



Ridgeway Elementary School Plan

2024-2025

Acknowledgement of the Traditional Territory

We respectfully acknowledge that we live, work, play and learn on the traditional and unceded territories of the Skwxwú7mesh (Squamish) and Tsleil-Waututh Nations. Ridgeway Elementary is committed to reconciliation with these Nations, who have lived on these lands since time immemorial.



Welcome Figure at Ridgeway

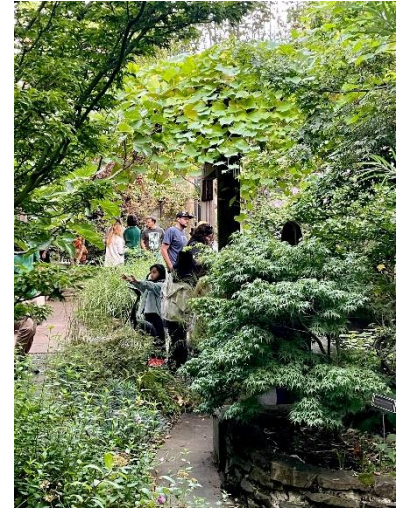


Vision to Goal Setting at Ridgeway Elementary

School Context & Vision

Ridgeway Elementary in the Moodyville neighbourhood serves almost 700 students across four buildings, including our beautiful heritage location. We are honoured to support a culturally, linguistically, and socio-economically diverse population, including 164 students identifying as English Language Learners, with 28 home languages represented.

At Ridgeway, we strive to provide a safe, welcoming, and inclusive environment for all so we can develop as unique individuals and learners rooted in community, connection, and story. We do this by creating engaging learning environments that honor diversity, collaboration, communication, and equity. Our shared educational philosophy is centered on fostering a sense of belonging and encouraging each student to reach their full potential through innovative and inclusive teaching practices. By valuing each student's unique background and perspective, we aim to cultivate a supportive and enriching educational experience for all. At Ridgeway, everyone is welcome!



Families enjoying our Refuge Garden at our Welcome Back Open House!



As a [Downie Wenjack Legacy School](#), we are committed to reconciliation and fostering understanding of Indigenous history and culture.

We believe in fostering positive student behavior through our [Ridgeway Code of Conduct](#) and ROCKS program, which emphasizes Respect, Ownership, Cooperation, Kindness, and Safety. Additionally, we prioritize the home-school partnership to support students, maintaining open communication with families to support student success, including a weekly family newsletter and connection with our active [Parent Advisory Council \(PAC\)](#).

We believe in centering diverse voices in our school planning and activities.

Ridgeway Elementary's school planning team includes six students, four parent

representatives, four teachers, two administrators, and one educational assistant, ensuring that our community is represented. This diverse group brings multiple perspectives to the table, reflecting the varied needs and interests of our school community.



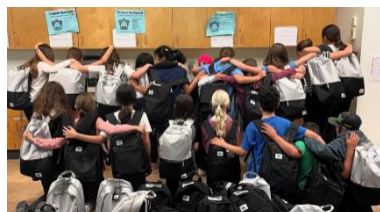
Everyone is welcome! Ridgeway Ravens celebrate inclusion with our annual Rainbow Dance party.

Ridgeway Elementary Vision Statement

At Ridgeway, we strive to provide a safe, welcoming, and inclusive environment for all, fostering the development of unique individuals rooted in community, connection, and story.



Students celebrate a win during our staff led lunch time Intramural league!



Raven Changemakers led Project Backpack to take action on their learning!

Ridgeway Elementary's vision aligns closely with NVSD's district strategic plan, which emphasizes creating inclusive, engaging, and equitable learning environments. This commitment mirrors our district's focus on honoring diversity, collaboration, communication, and equity. By aligning our school vision with the district's strategic goals, we work together to create a cohesive and welcoming environment for all learners.

Ridgeway Elementary Connection to District Strategic Plan

Our school plan and priorities align closely with the North Vancouver School District's strategic plan. With our focus on specific areas for student growth we can prioritize **student-centered** education and **innovative instruction**. Our commitment to an **inclusive culture** and **mental health** is reflected in initiatives like our annual multicultural fair hosted with PAC, our Newcomer Tea, our many staff sponsored student clubs and opportunities, and our focus on positive behaviour. Our work as a Downie Wenjack Legacy School reflects our commitment to Truth, Healing, and **Reconciliation**. We support environmental stewardship through our focus on litterless lunches and ownership for our Refuge Garden.



Families enjoying our Refuge Garden at our Welcome Back Open House!

In addition, Ridgeway staff value working collaboratively through a variety of informal and formal structures, such as grade group teams, our case manager team, and Family of School and district networks. Our collective efforts also align with the Framework for Enhancing Student Learning, addressing intellectual, human and social, and career development, thereby meeting the diverse needs of our students and strengthening our community as a whole.

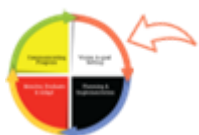


Families participating in our PAC led annual Multicultural Fair!

School Goal

To foster an environment that values deep student-centered learning and social-emotional well-being for all community members.

Our goal of fostering a welcoming school culture and student-centered learning is crucial for creating a safe and supportive environment where every student feels valued and respected. This aligns with the North Vancouver School District's strategic goals by enhancing our welcoming, safe, and inclusive culture and learning environment. By celebrating diversity and promoting equity, we ensure that all students have the opportunity to succeed academically, socially, and emotionally, which directly supports the district's commitment to student-centered education and innovative instruction. This alignment not only helps us meet the diverse needs of our students but also strengthens our community.



Planning and Implementation

Strategic Actions

Objective 1: Improve student literacy skills with a focus on current pedagogy

- ☐ Engage in professional learning and collaboration about Science of Reading and UFLI literacy program (October)
- ☐ Increase use of ELA booklet as data at SBRT meetings (Ongoing)
- ☐ Increase use of UFLI literacy program in Primary classrooms (Ongoing)
- ☐ Increase access to decodable texts for Primary students to replace dated home reading programs (Ongoing)

Objective 2: improve student executive functioning skills to help them succeed academically and personally

- ☐ Refine our self-regulation spaces including use and materials based on our Learning Rounds project last year (Fall 2024)
- ☐ Refine school-wide PBIS program (Ridgeway ROCKS) (November 2024)
- ☐ Engage in further professional about explicit teaching of executive functioning for students (Winter 2025)
- ☐ Provide professional learning to EA staff about self-regulation including teaching explicit skills and using self-regulation rooms effectively (Winter 2025)
- ☐ Engage parent/guardians in learning about executive functioning and ways to support at home (FOS School Planning Oct, PAC Meeting Follow Up Nov for Jan presentation)

Objective 3: Foster a welcoming and inclusive school environment that supports a sense of belonging for all community members

- ☐ Continue offering student clubs (Ongoing)
 - o Rainbow Ravens
 - o Reconciliation Ravens
 - o Raven Changemakers

- Chess Club
- Intermediate Intramurals
- Grade 7 RCAs in the library
- Grade 7 Announcers
- Grade 5 Peer Mediators
- Intermediate Choir
- Intermediate Athletics (Cross Country, Basketball, Tripleball, Track & Field)
- ☐ Work with PAC to improve New Family Tea to increase parent attendance (September)
- ☐ Engage staff in understanding of equity and anti-racist education through professional learning (September, October, January)
- ☐ Engage students in learning about anti-racism (presentation with Valerie Jerome, September)
- ☐ Engage in professional learning about supporting English Language Learning (ELL) in the classroom with universal supports (October and November)
- ☐ Host STF Conferences (November)
- ☐ Engage in professional learning about supporting English Language Learning (ELL) in the classroom with universal supports (December and January)
- ☐ Engage in school-wide celebrations and acknowledgements (Ongoing)
 - ☐ Examples include:
 - Orange Shirt Day (September)
 - Yalda Night (December)
 - Nowruz (March)
- ☐ Black Excellence Day (January)
- ☐ National Indigenous Peoples Day led by school committee and student club (June)
- ☐ Engage students on School Plan team to reflect on other relevant student celebrations and events (Ongoing)

Objective 4: Enhance student numeracy skills to improve confidence and comfort with mathematical concepts in daily life

- ☐ Develop numeracy leadership team to develop next steps (January 2025)
- ☐ Explore SNAP math assessment for use across classes (Spring 2025)



Monitor, Evaluate and Adapt

Ongoing Assessment and Reflection

Formative Assessment:

- 2023-2024 FSA Literacy and Numeracy Data for all Grades 4-7
- 2024-2025 Trends in ELA and Math proficiency indicators in learning updates

- 2023-2024 Student Satisfaction Survey Data (Grade 4 & 7)
- MDI Data (school climate and school belonging)
- Number of students and staff participating in clubs and teams
- SBRT referrals for Literacy and Numeracy support and success of interventions
- Student ROCKS program (tracking positive behaviour support program data)
- Office behaviour referrals (ROCKS reports)
- School-based survey about ROCKS positive behaviour program (Spring 2025, school plans student leaders)
- Ridgeway staff observations and trends in learning habits (comments on learning updates)

Coming next! Summative Assessment (Analysis of evidence):

At the end of the year, we will summarize the outcomes. Reflection questions- What worked? What challenges were encountered?

Coming next! Reflection (Interpretation):

Stay tuned for reflections from staff, students, and parents. Reflection question- How did the strategies impact student learning?



Communicating Progress

Engagement

Staff Engagement

Ridgeway Elementary's school planning team includes four teachers, two administrators, and one educational assistant. This team meets regularly and has direct input into our school plan. At each staff meeting there is a focus on our school plan. This includes both time for staff to provide input into school planning activities and time for professional learning related to our school goal and objectives.

Student Voice

This year we have six diverse Grade 7 students on our school planning team. These students participate in our FOS Dinner and Dialogues and take on leadership roles around the school related to school planning like teaching younger students and having input into student activities. We work with the school plan student team regularly to survey the larger student population about school plan related initiatives both to gather data and to have input.

Family and Educational Partner Engagement

Explain the involvement of parents and community partners in the planning and evaluation processes – this may include brief descriptions of FOS Dinner and Dialogue, and PAC meeting agenda items.

Reflection and Strategic Alignment

Coming next! Year-End Reflection:

- ☐ **Successes:** Summarize what strategies and engagements worked well.
- ☐ **Challenges:** Discuss any obstacles encountered and areas needing attention.

- ☐ **Future Adjustments:** Plan changes based on the year's reflections to better meet student needs.

Coming next! Strategic Alignment:

- ☐ **District Alignment:** Describe how the school's actions align with district-wide initiatives
- ☐ **FESL Connection:** Identify how the school is contributing to long-term goals of improving equity, inclusion and student success in all 3 areas of the mandate for BC schools.