

**North Vancouver School District
SCHOOL PLAN
2009-2010**

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

Principal: Aline Burlone

School/Community Context:

Ridgeway R.O.C.K.S.

- 16 classes from Kindergarten to Grade 7
- Students from the Annex (K-2) attend Ridgeway in Grade 3
- Culturally and economically diverse student population of approximately 390
- Focus on Early Literacy Intervention in Primary grades
- School-wide Guided Reading, Home Reading Program, Learning Assistance (LAC) & English as a Second Language (ESL) Support, and One-to-One Literacy Program
- Strong Music (K-7), Band (Gr. 5-7) and Choir Programs, School Concerts, Choral Festivals, Music Festivals, School-wide daily Music Appreciation Program
- Art Show featuring all students from Kindergarten to Grade 7
- Outdoor School experiences in Gr. 2, 4 & 6
- Environmental Studies in School Refuge (garden)
- Core French (Gr. 5 - 7)
- Roots of Empathy (ROE)
- DARE (Gr. 5)
- Positive School Climate – ample opportunities for student empowerment and leadership such as Student-Led Assemblies, Morning PA Announcements, School Ambassadors, Public speaking at assemblies and functions, Resource Centre Assistants (RCA), Playground Enhancement Program (PEP), Assisting with noon-hour and after school sports events (score-keeping & refereeing), Milk sales and Lunch monitors in primary classrooms
- Cultural experiences, guest speakers, and performances to promote cultural understanding and awareness of diversity and individual differences
- In-school Hot Lunch Program and Milk sales at lunch
- Play First Lunch Hour (students play then eat lunch)
- School-wide Fruit/Vegetables Recess Snacks (Ministry sponsored)
- Healthy PAC sponsored Recess snack & Lunch sales
- Noon hour games, Kilometre Club, Skip rope tournament, Action Schools BC
- Annual School-wide events: Terry Fox Run, Jump Rope for Heart, Activity Day, Bike to Work Week
- Strong school community involvement – students, staff and parent initiatives
- Gr. 7 students organized bake sales
- Sports teams/events (Cross Country, Basketball, Volleyball, Track and Field)
- School-wide Recycling and Composting, Refuge & Harvest Garden, Food Drive at Christmas & Clothing Drive in Spring



- Annual Family Numeracy or Literacy & Book Fair evenings, Science or Heritage Fairs,
- Poetry Month, Author Visits
- Class visits to North Shore Stroke Recovery Centre
- Parent Advisory Council (PAC) meetings, PAC Fund-raising events
- Annual Family Dance Evening, Family Bingo Night, and Spring Fair
- Parent volunteers in school, on field studies & Parent drivers
- PAC participation as members on various school committees

Demographics:

Total number of students: 386 Male: 204 Female: 186

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		22	23	38	55	61	66	58	67
Fr. Imm.									

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
20.75	4%	9%	2%	12%

Progress Analysis:

Review of School Goals – Previous Year

School Goal 1: To increase students' proficiency in literacy skills

Objective 1.1: To increase Kindergarten students' performance on the Test of Phonological Awareness (TOPA)

- Data analysis of TOPA indicated that the one kindergarten student who was assessed to be below the 25th percentile (not within expectations) in January 2008 received small group interventions and achieved scores within expectations when reassessed in June 2008. This result indicates that classroom and intensive small group interventions were successful in improving our Kindergarten students' progress in acquiring reading readiness skills by the end of the Kindergarten year.



Objective 1.2: To improve students' performance in Reading and Writing skills

- The report card data indicates that in reading the percentage of students who meet expectations at both the primary and intermediate levels has decreased from April 2007 to April 2008

Key Performance Measure:	April 2006	April 2007	April 2008
BC Performance Standards in Reading Total number of students who meet or exceed expectations in reading from:			
K-3	82%	87%	64%
4-7	83%	92%	70%
Total	83%	90%	68%

- The report card data indicates that in Writing the percentage of students who meet expectations at both the primary and intermediate levels has decreased from April 2007 to April 2008.

Key Performance Measure:	April 2006	April 2007	April 2008
BC Performance Standards in Writing Total number of students who meet or exceed expectations in reading from:			
K-3	85%	84%	51%
4-7	88%	88%	65%
Total	87%	87%	60%

School Goal 2: To provide a safe and caring school learning environment

Objective 2.1: To facilitate and mentor student empowerment and student leadership skills

Objective 2.2: To increase students' sense of belonging and self-esteem and to enhance students' awareness, understanding and respect for cultural diversity and individual differences.

