

North Vancouver School District
SCHOOL PLAN
2009-2010

School: Ridgeway Annex
Address: 450 East 5th Street
North Vancouver, BC V7L 1M2
Phone: 604-903-3747

Principal: Aline Burlone

School/Community Context:

Ridgeway Annex Mission Statement:

Committed to a focus on learning, Ridgeway Annex Elementary School, in partnership with the community, will enable students to develop their maximum intellectual potential, sense of self-worth, personal and social responsibility and love of learning within an open, safe and caring environment.

The School:

Ridgeway Annex accommodates primary students in a community bounded by Burrard Inlet, Lonsdale Avenue, Keith Road and Queensbury Avenue. It serves as a feeder school to Ridgeway Elementary, located four blocks away. The neighbourhood contains a mixture of single-family dwellings, duplexes, apartment units, subsidized housing and some industrial and commercial properties. The area is undergoing a process of gentrification, resulting in the removal of some affordable rental property from the area. The school is expected to close at the time the new Ridgeway School re-construction is completed, anticipated to be June 2011.

The Students:

The school currently enrolls 78 students in Kindergarten to Grade 2 only. This grade configuration results in a significant changeover in school population each year. The current school organization has the students divided into five divisions. The students come from diverse backgrounds, both culturally and economically. Some are living below the poverty level whilst others are from affluent professional families.

The Staff:

Ridgeway Annex has a teaching staff of 5.5 full time equivalent teachers. The work of the staff is supported by District Staff who supply specialist services. Staff members are committed to ongoing professional growth to improve their teaching and learning and individual teachers are currently participating in the implementation of the "Roots of Empathy" initiative, the Early Learning Foundations Skills, piloting the Primary Writing program and undertaking Reading Recovery training, as well as Orff Music training. The staff demonstrates collegiality sharing their knowledge and skills willingly with each other.

The Parents and Community:

Ridgeway Annex staff actively encourages the involvement of parents and community members in the life of the school. Throughout the school year, the school plans a variety of events for parents. At the beginning of the year there are "intake interviews" which allow parents to share their knowledge of their child with the new teacher. Other activities such as the Christmas Concert, the Art Show or special assemblies provide parents with the opportunity to see the programmes in action. The school also reaches out to the parents of pre-school children through such initiatives as "Ready, Set, Learn" and the welcome evening to families of five year old students arriving in September. The school is supported by a small, but very active PAC. The PAC plans social events, such as the annual Welcome Back BBQ, educational events and fundraising events to support school programmes. Parents as a whole support the school through volunteerism. The school also enjoys the support of many community volunteers. Currently One to One reading volunteers from the One to One Society of Vancouver work in the school on a regular basis.

Demographics:

Total number of students: 75 Male 36 Female 39

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		30	26	19					
Fr. Imm.									

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
5.5	0	6.67	0	6.67

Progress Analysis:

Review of School Goals – Previous Year

In reviewing Ridgeway Annex' School Goals, the School Planning Council and Staff felt that progress had been made in the area of increasing student achievement levels in Reading and in students becoming aware that others care about them and that they have the responsibility to care for others. Ridgeway Annex continues to implement instructional strategies to improve both reading readiness for Kindergarten students and reading proficiency in Gr. 1 and 2 students.

In the area of writing, it was decided that more emphasis needs to be placed on the reading-writing connection as we move to improve student achievement in the area of writing and focus on the process in all grades.

Many aspects of the Safe and Caring School goal are successfully implemented and maintained, particularly in the area of caring for each other and code of conduct, through structures that are currently in place and reviewed regularly with staff. Ridgeway Annex continues to build opportunities for student and parent contribution and recognizes the need to keep parents well informed of programs and expectations and changes within the school. Therefore, emphasis will continue to be placed on objectives that support the provision of a safe and caring school environment.

