

North Vancouver School District SCHOOL PLAN for 2013 -2014

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

School/Community Context:

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.

Residences on all sides surround Ridgeway – there is no forest or green space adjacent to the property. Therefore our Refuge (teaching garden) is critical to the outdoor learning component of the school. The staff, students and community all come together to create this special learning environment. In the summertime many families volunteer to water the plants and take care of the garden.

Demographics (2013-2014 School Year)

Total number of students: 446 Male: 224 Female: 222

| Number of students per grade | | | | | | | | |
|------------------------------|----|----|----|----|----|----|----|----|
| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| English | 67 | 64 | 72 | 61 | 41 | 47 | 48 | 46 |
| Fr. Imm. | | | | | | | | |

| # FTE Teachers & Administrators | % Aboriginal Students | % Special Needs Students | % International Students | % ESL |
|---------------------------------|-----------------------|--------------------------|--------------------------|------------|
| 24.094 | 2% | 10% | 0.8% | 16% |

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 (according to their IEP goals) through the use of digital technology.

Evidence: (Qualitative)

| |
|---|
| <p>Qualitative Baseline:</p> <ul style="list-style-type: none">- 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. |
| <p>Qualitative Target:</p> <ul style="list-style-type: none">- 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. |
| <p>Qualitative Actual: March 2013</p> <ul style="list-style-type: none">- The size of the group = 5 students (1 student in grade 6 and 4 in grade 7)- Of the 5 students 1 student has not attended consistently due to medical issues- The 4 other students all have minimally improved in their writing skills when looking at their IEP progress report and when speaking with their teachers. |

Analysis:

- All 4 students have minimally improved in their writing skills.
- All 4 students have received targeted interventions through LAC programs that include the use of some digital technology such as Reading Academy and Lexia.
- All 4 students also have adaptations in their classrooms in all subjects' areas.
- The digital technology helped in the motivation of students but is not the only factor that helped them improve minimally.
- This goal was somewhat achieved as all students minimally improved in their skills – however they are nowhere near grade level expectations.
- Although we will continue to target intervention for students at risk- this goal could become an objective for a larger literacy goal in the future.

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

Objective 2.1: To decrease the amount of students who are highly anxious?

Evidence: (Quantitative)

| |
|---|
| <p>Baseline:</p> <ul style="list-style-type: none"> • Baseline to be collected in June 2012 • Number of students officially referred through the SBRT to the counsellor for support for on going anxiety • Number of students that have exhibited symptoms of high, on-going anxiety through teacher and parent conversations |
| <p>Target:</p> <ul style="list-style-type: none"> • 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. |
| <p>Actual:</p> <ul style="list-style-type: none"> • Data to be collected in the spring of 2013 |

| Description | Baseline June 2012 | Target | Actual March 2013 |
|---|--------------------|----------------|-------------------|
| # students referred to counsellor for support for on going anxiety | 18 | Decrease by 1% | 7 |
| # students that have exhibited symptoms of on going anxiety through teacher conversations | 15 | Decrease by 1% | 9 |

Analysis:

- The number of students referred to our counsellor for on going anxiety has decreased by 38%
- The number of students identified through teacher conversations has decreased by 60%
- There are still students who have high anxiety and we need to continue to address their needs at the universal level of prevention by using school wide programs and strategy but we must also continue the more targeted individual interventions whenever needed.
- Our goal has been met and we will continue to work on this but it will no longer be a school plan goal.

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Ridgeway School Plan for 2013-2014 are:

1. To improve students' success rate in mathematics.
2. To improve students' success rate in reading.

School Goal 1: To improve students' success rate in mathematics

Goal Rationale:

- Math was identified as a focus by the Ridgeway staff for the 2012/13 school year.
- Examination of the report card data in March 2013 indicated that grade 3, 6 and 7 had the lowest percentage of students meeting or exceeding expectations.
- The grade 3 students are at a transition stage into intermediate years and will be in the school for 4 more years – whereas the grade 6 students would be leaving in a year.
- There is more time to effect change and follow the grade 3 cohort.

Objective 1.1: To increase by at least 5% the number of students (from the 2012/13 grade 3 cohort) meeting or exceeding expectations by the end of grade 6.

Strategies/Structures:

- Using games
- Identifying areas of concern through the use of district testing
- Jump math for struggling learners
- Pro d on math
- Math conversations during staff meetings
- Teaching all students math terminology
- Develop common language around math in school
- Using web site such as Khan academy
- Math 44 strategies and assessment

Evidence: *(Qualitative)*

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--|---------|--|----------------------------------|----------------------------------|
| March Report card data % of students meeting or exceeding expectations | 77% | To be collected in March 2014 | To be collected in March 2015 | To be collected in March 2016 |
| FSA results | | To be collected in February 2014 | | |
| Grade 6 District Assessment | | | | To be collected in May 2016 |

School Goal 2: Improve students' success rate in reading

Goal Rationale:

- Examination of the report card data and DIBELS results in March 2013 indicated that grade 1 had the lowest percentage of students meeting or exceeding expectations in reading.
- Research shows that early intervention in reading is a key factor for future academic success.
- At risk students benefit from additional, targeted intervention at an early stage.

Objective 2.1: To increase by at least 10% the number of students (from the 2012/13 grade 1 cohort) meeting or exceeding expectations by the end of grade 3.

Strategies/Structures:

Universal:

- Use Reading 44 reading strategies
- Buddy reading
- Parent volunteers reading with students
- Classroom adaptations
- Home reading programs
- Exposure to City Library programs
- Guided reading
- Reading computer programs such as Learning A to Z and StarFall

Targeted:

- One to One Volunteer Readers
- PAWS reading program
- Individual and small group instruction with the LAT and LSW
- Reading Academy Program
- Lexia program

Evidence: (Quantitative)

Report card data

| | Grade 1 Collected in March 2013 | Grade 2 Collected in March 2014 | Grade 3 Collected in March 2015 |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| % of students meeting or exceeding expectation in reading | 54% | | |

LAC/LSW support

| | % students needing intensive support | % students needing strategic support | Total % students needing support |
|--------------------------|--|--|-------------------------------------|
| Grade 1 February 2013 | 33% | 13% | 46% |
| Grade 2 February 2014 | | | |
| Grade 3 February 2015 | | | |

Connections:

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

While it important that school plans reflect the unique characteristics of each school site, it is equally important that school plans connect thoughtfully to district directions and align with the initiatives of the Family of Schools (FOS).

- Administrators meet monthly in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation.
- Administrators of the Sutherland Family of Schools reviewed their plans looking for common goals and strategies that may be applied amongst all the schools. Discussions related to how the goals help with transition between elementary and secondary were held to help assist our grade seven students make the transition to high school.
- The FOS discussed a possible common goal in the future related to “student engagement”. The goal would encompass academic engagement and a sense of belonging.
- Grade 7/8 Transition process is being revised to provide a greater focus on the students at risk (academically, behaviourally, and/ or socio-emotionally). The revision will include a more accurate means of tracking students at risk in the area of math. Sutherland Secondary will be offering a new Math course within the Learning Assistance program for the coming year.
- The FOS hosted a joint Curriculum Implementation day with a focus and discussion on developing a “sense of belonging”. More opportunities for the staff within the FOS to get together for events will be provided in the future.
- The initiatives of the FOS are to reflect the objectives stated in the School District's “3 Year Operating Plan” and “2011-2021 Strategic Plan”. The following objectives are highlighted in the actions and activities of the FOS.

Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities.

Provide recognition of the value and contributions of our students, our staff, and our community partners.

Provide seamless transitions for all students at each stage of growth and development.

Strengthen engagement and connection for all learners.

Build connections and partnerships with other educational organizations to support and strengthen our own instructional practice and to stay current with educational research.

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:

Dr. Pius Ryan, Assistant Superintendent