

North Vancouver School District
SCHOOL PLAN
2009-2010

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

Principal: Dave Montgomery

School/Community Context:

Ross Road School is a dual-track English/French Immersion Elementary School with 531 students. Of these, 328 are enrolled in the K-7 French Immersion stream, which is a District program. The remaining students (203) are enrolled in the English language strand, which primarily draws students from our own catchment area.

Ross Road School has a well established Parent Advisory Council (PAC) and School Planning Council (SPC). While the PAC supports the school primarily through fund-raising and related activities, the SPC mainly acts as a consultative body, overseeing the writing of the annual School Plan. The Parent Advisory Council communicates to the school community via its monthly newsletter, while the school publishes its own bulletin.

A dynamic school, Ross Road engages in a broad range of initiatives and activities in the following areas: Academics, Culture, Fine Arts, Healthy Living, Social Responsibility, Athletics and Student Empowerment.

Demographics:

Total number of students: 533 Male: 249 Female: 284

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	0	22	19	22	24	34	28	29	32
Fr. Imm.		44	48	43	44	37	38	31	38

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
26.08	0	5.06	1.68	4.31

Progress Analysis:

The following is a review of our previous year's goals and objectives with pertinent data and accompanying strategies that have been implemented.

2008-2009 Goals

Goal 1 - To Improve Success Rates in Mathematics in Grades K – 7

Objective 1.1: Despite the Ministry's policy of placing C- and C letter grades within the category of 'Meeting Expectations', improve the results of grade 4 – 7 students in this group and of those 'Not Meeting Expectations'

Objective 1.2: Enrich instruction for K – 3 students that are 'Exceeding Expectations' and 4 – 7 students receiving 'A' letter grades.

Strategies Implemented:

- The new *Math 44* document was presented by Shannon Sharp to all teaching staff; strategies for remediation and enrichment have been discussed and shared.
- Teachers have worked on aligning *Math 44* instruction and student learning resources
- Teachers had agreed on implementing the new Math curriculum across all grades in 2008-2009
- There has been a continued focus on programs and resources for special needs students as indicated in Individualized Education Plans (IEP's)
- The promotion of and attendance at workshops by teachers through-out the school year

Goal 2 - To Improve Writing Proficiency in Students in Grades K – 7

Objective 2.1: To improve the writing skills of students in Gr. 1-7 through the use of formative assessment and associated data to identify student weaknesses and appropriately guide instruction.

Objective 2.2: In order that students can enhance their understanding of ideas and concepts and effectively represent that knowledge through written work, expand use of Mind and Concept Maps, and Graphic Organizers

Strategies Implemented:

- The School Wide Write this year was expanded to include all aspects of the Writing Performance Standards. Using the resulting information, lessons and strategies were designed in grade groupings for classroom instruction
- Make use of programs and resources for special needs students as indicated in Individualized Education Plans (IEP's)
- There has been a continued focus on programs and resources for special needs students as indicated in Individualized Education Plans (IEP's)
- Intermediate teachers had been provided with training with *Writing 44*
- There has been a continued focus on instruction and application of resources for the promotion of writing

Goal 3- To Provide a Safe and Caring School Environment

The possible implementation of this goal was to be based on results of the Ministry Satisfaction Survey and the District Safety and Social Responsibility survey of all intermediate students. The data was not provided until the spring of 2009 and is presented in the following tables:

	2007 Satisfaction Survey: % of Many Times or All of the Time Responses	2008 Satisfaction Survey: % of Many Times or All of the Time Responses
<i>Grade 4 - Do you feel safe at school?</i>	75%	78%
<i>Grade 7 - Do you feel safe at school?</i>	72%	76%
<i>Grade 4 - At school, are you bullied, teased, or picked on?</i>	15%	17%
<i>Grade 7 - At school, are you bullied, teased, or picked on?</i>	9%	6%
<i>Grade 4 - Do you know how your school expects students to behave?</i>	84%	90%
<i>Grade 7 - Do you know how your school expects students to behave?</i>	75%	73%

