

North Vancouver School District

SCHOOL PLAN *for* 2011-2012

School: Ecole Ross Road Elementary School
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 525 students, with approximately two thirds enrolled in the French Immersion Program and one third in the English Program.

Ross Road School is located in Lynn Valley, in a medium density residential neighbourhood. The main building consists of 15 classrooms (K-7), Learning Assistance Centre, Student Services, Library, Music Room, Band Room, Computer Lab, and main administration offices. There are four additional classrooms located in an Annex in front of the school and two portables, soon to be three, located at the south end of the playing field.

The school has a vibrant and involved parent community which supports the school extensively and in a variety of ways through fund raising, volunteerism and membership on joint school based committees. Community based events such as the September pancake breakfast, annual Christmas Fair and Spring Carnival highlight the value placed on community interaction.

Educational experiences that take place outside the classroom are also valued at Ross Road. Throughout the year, teachers organize a variety of one day field trips which support the curriculum. In addition to these, 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 school citizenship at Ross Road. Students are given the opportunity to be members of Student Council, the Environmental Club, the Peace Guerillas and a variety of other opportunities for leadership include morning announcements, lunch monitoring and valet service. Extra curricular sports programs continue throughout the year. An awareness of local and global issues is fostered at Ross Road. 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.

Demographics (2010-2011 school year):

Total number of students: 525 Male: 249 Female: 276

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	15	22	18	23	25	24	35	26
Fr. Imm.	44	46	48	45	42	42	34	37

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
25.71	0.04	.06	0	.01

Progress Analysis:

Review of School Goals – Previous Year

School Goal No. 1: *To Improve Success Rates in Mathematics in Grades 1 – 7*

Objective 1.1: Improve the results of Gr. 1 – 3 students ‘Not Yet Meeting Expectations’ and ‘Approaching Expectations’ and Gr. 4 – 7 students ‘Not Yet Meeting Expectations’ and ‘Meeting Expectations’ at the C- and C levels.

Evidence: (*Qualitative*)

Key Performance Measure:	Ross Road 2010	NVSD 2010	Baseline	Target	Actual
Report Cards - % of students ‘Not Yet Meeting Expectations’ in Math 3 rd term			Difference RR & NVSD 3 rd term 2009		Difference RR & NVSD 3 rd term 2010
Gr. 1	1.5%	1.6%	-6.5%	0% or better	-0.1%
Gr. 2	0%	2.6%	+1.6%	0% or better	-2.6%
Gr. 3	0%	1.9%	-1.0%	0% or better	-1.9%
Report Card. % students receiving C, C- or F (Final mark)					
Gr. 4	14.7%	14.4%	+4.0%	0% or better	+0.3%
Gr. 5	17.7%	16.5%	-2.2%	0% or better	+1.2%
Gr. 6	25.8%	17.7%	N/A*	0% or better	+8.1%
Gr. 7	11.7%	19.0%	N/A*	0% or better	-7.3%

Opportunities for Further Development:

Because of the challenges when comparing grade level data from year to year (different cohorts), this year Ross Road opted to compare its report card data to the more reliable and valid data set available for North Vancouver School District. Because of the socio-economic status of the Ross Road Community and level of education of Ross Road parents, we believe our students should be achieving the North Vancouver School District mean or surpassing it. In this case, when comparing the average number of students not yet meeting expectations at Ross Road with the average number of students not yet meeting expectations at the District level, surpassing the district would give us a **negative** number.

We note that the above data indicates that we are achieving our goal in the primary grades. The intermediate grades have mixed results with grades 4 and 5 close to being at par with the district average, grade 6 results falling far behind, and grade 7 doing considerably better than the district mean. These differences could be explained by weak or strong cohorts but this will be clarified by looking at longitudinal data over the years to come.

The above data would suggest that for the next school plan we may wish to focus on our intermediate students, however, it might be worth while to keep track of all grades for at least one more year to see if the results are consistent.

Objective 1.2: Enrich instruction for and engage students that excel in Math ('Exceeding Expectations' and /or consistently achieving an 'A' grade in Math)

Key Performance Measure:	Baseline	Target		Actual
Report Cards - % of students 'Meeting' or 'Exceeding Expectations':	June 2009 3 rd Term			June 2010 3 rd Term
	Gr. 1	100%	95%	Gr.2 98%
	Gr. 2	81%	90%	Gr. 3 88%
	Gr. 3	84%	90%	Gr. 4 85%
Report Cards: % students achieving at C+ or better	Gr. 4	83%	90%	Gr. 5 82%
	Gr. 5	80%	90%	Gr. 6 74%
	Gr. 6	85%	90%	Gr. 7 88%

Upon reflection, we note that the intent of this objective and the data collected lack a direct connection. The intent of the objective was to ensure that those students who have high abilities in mathematics stay engaged in their math program and achieve at a level commensurate with their abilities. The data does show that a large percentage of students meet or exceed expectations in Mathematics from year to year, even if targets were not met. This is encouraging, but it does not provide information on the high ability learners. This objective and the way evidence is gathered will need to be reviewed for the 2011-2012 plan.

Evidence: *(Qualitative)*

FSA Student Satisfaction Survey: <i>Question : Are you Getting Better at Math? % answer "All of the time" or "Many times".</i>	Baseline: Difference RR and NVSD Spring 2010	Target Difference	Actual Difference Spring 2011	% RR students 2010/11	% NVSD Students 2010/11
Grade 4 students.	+1	+5%	+11%	84%	73%
Grade 7 students.	-15%	0%	+5%	74%	69%

This data indicates very positive results in terms of student engagement in mathematics at Ross Road. The percentage of Ross Road students reporting that they are improving in math exceeds the District Mean and also surpasses the target that was set. However, this data does not necessarily identify the high ability learners captured in this objective.

School Goal No. 2: *To Improve Writing Proficiency in Students in Grades 1 – 7*

Objective 2.1: To improve the writing skills of students in Gr. 1 - 7 through the use of formative assessment and appropriately guided instruction

Key Performance Measure:

Evidence: *(Qualitative)*

Track School Wide Write Cohort Data from fall 2007 to fall 2011 - English Write*

2007/08	% students Fully Meeting or Higher Fall 2007	2008/09	% students Fully Meeting or Higher Fall 2008	2009/10	% students Fully Meeting or Higher Fall 2009	% change over two years	2010/11	Target % students Fully Meeting or Higher Fall 2010	Actual % student Fully Meeting or Higher Fall 2010
				Gr 2	45%	-	Gr 3	50%	
Gr 1	-	Gr 2	39%	Gr 3	58%	+19%	Gr 4	55%	
Gr 2	66%	Gr 3	56%	Gr 4	40%	-26%	Gr 5	60%	
Gr 3	47%	Gr 4	48%	Gr 5	66%	+19%	Gr 6	55%	
Gr 4	45%	Gr 5	45%	Gr 6	44%	-1%	Gr 7	50%	
Gr 5	54%	Gr 6	59%	Gr 7	46%	-8%			

* English School Wide Write Data includes results from both English and French Immersion Program from grade 3 and up.

Track School Wide Write Cohort Data from fall 2007 to fall 2011 - French Immersion Write

2007/08	% students Fully Meeting or Higher Fall 2007	2008/09	% students Fully Meeting or Higher Fall 2008	2009/2010	% students Fully Meeting or Higher Fall 2009	% change Over two years	2010/11	Target % students Fully Meeting or Higher Fall 2010	Actual % student Fully Meeting or Higher Fall 2010
				Gr 2	41%	-	Gr 3	45%	
Gr 1	-	Gr 2	28%	Gr 3	18%	-10%	Gr 4	25%	
Gr 2	49%	Gr 3	75%	Gr 4	10%	-39%	Gr 5	45%	
Gr 3	48%	Gr 4	71%	Gr 5	53%	+5%	Gr 6	60%	
Gr 4	49%	Gr 5	51%	Gr 6	40%	-9%	Gr 7	45%	
Gr 5	62%	Gr 6	50%	Gr 7	40%	-22%			

Objective 2.2: To increase the success rate of students who are *Not Yet Meeting Expectations* in writing in Gr. 1 – 7.

Evidence: (*Quantitative*)

Track trends in number of students ‘not yet meeting expectations’ using School Wide Write Cohort Data - English Write*

2007-08	% students NYME Fall 2007	2008-09	% students NYME Fall 2008	2009-10	% students NYME Fall 2009	% Change Over 2 years	2010-11	Target % students NYME Fall 2010	Actual % student NYME Fall 2010
							Gr 2		
				Gr 2	0%	-	Gr 3	10%	
Gr 1	-	Gr 2	13%	Gr 3	11%	-2%	Gr 4	10%	
Gr 2	6%	Gr 3	20%	Gr 4	10%	+4%	Gr 5	10%	
Gr 3	10%	Gr 4	12%	Gr 5	9%	-1%	Gr 6	10%	
Gr 4	25%	Gr 5	24%	Gr 6	10%	-15%	Gr 7	10%	
Gr 5	4%	Gr 6	15%	Gr 7	5%	+1%			

* English School Wide Write Data includes results from both English and French Immersion Program

Track trends in number of students ‘not yet meeting expectations’ using School Wide Write Cohort Data - French Immersion Write

2007-2008	% students NYME Fall 2007	2008-09	% students NYME Fall 2008	2009-10	% students NYME Fall 2009	% Change Over 2 years	2010-11	Target % Students NYME Fall 2010	Actual % Student NYME Fall
							Gr 2		
				Gr 2	24%	-	Gr 3	10%	
Gr 1	-	Gr 2	30%	Gr 3	36%	+6%	Gr 4	10%	
Gr 2	19%	Gr 3	10%	Gr 4	26%	+7%	Gr 5	10%	
Gr 3	8%	Gr 4	4%	Gr 5	6%	-2%	Gr 6	10%	
Gr 4	15%	Gr 5	0%	Gr 6	8%	-7%	Gr 7	10%	
Gr 5	13%	Gr 6	10%	Gr 7	8%	-5%			

