

North Vancouver School District SCHOOL PLAN for 2013-2014

School: Ross Road Elementary
Address: 2875 Bushnell Place
 North Vancouver, BC V7J 2Y9
Phone: 604-903-375

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 (2012-2013 school year):

Total number of students: 539 Male: 254 Female: 285

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	26	15	19	25	18	33	28	24
Fr. Imm.	44	46	46	44	46	41	41	43

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
26.47	1.1	7.9	0	1.5

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the Math Proficiency of Students Grades 5-7 (sic) who are Not Yet Meeting Expectations for Math as Measured by Report Cards

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

Trend Data Table:

Key Performance Measure: Quantitative			
Percentage of Grades 4-7 students receiving C or C- in Math	Baseline 1 st term reports	Target	Actual 2 nd term reports
2012-13	11.81%	10% decline	11.68%
2011-12	n/a	10% decline	n/a

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

<ul style="list-style-type: none"> - can not do a trend analysis as no data from report cards was available for 2011-12 first and second terms due to the BCTF job action. - due to size of whole intermediate group, we will be focusing on a representation of each cohort

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: Quantitative			
Question from Satisfaction Survey: Are you getting better at math? % answer “all of the time” or ‘many times”	Baseline- Spring 2012	Target – attain Spring 2011 level	Actual- Spring 2013
Grade 4 students	70%	84%	65%
Grade 7 students	53%	74%	49%

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

<ul style="list-style-type: none"> - no improvement; decreased. This question on the Satisfaction Survey is not the most accurate measure of student engagement.

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.

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

-No data has been collected due to variables outside of our control

Opportunities for Further Development:

The School Planning Council recommends maintaining a goal that focuses on the achievement in mathematics, but refining the data collection and following cohort groups.

Previous School Plan Goal 2: To Improve Writing Proficiency in Students in Grades 1-7 as evidenced by student self assessment 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 (sic) School Wide Write and teacher discussion over the needs of their student

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

Quantitative:

- -No data has been collected due to variables outside of our control
- A School Wide Write was not completed; a school wide writing display was celebrated in February/March 2013

Qualitative:

- all classes participated in Ross Road Writes display in February to mid March, 2013
- overall teachers reported this display as positive: they learned from it, students enjoyed reading each others work – particularly when they could read work written by a sibling or buddy, that it built community, it was welcoming, sense of pride
- parents echoed similar comments
- of the negative comments expressed, most were around the timing of the event as it coincided with the writing of report cards and it is a busy time. One could argue that all time is busy in a school and since we are always teaching writing, we would always have something to display. While teachers were encouraged to display any part of the writing process, the final published product is what was usually displayed.

Opportunities for Further Development:

The School Planning Council recommends continuing to have a writing goal in next year’s plan. A group of intermediate and primary teachers have decided to focus on all eight writing skills described in Writing 44 and will be using Professional Development time and Collaboration Time to implement.

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

Objective 3.1 To increase student knowledge about the philanthropic work done by the Ross Road School Community and about the organizations for which we fund raise

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

Qualitative:

In a random survey of students from grades 2, 4, 6 and 7, the majority of students responded that they had seen others or they had helped others around the school. A majority students knew why money and or things had been donated.

However, when it came to articulating reasons why people help and what help does the most good, students had a more difficult time doing so. Of the students who responded to these questions, some examples of what they stated are: “good to be kind”, “make the Earth a better place”, “makes a community more functional”, “so they can learn and succeed more”.

Opportunities for Further Development:

The School Planning Council feels that philanthropic work will always continue to be done at Ross Road and that those efforts are being reflected both in the classroom, school wide and at home.

It has been reported by students, parents, classroom teachers, Supervision Aides that exclusion exists in the classroom and on the playground. As a result, the SPC would like a focus on inclusion and sense of belonging to community and connectiveness.

School Goals for 2013-2014:

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 2013-14 are:

- 1. To improve Students’ Achievement in Mathematics**
- 2. To improve Writing Proficiency of Students in grades 1-7**
- 3. To improve Students’ Sense of Belonging and Sense of Social Responsibility to the School Community**

School Goal 1: To Improve Students' Achievement in Mathematics

Goal Rationale:

At Family of Schools meetings, discussions have ensued about the variation in student math ability at the grade 8 level. 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.

Based on District grade 6 Math Assessment trend evidence and teacher observations, there continues to be a need to focus on improving student achievement in computational fluency.

Objective 1.1:

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

Strategies/Structures/Resources:

- 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
- Use of Math 44 activities and strategies

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 4 students: not yet meeting and approaching, meeting or exceeding objectives in math on their report card from second to third term.	2013-14									
	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									
	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									
	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									
	2014-15									
	2015-16									

Objective 1.2:

To increase student engagement in math to improve student achievement in math.

Strategies/Structures:

- Integrate technology into math instruction and discovery
- Use of real world examples (sports statistics, shopping, cooking, carpentry etc) to help students understand the relevance of math in their lives
- Hold a school wide math themed exploration using station approach to support curricular topics
- Build collection of math games, manipulatives, puzzles etc. in classrooms

Evidence: *(Qualitative)*

Starting in the fall of 2013, through interviews and observations, gather information around students' engagement in math in grades 1-7. Track a representative of each cohort throughout the year, over 3 years.