	2006 Safety and Social Responsibility Survey (Mean Score)	2008 Safety and Social Responsibility Survey (Mean Score)	Significant Differences: Time And Sex
School Result "I feel safe at school"	*4.28	*3.91	No difference for Sex 2006>2008 over time
District Result "I feel safe at school"	*4.33	*4.28	G>B No difference over time
School Result: Overall Victimization	**1.66	**1.80	B>G No difference over time
District Result: Overall Victimization	**1.63	**1.76	B>G 2008>2006

Scale for Safety and Social Responsibility Survey:

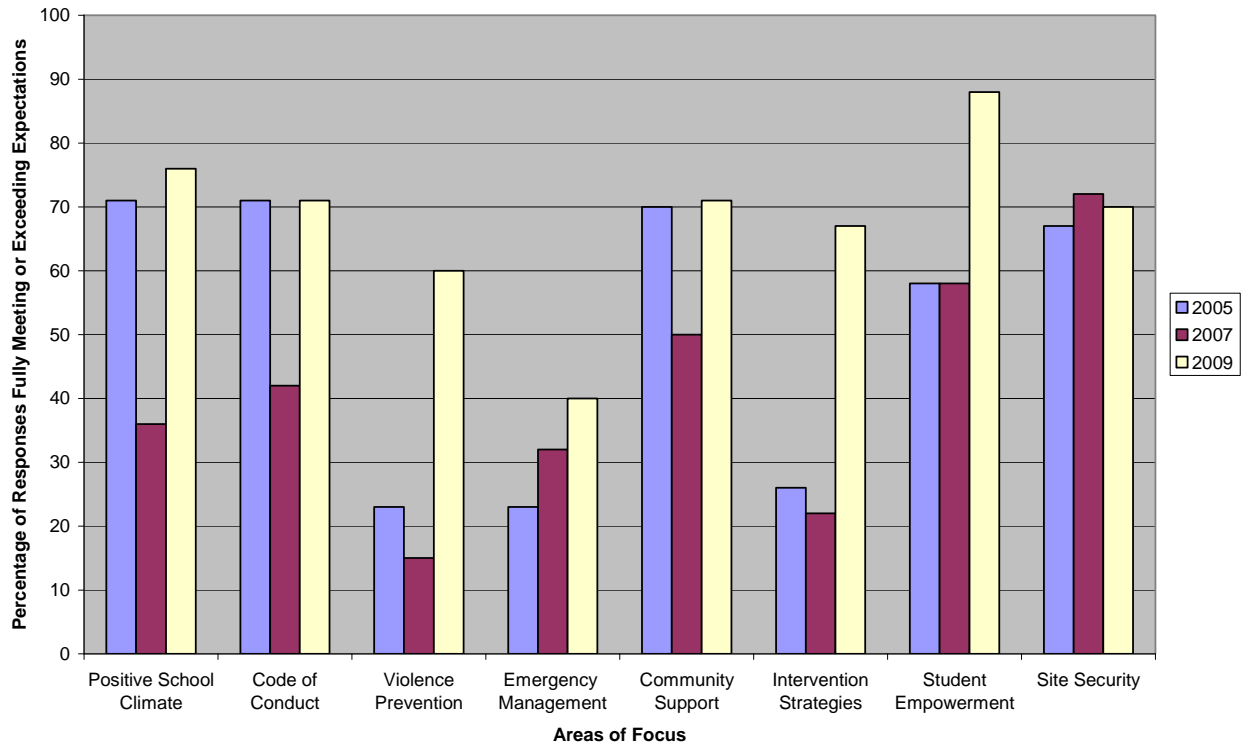
* Never = 1 Hardly Ever = 2 Some of the Time = 3 Most of the Time = 4 Always = 5

** Never = 1 Once or a Few Times = 2 Once a Month = 3 Every Week or More = 4

Many Times a Week = 5



Ross Road School Safe and Caring School Audit 2009



Concluding Statement for this Section

Based on the data presented above, there are not enough longitudinal differences in downward measures to include a Safe and Caring Schools Audit goal in this plan.