The results from the safe and caring schools audit and the social responsibility survey indicate that the levels of satisfaction and meeting expectations have been maintained and in some cases have increased for both objectives.

Key Performance Measure	2004/2005	2005/2006	2006/2007	2008/2009
Safe and Caring School Audit				
Staff and parents who feel the school is meeting or exceeding expectations as per the audit in the area of student empowerment	22/28 = 78%	33/36 = 91%	34/34= 100%	38/40= 95%

Key performance measure NVSD Safe School Social Responsibility Survey	2006	2008
Adults in the School Community		
Adult Responsiveness	4.21	4.45
Adults Respect & Recognition	4.05	4.12
Students in the School Community		
Student Belonging	3.78	3.96
Self Esteem	3.94	N/A
Social Responsibility		
Social Responsibility Climate (teaching & learning)	3.48	3.80
Social Responsibility (Behaviour)	3.45	3.49

Opportunities for Further Development:

When the SPC discussed the focus for the 200-2010 school plan, it was decided that the literacy goal was too broad and should have a narrower focus. The SPC reviewed the results from the RAD (Reading Assessment Device) which was administered in October 2008 to all students from grade 3 to 7. The RAD results showed that most students needed further instruction in the areas of non-fiction reading. As the literacy focus has now been narrowed to reading in the non-fiction area, the SPC wanted to ensure that the reading writing connection be considered as a goal to in future years.

While developing the 2008-2009 plan the SPC had decided to focus on two goals and had therefore taken the previous math goal off the Ridgeway plan. This year's SPC would like to consider math as a future goal.

School Goals:

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

1. **To increase students' proficiency in reading skills.**
2. **To increase the spirit of citizenship and service to the community in all students to enhance a positive school climate**

The Ministry of Education, School District 44 and the local Aboriginal communities have identified Aboriginal students as a population needing additional support to improve academic performance and a sense of belonging. Although Ridgeway does not have a big Aboriginal population (16 students) it needs to be noted that although the above goals apply to our Aboriginal students some of the objectives and strategies are more specific to them.

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

Goal Rationale:

Proficiency in literacy skills (listening, speaking, reading and writing) is essential for students to comprehend and gather information across the curriculum such as Mathematics, Social Studies, and Science. A solid knowledge base in all aspects of reading will increase the students' abilities to communicate effectively, and become successful life-long learners.

When examining the results from the RAD assessment administered to students from grade 3 to 7 it became evident that students needed instructions in many of the features of reading non-fiction.

Objective 1.1:

To increase Kindergarten students' readiness in reading for grade 1.

Strategies/Structures:

- Administer the TOPA to Ks in January to identify students achieving below the 25th percentile
- Teach lessons, games and activities in classroom as outlined in Firm Foundation
- Provide additional phonological awareness training and intervention support to the identified group of students
- Use Our Turn to Talk resources to enhance early oral language development
- Re-Administer TOPA in June to the Kindergarten students who achieved below the 25th percentile in January.
- Administer the Dibels and other measures of predicted success in the fall when students are in grade 1.

Strategies more specific to First Nations students

- Investigate and purchase culturally sensitive material to support interventions

Evidence: (*Quantitative*)

Key Performance Measure:	Baseline	Target	Actual
TOPA	January 2009 18% (4 out of 22 students) below the 25 th ile	Decrease the amount of students below the 25 th ile by at least half.	June 2009

Objective 1.2:

To improve intermediate student's reading skills in specific skills areas as identified by the RAD.

Strategies/Structures:

- Assess all students from grade 3 to 7 using the RAD in October 2008 and base instruction on needs identified through this assessment
- Provide classroom, LAC, LSW and ESL support to identified students
- Through LAC provide workshop like instruction related to specific skills to specific groups of students identified through the RAD
- Continue to implement components of Reading 44 and Instructional Strategies
- Expand Guided reading instruction to grade 5 (pre-test September 2008 and post test June 2009 using the PM benchmark student
- Community volunteer mentoring – One on One Literacy Program
- Literacy bins for intermediates RCAs (student leaders) reading under the tree to younger student during the lunch hour
- Use of reading passport
- Reassess student with the RAD in June 2009 for evidence of growth.