During staff meeting discussion around the goal of improving the writing proficiency of our students, it was decided that completing a school wide write where students assess their own work would be more powerful learning for students. This move towards student self-assessment would align with current thinking on the effectiveness of assessment *for learning* in terms of student progress. Consequently, the data comparing prior year’s school wide write results to the spring of 2011 is not valid. Instead, we will use this year’s student assessments as a base line for future growth. We note from the data collected that it may be wise to focus on the strand ‘Form’ which includes generating a variety of ideas, organizing ideas and achieving a smooth flow of thoughts in writing.

Evidence: (Qualitative)

Key performance measure: FSA satisfaction survey March 2010:

<i>FSA Student Satisfaction Survey:</i> <i>Question : Question: "Are you getting better at writing sentences or stories" % answer "All of the time" or "Many times".</i>	Baseline Difference between RR and NVSD	Target Difference	Actual Difference 2010/11	% RR students 2010/11	% NVSD Students 2010/11
Grade 4 students.	+3	+5%	+1%	72%	71%
Grade 7 students.	-5	+5%	+20%	88%	68%

School Goals for 2011-2012:

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 2011- 2012 are:

1. **To improve the Math Proficiency of Students Grades 4-7 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 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 4-7 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 intermediate 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 reduce the number of students in grade 4 - 7 achieving at a level below C+ in Math, as reported in the final mark of the June report cards.

Strategies/Structures:

- Use math manipulatives widely at all grade levels to promote concept attainment.
- 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.

Evidence: (Quantitative)

Key Performance Measure:	Baseline		Target	Actual
	June 2011 3 rd Term		June 2011 3 rd Term (reduce 10%)	June 2012 3 rd Term
Report Cards: % intermediate students achieving below C+		Gr. 4		
	Gr. 4	Gr. 5		
	Gr. 5	Gr. 6		
	Gr. 6	Gr. 7		

<i>Report Cards - % of primary students 'Not Meeting Expectations': Tracking purposes only</i>		Gr. 1		
<i>Tracking purposes only</i>	Gr. 1	Gr. 2		
<i>Tracking purposes only</i>	Gr. 2	Gr. 3		

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.

- 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: (Qualitative)

<i>FSA Student Satisfaction Survey: Question : Are you Getting Better at Math? % answer “All of the time” or “Many times”.</i>	Baseline: Difference RR and NVSD Spring 2011	Target Difference	Actual Difference Spring 2012	% RR Students 2011/12	% NVSD Students 2011/12
Grade 4 Students.	+10%	Maintain +10%			
Grade 7 Students.	+5%	+10%			

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.

Strategies/Structures:

- Match up low achieving intermediate students with low achieving primary students in Math to develop a tutoring/mentoring relationship for practicing Math facts and Place Value (using card games and computer games etc.).
- Provide students with opportunities to practice Math facts using computer programs.
- Administer a grade appropriate, timed Math facts drill to the identified low achieving students in November as a base line, and then again in April to measure growth in speed and accuracy over time.
- Parents will be encouraged to help children practice math facts at home.

Number of facts correct on a 2 minute drill		Nov. 2011	Target	April 2012
+/- Facts to 10	Gr. 1			
+/- Facts to 18	Gr. 2			
+/- Facts to 18 and mult. x2/x5/x10	Gr. 3			
+/- Facts to 20/ mult + divn to 81	Gr.4			
+/- Facts to 20/ mult + divn to 81	Gr. 5			
+/-Facts to 20/ mult + divn to 81	Gr. 6			
+/-Facts to 20/ mult + divn to 81	Gr .7			

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 for the 2011-2012 school year 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.
- Explore opportunities to display, publish and celebrate the successes of student writing.
- Utilize Educational Leadership days to provide opportunities for team teaching and planning.

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		April 2012
Primary - French Immersion	35%		
Intermediate - French Immersion	27%		
Primary - English	35%		
Intermediate - English	37%		

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 believes 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 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.

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/Peace Guerrillas 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 instill a respect for the environment and living things in students.

Evidence: (Qualitative)

Key Performance Measure: In one school year:	Baseline 2010/11	Target	Actual 2011/2012
Number of students participating in school service opportunities (number of citizenship certificates awarded)			

Evidence: *(Qualitative)*

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.

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.

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 Click to type school name 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, 2011.

School Planning Council Approval of Proposed School Plan:

Date: Click to type date

	Name	Signature
Chairperson (Principal)	Eileen Hood	<i>Original Document signed by SPC Members</i>
Teacher	Click to type name	
Parent	Elizabeth Bowker	
Parent	Rachel Eaves	
Parent	Barbara Mulleder	
Parent	Tanya Brown	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 13, 2011**