Opportunities for Further Development:

Ross Road School will increase the collection of qualitative data for all goal areas. Qualitative data will be used in conjunction with quantitative information in order to gauge overall success of goal achievement and whether strategies and structures serve the purpose of this plan.

The School Plan will continue to focus on students not yet meeting and/or exceeding expectations. These individuals are considered to be outliers in terms of average student achievement. Each goal contains an objective to meet the needs of these individuals.

School Goals:

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 2009/10 are:

1. *To Improve Success Rates in Mathematics in Grades K – 7*
2. *To Improve Writing Proficiency in Students in Grades K – 7*

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

Goal Rationale:

2008/2009 saw the implementation of the new Math curriculum at Ross Road and also marked the introduction of the revised Math 44 document (North Vancouver School District.) Given the introduction of a new Instructional Resource Package and curriculum guide, the SPC wishes to retain Math as a School Plan Goal in order to establish new baselines of student performance and teacher implementation. This will be determined through both a staff survey and analysis of report card marks and FSA cohort data.

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.

Strategies/Structures:

- Administer comprehensive staff survey re: the extent to which specific instructional strategies and forms of assessment are being employed.
- Using the BC Performance Standards, employ Formative Assessment to inform instruction and improve student achievement
- Make use of programs and resources for special needs students as indicated in Individualized Education Plans (IEP’s)
- Encourage and excite students through the use of real-world and historical examples of solving problems and creating structures using mathematics
- Using Grade 6 Math Assessment data and Gr. 4/7 FSA item level responses, determine areas of instruction requiring greater emphasis and concentration.
- For the purpose of guiding instruction, examine item level response data from Grade 4 and Grade 7 numeracy data
- Continue to provide math instruction for intermediate students in the Learning Assistance Centre
- Use adaptations provided in LAC and included in student IEP’s for a broad base of students having difficulties in this subject area
- Continue to align *Math 44* instruction and student learning resources, such as text books, manipulatives, professional resources and children’s math literature

Evidence: (*Quantitative*)

Key Performance Measure:	Baseline	Target	Actual
June 2008 Third Term Report Cards - % of students ‘Meeting’ or ‘Exceeding Expectations’: Gr. 1	93%	95%	
Gr. 2	90%	92%	
Gr. 3	85%	87%	
June 2008 Final Report Cards - % of students scoring a C+ of higher: Gr. 4	84.9%	89.0%	

Gr. 5	75.0%	79.0%	
Gr. 6	81.5%	85.5%	
Gr. 7	67.7%	71.7%	

FSA Trends for Apparent Cohorts

	School Percentile Meeting or Exceeding	School Percentage Meeting or Exceeding	Target
2004/2005 (Gr. 4) – 2007/2008 (Gr. 7) Apparent Cohort	33 to 71	84% to 89%	
2005/2006 (Gr. 4) – 2008/2009 (Gr. 7) Apparent Cohort			2-4% increase in Meeting or Exceeding (no percentile target)

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Staff survey to be completed in May, 2009 - Student Satisfaction Survey <ul style="list-style-type: none"> o Gr. 4 - <i>Are you getting better at Math?</i> - 2007/08: 83% All of the Time or Many Times o Gr. 7 - <i>Are you getting better at Math?</i> - 2007/08: 61% All of the Time or Many Times
<p>Qualitative Target:</p> <ul style="list-style-type: none"> • To maintain or improve grade 4 qualitative measures and to reduce the discrepancy between grade 4 and 7 results.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Student Satisfaction Survey <ul style="list-style-type: none"> o Gr. 4 - <i>Are you getting better at Math?</i> - 2008/09: % All of the Time or Many Times o Gr. 7 - <i>Are you getting better at Math?</i> - 2008/09: % All of the Time or Many Times

Objective 1.2: Increase the number of students that excel in math: enrich instruction for and engage K – 3 students that are ‘Exceeding Expectations’ and 4 – 7 students receiving ‘A’ letter grades.