Strategies more specific to First Nations students:

- Provide appropriate reading resources for Aboriginal students by using the "Strategies for Aboriginal Theme Books" resource binder as a guide. (First nations book bins and levelled reading material)
- Use technology to support reading skills (Academy of Reading)
- “Shared Learnings” is a resource that can be used.
- Provide opportunities for school and Aboriginal community to discuss strategies to improve reading achievement through parent meetings
- Contact the Education and social development of the Nations to promote communication and partnership and gain understanding and information regarding programs and services available to students
- Share the work of the Aboriginal Council in developing the district Enhancement Agreement
- Accessing support from the Nations whenever possible
- Support provided by School First nations Support Worker and District First Nations Literacy Teachers

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 2006	June 2009	April 2008
K-3	82% (121 out of 148)		64% (96 out of 150)
4-7	83% (222 out of 267)		70% (187 out of 267)
Total	83%(343 out of 415)		68% (283 out of 417)

Key Performance Measure (RAD) # of Students fully meeting or exceeding expectations.	Baseline October 2008	Target Increase by 5%	Actual June 2009
Grade 3 Text Features Main Idea Details Inference	59% 25% 25% 59%		
Grade 4 Text Features Main Idea Details Inference	41% 83% 19% 47%		
Grade 5 Text Features Main Idea Details Inference	16% 18% 9% 34%		
Grade 6 Text Features Main Idea Details Inference	21% 26% 23% 26%		
Grade 7 Text Features Main Idea Details Inference	28% 21% 59% 57%		



School Goal 2:

To increase the spirit of citizenship and service to the community in all students to enhance a positive school climate.

Goal Rationale:

During the school audit in April 2009 positive school climate ranked high whereas behaviour and ranked lower. However in view of the fact that the Ridgeway population and community will be relocating to a new site in September 2009, it was felt that the focus on maintaining this positive school climate and increasing it would be a focus over the next two year as we are relocating in the Cloverley site and preparing for a possible consolidation with the Ridgeway Annex community.

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.

We believe that through the teaching and reviewing of the school's Code of Conduct (Ridgeway R.O.C.K.S.), along with positive reinforcement, fair and consistent discipline, and acceptance and inclusion of others, we will instill in students intrinsic motivation and pride that will lead to a co-operative, safe, and caring learning environment for everyone.

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

Strategies/Structures:

- Facilitate Grade 7 classes in preparing for monthly Student-led school assemblies focusing on one aspect of the School's Code of Conduct (Ridgeway R.O.C.K.S.)
- Assist all students in setting behaviour goals (using R.O.C.K.S. & Social Responsibility Performance Standards) in class meetings
- Assist with student initiatives – i.e. Anti-Bullying Day, Talent show,
- Mentor Grade 7 students in daily PA morning announcements & noon-hour milk sales
- Provide opportunities for intermediate students to be lunch monitors in primary classes,
- PEP (playground equipment) & assisting on the playground at recess and lunch
- Continue to offer Upper intermediate students opportunities as greeters and leaders at community and school events .
- New student (Kindergarten & Gr. 2 from the Annex) orientations,
- 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.

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 other.

Evidence: (Quantitative)

Ministry’s Safe and Caring Schools Survey – Aspect on Student Empowerment

Key Performance Measure:	Baseline	Target	Actual
Staff & parents who feel the school is meeting or exceeding expectations as per the Audit	2004-05 22/28=78%	Maintain in the 90% range	April 2009-96% (26/out of 27 staff)

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

Strategies/Structures:

- Maintain the ROCKS committee to develop a process to address consistent language and specific expectations, process for teaching students, recording incidents, staff communication and pro-active in-school/out-of-school alternatives.
- As the process develops, continue to communicate and review with all supervision staff at monthly meetings
- Keep behaviour on the staff meeting agenda
- Identify the exact areas of behaviour management and intervention that need to be worked on through the use of performance standards, surveys and dialogue
- Track “Community Service / Leadership” hours, and provide Grade 7 students with a reference letter upon leaving Sherwood Park
- Have students self-assess each term using Social Responsibility Performance Standards (in student friendly language)

Ministry’s Safe and Caring Schools Survey – Aspect on Behaviour management and intervention strategies

Key Performance Measure:	Baseline	Target	Actual
Staff who feel the school is meeting or exceeding expectations as per the Audit	2004 82% (24 out of 29)	Bring back to the 80% range by the next audit in 2011	April 2009 4% (1 out of 30)

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 Reading Goal and the Safe and Caring School Goal.
- Ridgeway focuses on the importance of early intervention (school-wide Primary Guided-Reading), 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) 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 the annual *Safe Schools Assessment*. These documents are used to develop our Code of Conduct and are reflected in our school plan.

Consultation Process of Ridgeway 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, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 8, 2009

	Name	Signature
Chairperson (Principal)	Aline Burlone	_____
Teacher	Jenell Coleclough	_____
Parent	Lorraine Chin	_____
Parent	Aimee LeSage	_____

Board Approval of School Plan:

	Name	Signature
Assistant Superintendent	Bryn Roberts	_____

Date: