

School

Ridgeview Elementary

FESL Year

Year One – 2021/22 Completed
 Year Two – 2022/23 Completed
 Year Three – 2023/24 Planned and in progress

School Context

Our school context is one of rich cultural diversity for some time now. Most of our students are in-catchment but approximately 100 families are coming to Ridgeview from other areas of the North Shore. Approximately 50% of our students requiring ELL service. Many students come from different parts of the world mid-way through the K-7 years. We are seeing an influx of immigration with many new families entering our school. Our teachers are adjusting to this cultural shift and the various learning needs of our students as well as maintaining a strong foundation in Literacy and Numeracy. Our parents are engaged and the RPAC reflects our school community in terms of various cultural groups being represented. Our school has a lot of school pride and our parent group recognize this and support us. We are pursuing a FESL goal to create a sense of belonging to support the students’ needs in our school post-pandemic and to adjust with the shifting demographics of the area.

Ridgeview’s Identified Goal:

Is your goal specific, meaningful, measurable and evidence informed?

To increase the percentage of students who report feeling a sense of belonging at Ridgeview.

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

- Staff, students, and parents feel that due to COVID, this aspect of creating a sense of belonging and well-being is important – as does our District
- Specifically, to support empathy and positive relationships for our students as well as to focus on respect and kindness

- To have a strong, collective school effort to focus on SEL (scope & sequence)
- Use the Personal & Social Awareness Core Competencies (use the student friendly visuals established)
- To build academic confidence (mindset, grit and resilience)
- An opportunity to address cultural diversity
- Gain perspective from various learners (equity, diversity, inclusivity)
- Builds on formative assessment framework of Learn Like A Dragon (Head/Heart/Feet) that promotes student voice and for guiding best instruction based on the needs of the students. Focus on the Heart aspect of the framework in more detail.

Evidence/Data

What evidence/data is leading your school to this goal?

What student success data do you want to improve? What are your measures of success?

Stemming from our Capstone presentation in May 2021, through working with our staff and looking at data from the Student Learning Survey, we identified the need for our students to feel connected and to have a positive sense of belonging at school during and post-pandemic. The data we are using to track this will be:

- Student Learning Survey
- Fall/Spring Grade 3-7 Student Connectedness Survey (school based)

Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?

How will you ensure ongoing collaboration with all your different stakeholders?

With the wrap up of our Capstone presentation and sharing with staff, we elicit staff feedback of where to go next. Staff provided feedback and quotes from this feedback were presented during our Capstone presentation. We have used some FTE this year to establish Thursday morning as a time that two teachers can sign up to collaborate with a defined focus such as how to create a sense of belonging.

The RPAC has been consulted and many of our efforts during COVID and the desire for community events post COVID will focus on bringing our school community together first; fundraising will be secondary. When possible, administration will host morning meetings for parents again with a focus related to our school goal. We continue to enjoy collaborating with our community for cultural events.

We do reach out to our District teams that can support us as a school staff - from Student Support Services to our District Indigenous team to our Literacy Team. Teachers and

Educational Assistants also actively participate with Pro-D opportunities and have access to collaboration time/meeting time to plan for and support this goal with their students.

Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

We quickly identified with the District's Sense of Belonging FESL goal given our circumstance and can align nicely with some of our family of schools as well as with WVSS.

Action Plan

What is your action plan for your FESL goal?

What specific strategies will you implement each year?

What resources, supports, and professional learning will you need to meet your goal?

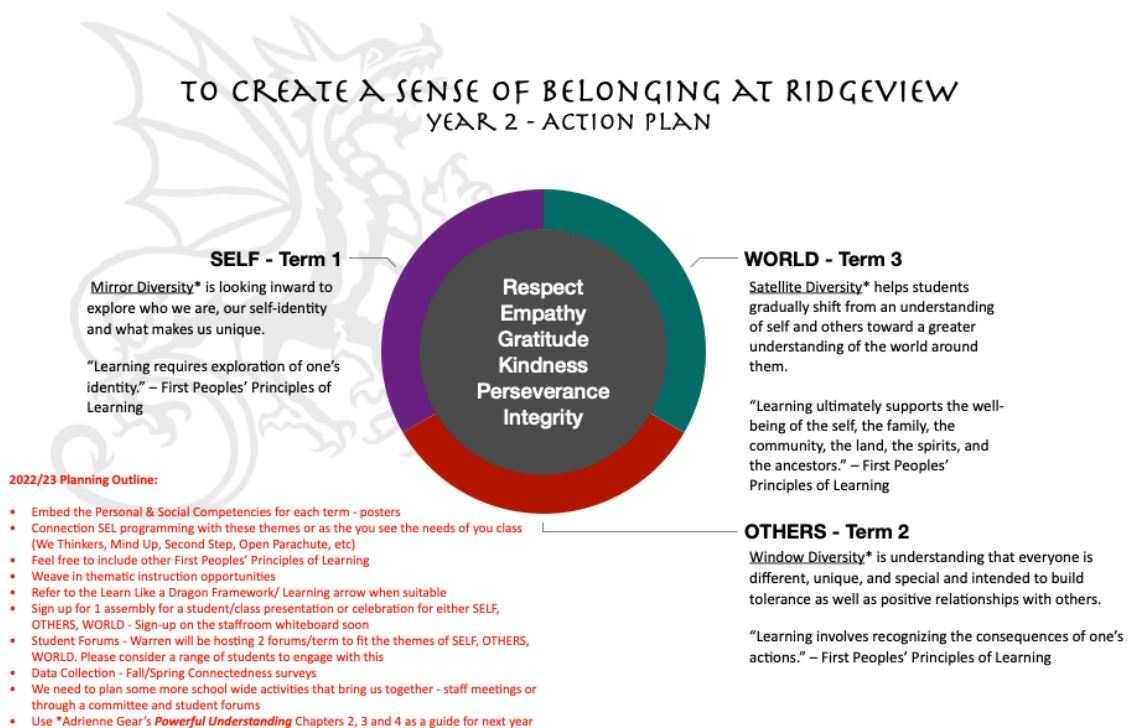
What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1 (2021-2022)

- Continue to use the *Learn Like A Dragon Framework* to support this work (Formative Assessment & Student Voice) through the essential questions (Head/Heart/Feet).
- Do 2 or more adults believe that you will be a success? Connectedness survey (Fall/Spring)
- Each teacher cohort make a connection to and to adopt one or two First Peoples Principles of Learning that relates to your sense of belonging
- Celebrating Diversity, Equity, and Inclusivity – general participation with Truth & Reconciliation, Black History Month, Lunar New Year, Nowruz, etc.
- Collaboration time in Spring 2022 to support teacher capacity and a clearer scope & sequence of SEL practices through the grades (The Incredible Flexible You [Lower primary], Second Step [K-5], Open Parachute [6&7]) with resources, books, literature sets, etc.
- Student Voice opportunities and Digital Media sharing posts/ e-Bulletin news
- Student and Staff activity to share a personal aspect/word with image around the school that describes who you are – Spring 2022
- Activities/Pro-D for staff to have a sense of belonging with a focus of inclusivity in our work and practice (i.e. Staff meetings, communication channels)
- RPAC to purchase new school jerseys that fit students K-7 for any event (athletics/academic challenges and/or for events, etc.) – Spring 2022

Year 2 and 3 (2022 – 2024)

Our Framework for Enhancing Student Learning (FESL) focus/goal at Ridgeview is **“to create a sense of belonging at Ridgeview”** – a specific focus to have all Ridgeview students have a sense of belonging and inclusion and feel connected to their school community. We also want to refine and build on specific student social and personal skills such as **respect, empathy, kindness, gratitude, perseverance, and integrity**. Each term will have a guiding perspective (based on Adrienne Gear’s work *Powerful Understanding* - *referenced below) to use these character traits in alignment with the **First Peoples’ Principles of Learning**. We have created a high-level overview for Year 2 and 3:



Self – Term 1. Mirror Diversity* is looking inward to explore who we are, our self-identity and what makes us unique. *“Learning requires exploration of one’s identity.” – First Peoples’ Principles of Learning*

Others – Term 2. Window Diversity* is understanding that everyone is different, unique, and special and intended to build tolerance as well as positive relationships with others. *“Learning involves recognizing the consequences of one’s actions.” – First Peoples’ Principles of Learning*

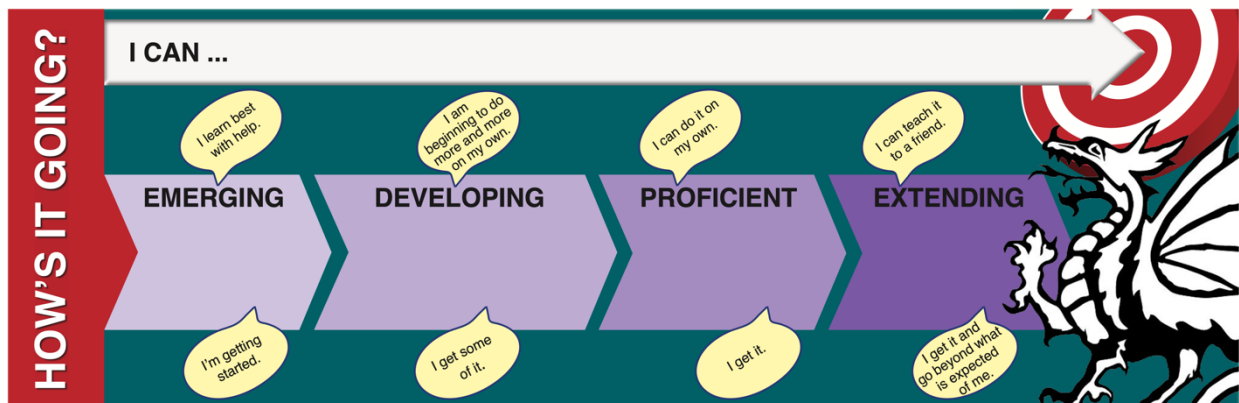
World – Term 3. Satellite Diversity* helps students gradually shift from an understanding of self and others toward a greater understanding of the world around them. *“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.” – First Peoples’ Principles of Learning*

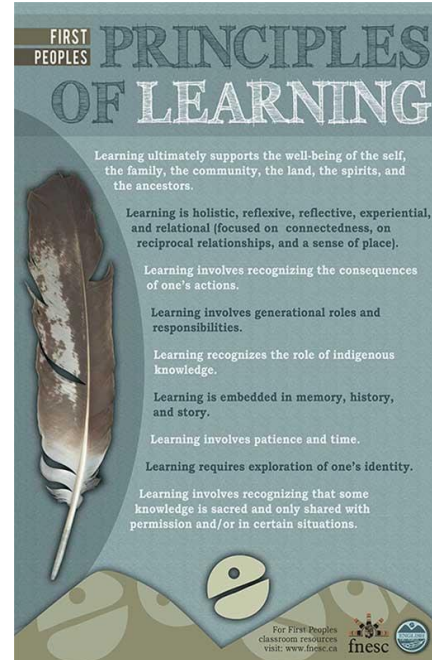
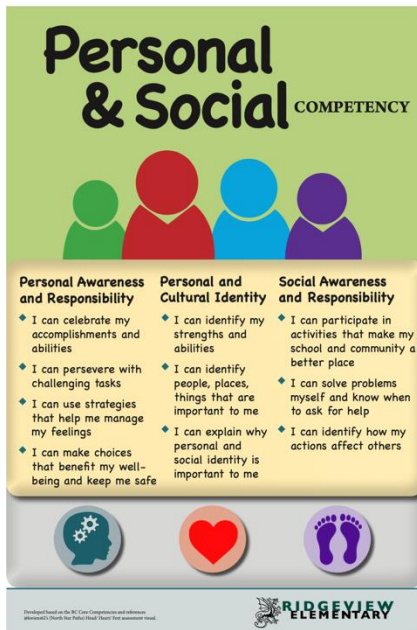
We will also continue to use our assessment inquiry framework of “**Learn Like a Dragon**,” we have embedded how teachers can facilitate social and emotional skills and how students can gauge their understanding of the **Personal and Social Awareness Competency** Learning Targets (“I can...” statements). By building in common language for all grades, we want students to be able to address three essential questions while engaging in their schoolwork to learn about a Big Idea/Concept:

1. What do I know and wonder? (Head)
2. How do I feel about this? (Heart)
3. What action steps will I take? (Feet)



In addition to our “Learn Like A Dragon” inquiry assessment approach, we are also using the “Learning Arrow” as a reflective tool to monitor student/class progress towards a **B.C. Core Competency of Personal & Social Awareness** Learning Targets that is being embedded into the learning of the Big Ideas/Concepts in the curriculum. We will also align SEL teaching concepts/programs into this year framework (i.e. Second Step, Open Parachute).





Actionable Items:

- September Kick Off assemblies to outline the plan for Year 2 and 3 (introduce *Self, Others, World* as well as the Character traits that we will focus on)
- Have end of term assemblies to celebrate the learning involved with *Self, Others, World*. All divisions/grade cohort will participate once
- Teachers continue to use a planning document to make curricular connections to *Self, Others, World* and the six Character Traits that we are focusing on. Teacher planning will embed SEL concepts accordingly, make connections to the Personal and Social Awareness Competency and address the First Peoples' Principles of Learning for each term
- Specifically for Year 3, we are embedding and engaging with the Indigenous perspective to delve deeper into the Indigenous story. Through creating drums and drumming, Indigenous circle work, Indigenous student teams, the blanket exercise (staff Pro-D), and inviting elders to lead events at our school, we hope to build understanding and empathy of others and specifically work towards the calls of action for Truth and Reconciliation.
- Host student forums once a term for feedback and input with our focus
- Coordinate school wide events that draw upon the concept of *Self, Others, World* as well as the six Character Traits for 2022/23 and 2023/24.
- Set up interactive bulletin board for students around the six-character trait such as empathy
- PA announcements to have advice on a guiding character trait we are focusing on

Reflection/Summary of Learning/Next Steps (End of each year)

What are the highlights of your learning journey for this year?

What progress have you made? How do you know this?

What aspects of your plan do you need to refine or adjust?

During Year 1 (2021-2022) we took the time to finesse our focus to create a sense of belong at Ridgeview. We have already established SEL teaching strategies/concepts/programs but took the time to fit this into a high-level framework to guide our practice. Through staff meeting (in-person were far more productive) in early Spring and with teacher release to have four teachers to provide feedback for this vision, we have settled with using Adrienne Gear's 2018 *Powerful Understanding* as our guide of Self, Others and World for Year 2. We are also embedding six-character traits that we feel our students could benefit from in focus as well as aligning with the First People's Principles of Learning and the BC Core Competency of Personal and Social Awareness. We will retain our own developed Learn Like a Dragon Framework to help guide out work.

For Year 2 (2022-2023) we fully engaged with our planned with Adrienne's Gear's work *Powerful Understanding* as our guide embedding the First People's Principle of Learning. Our Indigenous Education plan was designed to align with our FESL. We created opportunities to engage students through buddy classes, events, or assemblies to work on the three aspects of Adrienne Gear's work: Self, Others, and the World. For each term, we focused on two character traits and promoted Respect and Gratitude (Term 1), Kindness and Empathy (Term 2) and Perseverance and Integrity (Term 3). Through PA announcements, fundraisers, SEL teachings in classrooms, interactive bulletin boards and other associated activities, we participated in experiencing what these virtues look, feel and sound like.