Strategies/Structures:

- Continue to enrich curriculum and instructional opportunities for high achieving students (Differentiated Instruction)
- Use the BC Performance Standards, employ Formative Assessment to inform instruction and improve student achievement
- Make use of programs and resources for gifted students as indicated in Individualized Education Plans (IEP’s)
- Encourage and excite students through the use of real-world and historical examples of solving problems and creating structures using mathematics
- Highlight and promote District Math inservice opportunities
- Identify and acquire resources that meet the needs of this cohort
- Grade 4 – 7 students to continue to write selected math contests

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
2008 Third Term Report Cards - % of students 'Exceeding Expectations': Gr. 1	13.9%	16%	
Gr. 2	25.7%	27.7%	
Gr. 3	12.5%	14.5%	
2008 Final Report Cards - % of students scoring an A: Gr. 4	22.7%	24.7%	
Gr. 5	29.7%	31.7%	
Gr. 6	22.1%	24.1%	
Gr. 7	20.0%	22.0%	

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Staff survey to be completed in May, 2009 -
<p>Qualitative Target:</p> <ul style="list-style-type: none"> -
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

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

Goal Rationale:

The SPC recommends retaining Writing as a School Plan Goal for the 2009-2010 school year as a continuation of a long-term focus on increasing student writing skills.

Ross Road staff has employed School Wide Writes for three years and the SPC recommends the continued use and greater application of this tool. The School Wide Write provides an avenue to identify areas of writing that need further development. Specifically, style and form are areas identified as needing attention for intermediate students. Primary School Wide Write results were less conclusive due to problems with administration. However, the use of conventions and spelling was an indicated focus. Most importantly, the primary spring write has been modified to provide more useful outcomes. Similarly, areas of strength in writing are to be highlighted and celebrated.

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

Strategies/Structures:

- Continue with School Wide Write, focusing on assessing all four aspects of the performance standards
- Intermediate and primary teachers will continue to identify specific aspects that require additional support; devote grade group planning time to plan lessons to address student needs
- Utilize "*Developing Writer*" program from Abbotsford school district
- Access District Personnel (French Coordinator and Literacy Teacher) to help address needs in writing
- Explore opportunities to highlight and celebrate the successes in writing
- Make use of programs and resources for special needs students as indicated in Individualized Education Plans (IEP's)
- Continue to highlight and promote District writing Pro-D opportunities
- Continue to align *Writing 44* instruction and student learning resources used at Ross Road, such as: writing manuals (*The Developing Writer*, *Writing with Results*, *Copycat Story Writing*, *Nelson Language Arts*) and professional resources.
- Examine *Six Traits of Writing* grade level kits for purchase and use at Ross Road

Evidence: (Quantitative)

Key Performance Measure:

Apparent Cohort FSA Data:

	School Percentile Meeting or Exceeding	School Percentage Meeting or Exceeding	Target
2004/2005 (Gr. 4) – 2007/2008 (Gr. 7) Apparent Cohort	41 to 71	93% to 94%	
2005/2006 (Gr. 4) – 2008/2009 (Gr. 7) Apparent Cohort			3-5% increase in Meeting or Exceeding (no percentile target)

Evidence: (Qualitative)

Comparison 2007/08 and 2008/09 School Wide Write Cohort Data - English Write*

2007/2008	*Percentage of students Fully Meeting or Higher Fall 2007 English School Wide Write	2008/2009	*Percentage of students Fully Meeting or Higher Fall 2008 English School Wide Write	Percentage Change
Grade 1	0%	Grade 2	39%	+39%
Grade 2	66%	Grade 3	56%	-10%
Grade 3	47%	Grade 4	48%	+ 1%
Grade 4	45%	Grade 5	45%	0%
Grade 5	54%	Grade 6	59%	+5%
Grade 6	47%	Grade 7	52%	+5%

