

North Vancouver School District SCHOOL PLAN for 2011-2012

School: Ridgeway Elementary School
Address: 420 East 8th Street
 North Vancouver, BC V7L 1Z5
Phone: 604-903-3740

School/Community Context:

Ridgeway is in a unique situation as both Ridgeway at Cloverley and Ridgeway Annex will be consolidated into one school in September 2011. Blending two communities into one will become a priority for next year's plan. The 2011 - 2012 school year will become a transition year where we will need to revisit and establish shared priority for the combined school population and community.

Ridgeway at Cloverley began a wireless technology pilot in the 2009-2010 year which provided each teacher with a laptop computer and access to mobile labs for students. During the past two years the staff at Ridgeway has been learning about various technologies and applications in order to enhance student learning and achievement and has begun to use them in the classrooms.

Another unique feature of the school is the teaching garden (refuge). At this time it is in the stages of design and development for the new school.

A priority for next year will be to establish a joint school Mission Statement.

The demographics below reflect a combination of the Ridgeway at Cloverley and Ridgeway Annex school populations as they will be together next year. These numbers are accurate as of April 1, 2011.

Demographics (2010-2011 school year):

Total number of students: 407 Male: 207 Female: 200

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	70	54	41	39	50	45	56	52
Fr. Imm.								

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
22.7	3.6	9.3	0	7.1

Progress Analysis:

Review of School Goals – Previous Year

Ridgeway at Cloverley

School Goal 1: To increase students’ proficiency in reading skills

Objective 1.1: To increase Kindergarten students’ readiness in reading for grade 1.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
TOPA	January 2010 14% (3 out of 21 students) below the 25%ile	Decrease the amount of students below the 25%ile by at least half.	June 2010 0% (0/21 students) below the 25%ile

Analysis: The target has been reached – we need to maintain the interventions we put in place. This no longer needs to be a goal for our school plan.

Objective 1.2: To improve intermediate student’s reading skills in specific skills areas as identified by the RAD.

Evidence: *(Quantitative)*

B.C. Performance Standards in Reading as per March Reporting- Percentage of Students in Grades 1 to 7 who are Meeting or Exceeding Expectations

Key Performance Measure:	Baseline	Target	Actual
BC Performance Standards in Reading Total number of students who meet or exceed expectations in reading from:	April 2008	Increase by 5%	May 2010
K-3	64% (96 out of 150)		73% (77 out of 106)
4-7	70% (187 out of 267)		84% (162 out of 193)
Total	68% (283 out of 417)		80% (239 out of 299)

Analysis: Our target has been met – However this could be considered for a future goal in our school plan.

School Goal 2: **To increase the spirit of citizenship and service to the community in all students to enhance a positive school climate.**

Objective 2.1: To increase student empowerment and student leadership skills to help students see themselves as agents of change in their community (Classroom, School and Community at large) as well as help create a positive school climate

Evidence: (Quantitative)

The school district provided a survey in the fall of 2010 with the following two questions addressing the goal and objective of increasing the spirit of citizenship and service to the community in all students to enhance a positive school climate. The questions are as follows

1. I take an active role to help the classroom and school a better place
2. Students take an active role to help make the classroom and school a better place

Grades 4 to 7 (182 students) were surveyed and the following are the results:

Question	Never	Hardly Ever	Sometimes	Many times	All the time
1	2%	8%	26%	41%	20%
2	0.5%	4%	28%	50%	12%

Analysis: 60% of students feel that they play a role or have seen others play a role in enhancing the positive classroom and school climate. This should continue to be a goal during the consolidation to at least maintain if not increase this level.

Objective 2.2: To increase the number of staff who feel that the school fully meets expectations in the area of behaviour management and intervention strategies

Report card results

Key Performance Measure:	Baseline	Target	Actual
Report card data% students meeting or exceeding expectations in the area of social responsibility	April 2009 Primary 80% (106/136) Intermediate 89% (196/219) Total 85% (302/355)	Increase by 5%	April 2010 Primary 69% (44/64) Intermediate 86% (166/194) Total 81% (210/258)

Analysis: Our target was not met. This needs to continue to be a priority in our goals and objectives. However the data is inconclusive as it speaks more to how well students are doing in the area of social responsibility as opposed to measuring how many staff members feel that the school is fully meeting or exceeding expectations in the area of behaviour management and intervention strategies. Another audit in the future would show whether or not this has increased. At this time it is not known if the School District will be conducting a Safe and Caring School Audit in the future.

Ridgeway Annex

Review of School Goals – Previous Year

School Goal 1: To improve the literacy skills in students in K-2.