Opportunities for Further Development:

- Implementation of Writing 44 in all grades with particular emphasis on the reading-writing connection
- Focus on Numeracy, in addition to the Literacy goals
- Emphasis placed on behaviour management and intervention strategies in the area of Safe and Caring schools and informing parents of these strategies

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Ridgeway Annex School Plan for the 2009-2010 school year are:

1. **To improve the literacy skills in students in K-2.**
2. **To improve the achievement of students in Mathematics.**
3. **To improve the feeling of safety and caring by all members of the school community.**

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

- Supports School District Initiatives
 - Builds on long standing school initiatives
 - Analysis of student achievement indicates a need to continue work in this area
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Objective 1.1: Increase the number of students who meet expectations for reading readiness by the end of Kindergarten

Strategies/Structures:

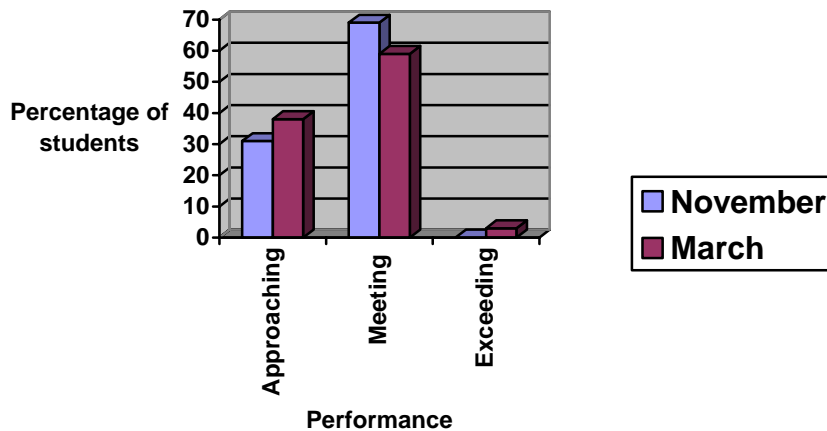
- Continue to implement the "Firm Foundations: Early Literacy Teaching and

- Learning” program
- Continue to implement intervention strategies for Kindergarten students identified as “at risk” on the TOPA test
- Continue to build resources for home reading
- Distribute *Reading at Home: Tips for Parents and Strategies for Success* pamphlet to Kindergarten parents during Kindergarten orientation meeting and at parent-teacher conferences
- Provide opportunities to educate parents on how to assist children at home in learning reading skills
- Participate in the Ready, Set, Learn program for 3 and 4 year olds

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Test of Phonological Awareness (TOPA)	January 2009	June Re-test	
Students who meet or exceed expectations	66%	100%	
Students “at risk” 0-25 percentile	33%	0%	
Report Card Data- reading	November 2008	June 2009	
Students who meet or exceed expectations	67%	100%	

2008-09 Report Card Data- Kindergarten Reading



Evidence: (Qualitative)

Explore the possibility of “running records” to monitor progress throughout the year for students “at risk”.

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

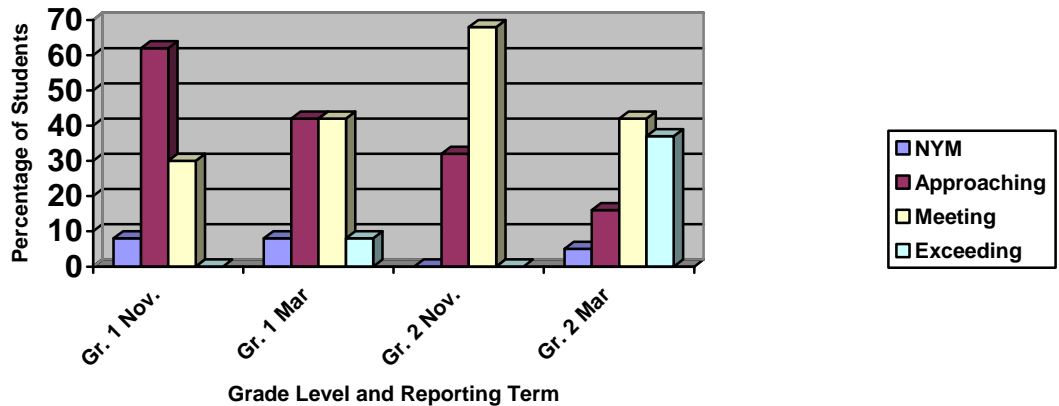
Strategies/Structures:

- Continue to implement the Writing 44 program with connections to literature
- Apply instructional strategies, tactics and organizers to develop and organize ideas for writing
- Continue with writers' workshops in the Gr. 2 and introduce to Gr. 1 classes
- Participate in writing contests and post writing on school website and in newsletters, on bulletin boards to celebrate successes
- Explore the use of new programs (eg. Write Traits) to facilitate instruction and assessment of writing achievement through rubrics and student self-assessment
- Explore opportunities for students to have experiences with published authors (eg. Author workshops, Writer's Festival, etc.)
- Provide in-service opportunities for staff and parents on the Reading-Writing connection
- Explore non-fiction reading/writing, particularly for boys, through pro-d workshops with author Adrienne Gear

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 2008	March 2010	
Students Meeting or Exceeding Expectations	60%	75%	

2008-09 Report Card Data Gr. 1-2 Writing



School Goal 2:

To improve the achievement of students in Mathematics.