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

Comparison 2007/08 and 2008/09 School Wide Write Cohort Data - French Immersion Write

2007-2008	Percentage of students Fully Meeting or Higher Fall 2007 French School Wide Write	2008-2009	Percentage of students Fully Meeting or Higher Fall 2008 French School Wide Write	Percentage Change
Grade 1	0%	Grade 2	28%	+28%
Grade 2	49%	Grade 3	75%	+26%
Grade 3	48%	Grade 4	71%	+ 23%
Grade 4	49%	Grade 5	51%	+2%
Grade 5	62%	Grade 6	50%	-12%
Grade 6	32%	Grade 7	67%	+35%

Qualitative Target:



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

Strategies/Structures:

- Identify students who are not yet meeting expectations in the School Wide Write and classroom assessment
- Utilize fall screening meetings to identify students who may need assistance through the Learning Assistance Centre
- Ongoing referrals and monitoring will take place with the School Based Resource Team and the Extended District resource team
- Individualized Educational Plans will be developed for students identified through Ministry designations and the Learning Assistance Centre in order to specify the adaptations required for developing writing skills
- Promote and implement the use of Mind and Concept Maps, and Graphic Organizers at each grade level, including the use of Kidspiration and Inspiration software applications
- Use Concept Attainment strategy (Beyond Monet/ Instructional Institute) to improve students' ability to understand and explain ideas across all grade levels

Evidence: (*Qualitative*)

Key Performance Measures:

Comparison 2007/08 and 2008/09 School Wide Write Cohort Data - English Write*

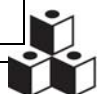
2007-2008	*Percentage of students NYME Fall 2007 English School Wide Write	2008-2009	*Percentage of students NYME Fall 2008 English School Wide Write	Percentage Change
Grade 1	94%	Grade 2	13%	- 71%
Grade 2	6%	Grade 3	20%	+ 14%
Grade 3	10%	Grade 4	12%	+ 2%
Grade 4	25%	Grade 5	24%	- 1%
Grade 5	4%	Grade 6	15%	+11%
Grade 6	8%	Grade 7	18%	+10%

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

Comparison 2007/08 and 2008/09 School Wide Write Cohort Data - French Immersion Write

2007-2008 Grades	Percentage of students NYME Fall 2007 French School Wide Write	2008-2009 Grades	Percentage of students NYME Fall 2008 French School Wide Write	Percentage Change
Grade 1	100%	Grade 2	30%	-70%
Grade 2	19%	Grade 3	10%	-9%
Grade 3	8%	Grade 4	4%	-4%
Grade 4	15%	Grade 5	0%	-15%
Grade 5	13%	Grade 6	10%	-3%
Grade 6	3%	Grade 7	0%	-3%

Qualitative Target:



Connections:

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

All school plans in the Argyle Family of Schools (FOS) include writing as a goal. A considerable amount of discussion has been devoted at FOS meetings to the alignment of this area (writing).

Similarly, the Ross Road staff has adapted strategies from the District Accountability Contract in the following area:

Writing

- Using data from School Wide Writes, identify problematic strands over time in order to address suitable teaching strategies
- Continue to align *Writing 44* instruction and student learning resources used at Ross Road, such as: The Abbotsford Writing Program, writing manuals (*The Developing Writer, Writing with Results, Copycat Story Writing, Nelson Language Arts*) and professional resources.

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, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 8, 2009

	Name	Signature
Chairperson (Principal)	Dave Montgomery	<i>Original Document signed by SPC Members</i>
Vice Chair (Vice Principal)	N/A	
	Rick Chan	
Teacher	N/A	
Parent	Karen Dal-Santo	
Parent	Julia Rowlands	
Parent	Barbara Mulleder	
Student (Gr 10, 11, 12 schools only)	N/A	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 15, 2009**