Objective 1.1: Increase the number of students who meet expectations for reading readiness by the end of Kindergarten

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Test of Phonological Awareness (TOPA)	January 2010		June 2010
Students who meet or exceed expectations	84%	90%	98%
Students “at risk” 0-25 percentile	19%	10%	2%
Report Card Data- reading	November 2009		June 2010
Students who meet or exceed expectations	81%	90%	90%

Analysis: The target has been reached – we need to maintain the interventions we put in place. This no longer needs to be a goal for our school plan.

Objective 1.2: Improve the writing skills of students Gr. 1-2 students through the Reading-Writing Connection

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Report Card Data for Students Meeting or Exceeding Expectations in Writing in Gr. 1 and 2	November 2009		June 2010
Students Meeting or Exceeding Expectations	45%	65%	78%

Analysis: The target has been reached – we need to maintain the interventions we put in place. This no longer needs to be a goal for our school plan.

School Goal 2: To improve the achievement of students in Mathematics

Objective 2.1: Increase the percentage of students who meet the expectations for numeracy readiness by the end of Kindergarten.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
NV District Kindergarten Numeracy Assessment Students at risk (0-16)	February 2010 7.3% at risk (3/41 students)	Decrease by 1- 2 %	June 2010 0%
K Report card data Meets or exceeds expectation	November 2009 95%	Maintain or increase by 1-2%	June 2010 97%

Analysis: The target has been reached – we need to maintain the interventions we put in place. This no longer needs to be a goal for our school plan.

Objective 2.2: Improve mathematical competency and confidence of students in Gr. 1 and 2.

Evidence

Key Performance Measure:	Baseline	Target	Actual
Report Card Data for Students Meeting or Exceeding Expectations in Mathematics in Gr. 1 and 2	November 2009 58%	65%	June 2010 68%

Analysis: The target has been reached – we need to maintain the interventions we put in place. This could be considered for a future goal at Ridgeway.

School Goal 3: To improve the feeling of safety and caring by all members of the school community

Objective 3.1: To increase students' sense of safety and emotional security at school

Evidence

Key Performance Measure:	Baseline	Target	Actual
Grade 1 and 2 Student Survey Yes	Fall 2009		Spring 2011
I feel safe in the classroom.	86%	Increase by 5%	87%
I feel safe on the playground.	73%	Increase by 5%	74%

Analysis: The target was not reached. This should continue to be a goal during the consolidation to at least maintain if not increase this level.

Objective 3.2: To develop a systematic and effective response to problem behaviours.

Evidence

Key Performance Measure:	Baseline	Target	Actual
Parent Survey March 2008 Many Times/All the Time	Fall 2009		Fall 2010
Does Your Child's School provide Clear Expectations For Student Behaviour?	100%	Maintain	100%

Analysis: The target has been reached – we need to maintain the interventions we put in place. This no longer needs to be a goal for our school plan.

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Ridgeway School Plan for 2011-2012 are:

- 1. To increase student achievement through the use of digital technology**
- 2. To increase the number of students who feel that the school is a safe and caring community.**

School Goal 1:

To increase student achievement through the use of digital technology.

Goal Rationale:

Proficiency in digital literacy skills (...the ability to locate, organize, understand, evaluate, and analyze information using digital technology – from Wikipedia) is essential for students to comprehend and gather information across the curriculum. Students who are digitally literate are able to use the technology in order to communicate and work more efficiently.

Objective 1.1:

To increase the writing proficiency/skills of students identified as at risk (not yet meeting expectations) in the area of expressive and receptive language through the use of digital technology.

Strategies/Structures:

- Provide opportunities, through on-going in-service, for teaching staff to enhance their understanding of digital literacy and become more comfortable using and incorporating technology in their classroom practices
- Encourage dialogue among teachers regarding the types of classroom technologies that have the greatest impact on student achievement.
- Identify students at risk for expressive and receptive language difficulties through several types of assessments such as psycho ed assessment and speech and language reports
- Introduce technology to support expressive and receptive language difficulties such as the use of NEOs and computers
- Explore different applications and software to support students in their expressive and receptive language difficulties.

Evidence: (Qualitative)

Qualitative Baseline:

- By the end of the 2010-2011 school year, once data has been collected, examine a cohort of students who are at risk in receptive and expressive language. Introduce the use of technology and re-evaluate their receptive and expressive language in the spring of 2012.

Qualitative Target:

- Decrease the number of students who do not meet expectations in receptive and expressive language area.

Qualitative Actual:

- Data to be collected in the spring of 2012

School Goal 2:

To increase the number of students who feel that the school is a safe and caring community.