Goal Rationale:

- Supports School District Initiative
- Analysis of student achievement indicates a need to continue work in this area
- Supports the Family of School Initiative

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

Strategies/Structures:

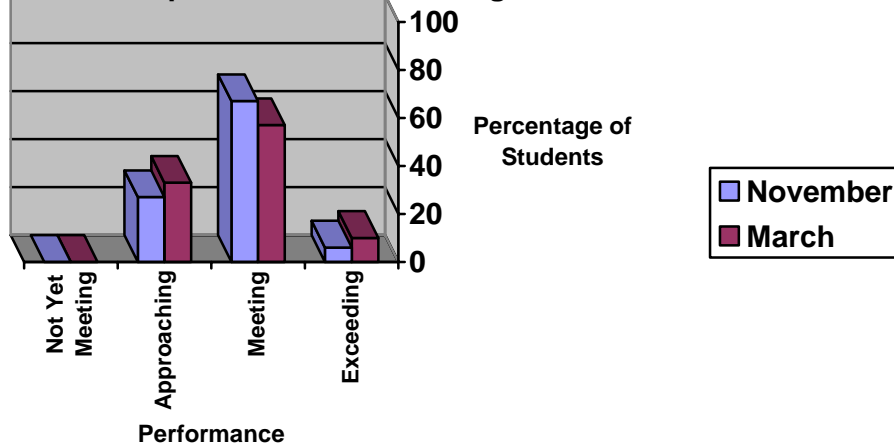
- Administer District Numeracy Assessment Tool in February of each year to identify students experiencing difficulty with early numeracy skills. Student progress will be assessed through retesting in June.
- Provide extra support to students identified as “at risk” by implementing intervention strategies in *Mathematics Intervention Handbook: Kindergarten/Grade 1* and the allocation of staff resources and peer tutors
- Increase teachers’ instructional repertoire through the implementation of models of instruction (skills, strategies, tactics and organizers)
- Involve and educate parents on how to help students through distribution of the pamphlet *Student Success Using the 10 Math Habits* at Kindergarten Orientation meetings, Home practice packages, parent education events and curriculum night.
- Emphasize strategies for parents to build early numeracy skills through Ready, Set Learn sessions for pre-Kindergarten students.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
NV District Kindergarten Numeracy Assessment		Retest June	
Numeracy Readiness (February) 2009	74%	85%	

- Number of students receiving additional support= 8

2008-09 Report Card Data- Kindergarten Mathematics



Evidence: (Qualitative)

Explore the possibility of using an on-going record of student learning in the area of numeracy to identify specific target areas throughout the school year.

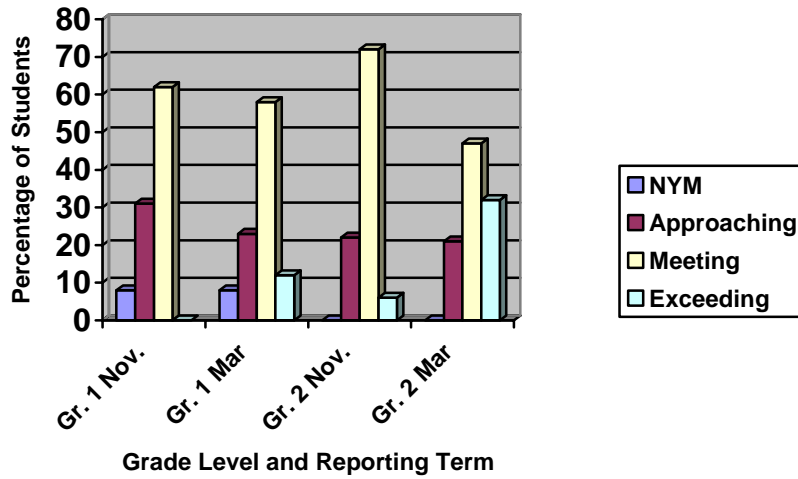
Objective 2.2: Improve mathematical competency and confidence of students in Gr. 1 and 2.

