning in Nature Working group

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: *(Quantitative)*

Key Performance Measure: Safe & Caring Social Responsibility Survey – fall 2014	Baseline 2014-15	Target	Actual
The percentage of students reporting ‘many times’ or ‘all the time to statement – “I respect others”	97.99		
The percentage of students reporting ‘many times’ or ‘all the time to statement – “I care about my fellow students.”	94.77		

Evidence: *(Qualitative)*

Qualitative Baseline: <ul style="list-style-type: none">- Observation: On the Social Responsibility Survey there is not a question asking students, “I respect my school”. Through observation it is noted that the student bathrooms are often left in mess deliberately. Regularly, there is a huge amount of litter on the playground.
Qualitative Target: <ul style="list-style-type: none">- Less litter on playground. A mess not deliberately made in bathrooms.
Qualitative Actual: <ul style="list-style-type: none">-

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 RCMP Youth Intervention Team
 - 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 Ross Road 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, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 15, 2015

	Name	Signature
Chairperson (Principal)	Carla Orr	_____
Vice Chair (VP)	Anami Naths	_____
Parent	Tanya Brown	_____
Parent	Louise Byron	_____
Parent	Scott Cameron	_____

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015