

North Vancouver School District SCHOOL PLAN for 2012-2013

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

School/Community Context:

Following the wireless technology pilot started in 2009-2010 Ridgeway is now expanding this to explore the uses of iPad technology in the classroom and its application for our special needs students.

A special agreement exists between Ridgeway and the North Shore Neighbourhood House to run the Ridgeway Kids club in the same building. The before and after school care offers a service to our students and community. Kids Club also runs a pre-school that is involved with the Edible Garden Project and their new intergenerational gardens. Many of the students in this program are connected to Ridgeway, as they will be attending Kindergarten next year. There is a very close connection between the school and the Kids Club.

The Refuge (teaching garden) is still in its beginning stages with plans for including a bee stewardship programs. The staff, students and community all come together to create a special learning environment. In the summertime many families volunteer to water the plants and take care of the garden.

Demographics (2012-2013 School Year)

Total number of students: 421 Male: 225 Female: 196

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	63	69	56	37	45	52	43	56
Fr. Imm.								

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
23.14	2.8%	8.2%	0.7%	10.9%

Progress Analysis:

Review of School Goals – Previous Year

Ridgeway

School Goal 1: To increase student achievement through the use of digital technology

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.

Evidence: (*Qualitative*)

In informal conversation with teachers the following observations were made:

- We had a small cohort of students from grade 5 to 7 who experience difficulties in expressive and receptive language skills
- These students were taught writing skills such as writing a paragraph through the use of power point and personal narrative using photographs (either using a camera or the internet) and formatting their writing on power point.

The observations:

- It was essential to teach the students how to use the computer and the various components of downloading pictures, using power point etc..
- Work through a personal project with constant assistance
- Some student were then able to do a second project more independently but some were not they require more 1:1 to produce results. I.e. more practice is definitely needed

There was more motivation observed when students were able to use technology to do their work. And priced shown when results were shared.

Some students have shown more confidence in even trying to do some work in the class

Analysis:

Although we have not met this goal teachers have indicated that there is a positive response and improvement when the students used he technology. The same cohort will be followed in 2012 2013. Knowing that these children are not provided funding to allow extra individualized help the school has to find ways to support them to become more independent and confident learners. The target should be change to read to increase the number of students meeting expectation in their own IEPs in relationship to expressive and receptive goals.

School Goal 2: To increase the number of students who feel that the school is a safe and caring community.

Objective 2.1: Increase the number of students who feel safe at school

Evidence: (Quantitative)

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 feel 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%	93%
Question # 2	81%	Increase by 1-2%	88%
Question # 3	84%	Increase by 1-2%	95%
Question # 4	84%	Increase by 1-2%	94%

Results from the primary survey

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%	86%
I feel safe on the playground.	74%	Increase by 1-2%	81%

Analysis:

- The targets have been reached for the intermediate students.
- It is to be noted that the primary survey in 2011 was done at Ridgeway Annex with grade 1 and 2 and the fall survey was done with grade 2 and 3 that included students from Ridgeway at Cloverley – so more students were surveyed in 2011.
- The slight decrease in answer to “I feel safe in the classroom” can be explained by the young children’s interpretation of safe as well as the transition to a new school.
- We met our target for the primary “I feel safe in the playground”
- Overall the SPC expressed the opinion that this goal has been met. The targets were met in both areas and although the school will continue to provide students opportunities in this area it will no longer be considered as a goal for our school plan

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.

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%	74%
Question #2	61%	Inc. by 1-2%	71%

Analysis:

- The targets were met in both areas and although the school will continue to provide students opportunities in this area it will no longer be considered as 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 feeling valued and respected in school.

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 (according to their IEP goals) 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.
- Introduce technology to support expressive and receptive language difficulties such as the use of NEOs and computers and iPads
- Explore different applications and software to support students in their expressive and receptive language difficulties.

Evidence: (Qualitative)

Qualitative Baseline:

- June 2012 IEP progress report assessment in relationship to IEP goals of expressive and receptive language for identified cohort.
- Student progress as reported through teacher conversations.

Qualitative Target:

- Increase by 1% the amount of students who have moved towards meeting or are meeting expectations in relationship to their IEP goals of expressive and receptive language.

Qualitative Actual:

- Data to be collected in the spring of 2013

School Goal 2: To increase the number of students feeling valued and respected in school.

Goal Rationale:

More and more students seem to exhibit symptoms of high anxiety such as separation anxiety. This anxiety gets in the way of a positive school experience. That is why The SPC felt that it is important to investigate and put in place any preventative measures that we could to assist these students.

Objective 2.1:

To decrease the amount of students who are highly anxious.

Strategies/Structures:

- Explore the possibility of using programs such as Stand by me, Minds Up, The Worry Dragon and Friends for Life for all students
- Roots of empathy
- Providing parents and teachers with information about the Anxiety BC website
- Providing speakers for parents and staff about anxiety

Evidence: (Quantitative)

Baseline:

- Baseline to be collected in June 2012
- # of students officially referred through the SBRT to the counsellor for support for on going anxiety
- # of students that have exhibited symptoms of high, on-going anxiety through teacher and parent conversations

Target:

- Decrease by 1%the number of students that have ongoing support through counselling regarding anxiety
- Decrease by 1% the amount of students that were identified through teacher conversation a having on going anxiety.

Actual:

- Data to be collected in the spring of 2013

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 10 year Strategic Plan.
- The exploration of digital technology and its applications for the improvement of student learning is a shared tool.
- The Sutherland Family of Schools also engaged in shared parent information evening such as the Drug and Alcohol Forum on February 28, 2012 and the PAC Gala Event held in April of 2012.
- There is a connection between the students from the high school to the elementary school with presentations such as band choir and visits from grade 11 students to grade 7 students on the topic of Drugs and Alcohol.
- As a FOS, we set high goals for student achievement by maintaining an open, and collaborative dialogue taking account the unique characteristics of each school site.

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, 2013.

School Planning Council Approval of Proposed School Plan:

Date:

	Name	Signature
Chairperson (Principal)	Aline Burlone	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Anna Marchiafava	
Parent	Christine Lilley	
Parent	Lily Chan	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 11, 2012**