Strategies/Structures:

- Develop and implement common mathematical vocabulary
- Continue to incorporate math games and manipulatives
- Using the structure of Math 44, continually cycle back through topics to provide on-going review and deepening understanding of concepts
- Highlight BC Math curriculum changes and explore ways as a school to change our programs to meet those changes.
- Increase teachers' instructional repertoire through implementation of focus on instruction strategies, and in-service provided by District personnel.
- Actively teach connections and applications between classroom math and real life math
- Target resources, staff and programs, to enhance classroom instruction and the implementation of Math 44
- Involve and educate parents on how to help students through the distribution of the pamphlet *Student Success Using the 10 Math Habits* at parent-teacher conferences, Parent Education events and curriculum night, as well as Newsletter references to Math for families.

Key Performance Measure:	Baseline	Target	Actual
Report Card Data for Students Meeting or Exceeding Expectations in Mathematics in Gr. 1 and 2	November 2008	March 2010	
Students Meeting or Exceeding Expectations	68%	75%	

2008-09 Report Card Data Gr. 1-2 Mathematics



Evidence: *(Qualitative)*

Key Performance Measure:	Baseline	Target	Actual
Student Survey March 2008	Many Times/All the Time	March 2010	
I am Getting Better at Math	84%	87%	
I Like Math	53%	75%	

School Goal 3:

To improve the feeling of safety and caring by all members of the school community.

Goal Rationale:

- Supports School District Initiative
- Builds on long standing school initiative
- Safe and Caring School Audit results indicate a need in this area

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

Strategies/Structures:

- To implement Ridgeway Annex' school Code of Conduct on an ongoing basis and communicate this to students and parents through assemblies, newsletters, the website, school signage and PAC meetings
- Continue implementation of TRIBES strategies in classrooms; continue with modeling examples at staff meetings

- Continue implementation of age appropriate strategies identified in “*Second Step*” and “*CARE*” teaching resources
- Provide opportunities for students to be involved in school decision making, volunteerism and programs
- Provide opportunities for student leadership in building social responsibility and school spirit
- Recognize and celebrate student leadership
- Continue to work with buddy classes from main Ridgeway School

Evidence: *(Qualitative)*

Key Performance Measure:	Baseline	Target	Actual
Student Survey March 2008	Many Times/All the Time	March 2010	
I feel safe in the classroom.	82%	87%	
I feel safe on the playground.	80%	87%	

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

Strategies/Structures:

- Make sure the Code of Conduct is discussed with all students and prominently posted in the school
- Develop and implement a positive reinforcement program acknowledging students for displaying desired behaviours
- Continue to meet as a school-based behaviour team, meeting regularly to discuss and plan responses to at-risk behaviour
- Clearly set out behavioural expectations to students before extra-curricular activities
- Maintain a high level of surveillance in and around the school
- Encourage the participation of Youth Out-Reach Workers and Prevention Workers in the school for at-risk students
- Collect and share behaviour data with staff

Key Performance Measure:	Baseline	Target	Actual
Compare results from Safe and Caring School Audit	April 2009	April 2011	
Behaviour Management and Intervention Strategies Fully Meeting Expectations or Exceeding	53%	80%	
Parent Survey March 2008	Many Times/All the Time	March 2010	
Does Your Child’s School provide Clear Expectations For Student Behaviour?	69%	85%	

Evidence: *(Qualitative)*

Explore “running records” or behaviour data to monitor progress throughout the year for students with infractions and compare on a year-beginning and year-end basis.

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

- Some aspect of Literacy is a goal common to all Sutherland Family of Schools' School Plans as it is a cornerstone foundation skill for life success
- Principals meet bi-monthly in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation.
- North Vancouver School District has a clear goal to provide safe and caring school environments for all students, supported through the District-developed *Safe and Caring Schools Guide* and the annual *Safe Schools Assessment*. These documents are used and are reflected in the Ridgeway Annex School plan.

Consultation Process of Ridgeway Annex 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 Annex School Plan will be posted on the school web site by October 31, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 6, 2009

	Name	Signature
Chairperson (Vice Principal)	Diane Ehling	<i>Original Document signed by SPC Members</i>
Teacher	No Teacher Participant this Year	
Parent	Christine Sacre	
Parent	Carli Woodburne	
Parent	Jennifer Lazarowich	
Student (Gr 10, 11, 12 schools only)	N/A K-2	

Board Approval of School Plan:

Approved by:

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