Goal Rationale:

As stated in our school plan 2009-2010 the School Planning Council felt that the focus on maintaining a positive school climate and increasing it should be a focus over the next two year as we prepare for a consolidation with the Ridgeway Annex community for September 2011.

The SPC and staff identified the need to continue to increase student leadership opportunities and to enhance student empowerment as one of the strategies to maintain the warm and welcoming school climate at Ridgeway School while expanding it to the larger community.

In this transitional year we could expect a decrease in the numbers shown in the baseline data – The SPC therefore feels that maintaining the numbers or increasing them by 1% or 2% is a reasonable goal for the 2011- 2012 year.

Objective 2.1:

Increase the number of students who feel safe at school

Strategies/Structures:

- Using programs such as Roots of Empathy and Kids in the Know throughout the school.
- Begin a peer counselling program in the fall to train grade 7 students and in the spring to train grade 6 students
- Continue with the buddy class system

Evidence: (Quantitative)

Results from the intermediate safe and caring survey at Ridgeway at Cloverley

Questions:

1. I feel safe in the classroom
2. I feel safe on the playground or the field
3. I fell safe in the school common areas (hallways, washrooms, etc...)
4. I feel safe at school

Key Performance Measure:	Baseline	Target	Actual
% of students who answered many times or all the time	Fall 2010		Fall 2011
Question #1	83%	Increase by 1-2%	
Question # 2	81%	Increase by 1-2%	
Question # 3	84%	Increase by 1-2%	
Question # 4	84%	Increase by 1-2%	

Results from the primary survey at Ridgeway Annex

Key Performance Measure:	Baseline	Target	Actual
Grade 1 and 2 Student Survey Yes	Spring 2011		Fall 2011
I feel safe in the classroom.	87%	Increase by 1-2%	
I feel safe on the playground.	74%	Increase by 1-2%	

Objective: 2.2: To increase the number of students who feel they are kind to others and take an active part in making the classroom and school a better place.

Strategies/Structures:

- Assist all students in setting behaviour goals (using R.O.C.K.S. & Social Responsibility Performance Standards) in class meetings
- Assist with student initiatives such as Eco Club, tether ball competition
- Mentor Grade 7 students in daily PA morning announcements & noon-hour milk sales
- Student leaders assisting at various functions such as Ready, Set, Learn; school concerts; Spring fair etc...
- Grade 6 continue to plan and run the fun day for grades K-5
- Provide opportunities for intermediate students to be lunch monitors in primary classes
- Provide opportunities for intermediate students to run the PEP room (playground equipment) & assist on the playground at recess and lunch
- Continue to offer Upper intermediate students opportunities as greeters and leaders at community and school events, assemblies & performances, and as School Ambassadors to visitors to the school
- Train students to assist in the event of Emergency
- Enable older students to be role models and teachers for younger students.
- Ask students what they feel they can do to make a positive difference at the school.

Strategies more specific to First Nations Students

- First Nations Support worker continue to work with all classrooms in teaching about First Nations culture through a variety of activities.
- Continue special projects such as weaving and blanket making to develop leadership skills and expertise in students who can in turn share with and teach others.

Evidence: (Quantitative)

Results from the intermediate safe and caring survey at Ridgeway at Cloverley

1. At school, I do kind things for others
2. I take an active role to help make the classroom and the school a better place

Key Performance Measure:	Baseline	Target	Actual
% of students who answered many times or all the time	Fall 2010		Fall 2011
Question # 1	73%	Increase by 1-2%	
Question #2	61%	Inc. by 1-2%	

Connections:

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

- Principals and Vice Principals in the Sutherland Family of Schools meet throughout the school year, discussing school goals, directions, instructional initiatives, issues, and concerns.
- The Ridgeway School Plan is aligned with the District Writing Goal and the Safe and Caring School Goal.
- Ridgeway focuses on the importance of early intervention, providing reading readiness skills (Firm Foundations & Instructional Strategies), and encouraging home-school connections (Home-Reading) as some of the proactive strategies to improve students' proficiency in literacy.
- The use of many district supported resources and initiatives (Reading 44, Our Turn to Talk, & Ready, Set, Learn, Writing 44) to improve literacy skills demonstrates the link between Ridgeway School and the District's direction.
- Ridgeway's goal to provide safe and caring school environments for all students, staff, and parents is supported through the district-developed *Safe and Caring Schools Guide* and *Safe Schools Assessment*. These documents are used to develop our Code of Conduct and are reflected in our school plan.

Consultation Process of Ridgeway 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 Ridgeway School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: May 2, 2011

	Name	Signature
Chairperson (Principal)	Aline Burlone	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Aimee Lesage	
Parent	Deanna Tonini	
Parent	Click to type name	

Board Approval of School Plan:

Approved by:

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