Qualitative Baseline:

- November, 2013

Qualitative Target:

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

Qualitative Actual:

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

School Goal 2:
To improve Writing Proficiency of Students in grades 1-7

Goal Rationale:

This goal is similar to goal 2 in last year's School Plan, but has been slightly broadened to include the aspect of 'meaning'. The identification, support and progress monitoring of students at risk in writing skills continues to be a priority for the School Planning Council and staff. (Focus on Personal/Impromptu Writing)

Writing has been celebrated in displays the past two years at Ross Road and the School Planning Council would like this to continue as it also helps support Objective 3.2.

Objective 2.1:

To improve Students' Writing Skills in grades 1-7 in the Aspects of 'Meaning' and 'Form' in Personal, Impromptu Writing

Strategies/Structures/Resources:

- Continue use of *Writing 44* and direct instruction of the Eight Writing Skills
- Use of BC Performance Standards – Quick Scales as a way for students to self-reflect on own writing
- Use of *Write Traits*
- Use of Collaboration time during the school year to support targeted instruction for at-risk students

Evidence: (*Qualitative*)

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

Qualitative Baseline:

- Click here to type qualitative BASELINE comments

Qualitative Target:

- Click here to type qualitative TARGET comments

Qualitative Actual:

- Click here to type qualitative ACTUAL comments

School Goal 3:

To improve Students' Sense of Belonging and Sense of Social Responsibility to the School Community

Goal Rationale:

In order to promote and support a positive school culture, the School Planning Council strongly believes that students should be expected to demonstrate socially responsible behaviours which include a school culture of inclusiveness and student peer supportiveness. The school has identified the need to increase opportunities for students to demonstrate leadership and empower students to help others in need.

Data from the 2012/13 Safe & Caring Social Responsibility Survey shows that when students were asked the question, "I care about my fellow students", 92% of the respondents said 'many times' or 'all of the time'. However, when asked "I have experienced verbal or social bullying", 24% of the respondents said 'many times' or 'all of the time'.

Objective 3.1:

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

Strategies/Structures/Resources:

- Provide opportunities for relationship building between French Immersion and English students such as:
 - o Grade 5 & 6 Marine Biology study on Newcastle Island
 - o Booking Bighouse and Outdoor School so that French Immersion and English students can go together
- Continue to teach the school's Code of Conduct and expected behaviours
- Develop positive social media use through guests like Jesse Miller (Mediated Reality)
- Provide school activities and programs that promote social skill development, healthy student relationships and an appreciation of diversity such as:
 - o Roots of Empathy
 - o Focus on Bullying
 - o Kids in the Know
 - o Ross Road Student Ambassadors

Evidence: (Quantitative)

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%	

Evidence: (Qualitative)

Interviews and observations of representatives of students

Qualitative Baseline: - Click here to type qualitative BASELINE comments
Qualitative Target: - Click here to type qualitative TARGET comments
Qualitative Actual: - Click here to type qualitative ACTUAL comments

Objective 3.2:

To improve meaningful connections and healthy relationships among all student groups

Strategies/Structures:

- Continue to build student leadership and volunteering opportunities for students in Kindergarten to grade 7
- Develop a school-wide social emotional learning plan (SEL programs), for example:
 - o MindUp
 - o Tribes
 - o Roots of Empathy
 - o Class meetings
- Continue to develop ways to connect students with each other in meaningful ways such as:
 - o Cooperative learning strategies
 - o Group projects
 - o Buddy systems

- Tribes
- Extra-curricular sports
- Bighouse and NV Outdoor School trips booked so students in French Immersion and English go together
- Grade 5 & 6 Marine Biology study on Newcastle Island
- Volunteer activities: Ross Road Ambassadors, Lunch monitors, Valet Service, Community garden, etc.

Evidence: (*Quantitative*)

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 – "When I see bullying, I try to help the person being bullied."	69%	90%	

Evidence: (*Qualitative*)

Interviews and observations of representatives of students

<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

Connections:

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

The five schools in the Argyle Family of Schools (Argyle Secondary, Boundary Elementary, Lynn Valley Elementary, Ross Road Elementary, and Upper Lynn Elementary) work collaboratively to develop commonalities among the five school plans. The administrations from the FOS meet on

a regular basis to discuss school directions, instructional initiatives and issues that affect the schools and school communities. School Plans are shared and frequently discussed. This collaborative approach assists with and strengthens the development of the goals, objectives, data sources and strategies to ensure success for all students.

Over the past six years, the School Planning Council in the Argyle Family of Schools have met annually for in-service regarding the process of developing a school plan and to provide and opportunity to share and discuss current goals and objectives. The five schools with the Argyle FOS share a focus on one or more of the goal areas of reading, writing, mathematics and safe school/social responsibility.

Building connectivity to community and Argyle Secondary is also present in the Argyle FOS. Argyle students assist in coaching at the elementary schools and students from the leadership council run camps in different sports including: volleyball, basketball, flag football and ultimate. In addition, Ross Road students have visited Argyle for a variety of events including; Japanese Cultural Fair, First Nations Cultural Event and Girl Power.

Consultation Process of 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, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 3, 2013

	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	
Teacher	Not present	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent