

Ridgeway's 2024-2025 School Plan Reflection

Our Goal

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

Areas to Celebrate:

Deep Student-Centered Learning

- Staff:
 - Full implementation of B.C.'s new reporting order across all classrooms
 - Monthly teacher professional learning about Universal Design for Learning, student-focused assessment practices, and the new reporting order
- Students:
 - With teacher support, students connected STF Conference goals with the BC Core Competencies
 - Offered three student support programs with a focus on pro-social behaviour, language support, and class work completion/review
- Families:
 - Hosted a parent information evening about Combined Classes for parents
 - Hosted an information evening about the new reporting order.

Social-Emotional-Wellbeing

- Staff:
 - Staff-wide staff-led professional learning about executive functioning skills and supports
 - Ridgeway team participated in Learning Rounds with Sherwood Park Elementary with a focus on inclusion and assessment; Ridgeway restructured our self-regulation rooms based on our learning from the project
 - Education Assistant (EA) collective learning about self-regulation and positive student behaviour strategies
 - Regular staff community building opportunities; highlights include an ice cream social and a dance party
 - PAC hosted Staff Appreciation Treats

- Implemented Positive Behaviour Intervention and Supports (PBIS) to respond to need for increased student support (Light up Ridgeway and Lift up Ridgeway)
- Students:
 - Hosted first annual student-led Black Excellence Day assembly
 - SOGI Rainbow Ravens club led sticker fundraiser to purchase an inclusive "All Welcome" banner for the school and host an inclusive rainbow dance party
 - Raven Change Makers raised money for Project Backpack to support youth in need in our local area
 - Worked with PAC to provide the GRIT program (resiliency training) in all classrooms
 - Implemented physical literacy school-wide with sensory pathways
 - Continued student clubs like Chess Club, Choir, Just Dance, etc
 - Students participated in Light up Ridgeway and Lift up Ridgeway to reflect on our Code of Conduct; this resulted in fewer referrals for behaviour and increased student understanding of our ROCKS code of conduct
 - A student led survey shows majority of students asked know what ROCKs means and can give an example
- Families:
 - Created a newsletter specific to new families with information about Ridgeway as well as being new to Canada
 - Hosted a new family welcome tea with PAC
 - Worked with PAC to host "Slice Night", an open-house and family picnic
 - Worked with PAC to facilitate a parent information evening about the GRIT resiliency program
 - Continued with our regularly Week Ahead communication to families

Areas for Growth:

- Continue to develop staff wide understanding of executive functioning and self-regulation strategies
 - Increase staff awareness and self-regulation spaces and strategies; work with EA team to lead professional learning
- Continue to increase student and parent voice on the school planning team
 - Review data from student survey done in June
 - Plan for student group meetings during the year

- Develop a specific objective and strategies around numeracy

Our next steps:

- Develop new objective around numeracy connected to student-centered learning (use FSA results as data to drive decision-making)
- Refine objective around executive functioning and self-regulation
- Review ways to measure progress for all objectives with a focus on data