

School Ridgeview
FESL Year

Year 1 – Development/Implementation
2024-2025

School Context

Our school context is one of rich cultural diversity. Most of our students are in-catchment. 25% families are coming to Ridgeview from other areas of the North Shore. Approximately 45% of our students English Language Learners. 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. 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 build on inclusive practices of embedding Literacy foundational skills to have students feel academically confident and successful in their learning.

Identified Goal:

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

To increase the percentage of students who report feeling confident with their Reading and Writing skills.

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 foundational skills in Literacy are important for student success in all subject areas.
- Research supports this, connects to work happening in WVS as well as Literacy initiatives coming from the Ministry of Education and Families.
- To have a strong, collective school effort to focus on Literacy
- To continue the good work in the areas of tracking student performance (DIBELS), remedial programming for boosting literacy confidence for targeted students (Reading Mastery) as part of the overall LST/ELL school team working with teachers
- Expanding in the primary levels with UFLI – an approach to Literacy to increase student confident and retainment of Literacy skills.
- Use the Communication Core Competencies (use the student friendly visuals established)
- Explore Magic Schools and BRISK as AI tools for enhancing student understanding, when and how to use AI to assist with their learning
- Lower Primary beginning to use UFLI as a Literacy program

- Embed the Ridgeview Indigenous Education Plan to where possible

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 2024, through working with our staff and looking at data from the FSA, our WVS District's Power BI Summary of Learning for Literacy through student report cards, the Kindergarten Kelp PLUS Screener, and the DIBELS (MAZE and Full) assessment screener for Grades 1-7 in the Fall, mid-year and End of year, we identified the need for our students to feel develop stronger Literacy skills to develop learning confidence and grit in all areas of learning.

We are also reviewing Writing and Writing programs as a school. In our February 2025 staff meeting we did a gallery walk reviewing Emerging, Developing, Proficient, and Extending samplers of writing from each grade. We will do a school wide cold write as a source of evidence for student understanding and performance.

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. We have had the district come and present strategies for building Literacy skills as well as assessment methods to drive the work and meet students where they are last May Pro-D. Staff provided feedback during late 2024 staff meetings and we went through a appreciate inquiry to determine our focus, finalize the goal through a survey.

The RPAC has been consulted, and an overview was provided about the WVS District FESL goals and how we will align student learning as a priority with the larger vision.

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

We have identified with the district's push and Pro-D support with foundational Literacy Skills can align nicely with some of other schools in WVS.

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

- Continue to use the DIBELS as a Literacy Screener, completing the MAZE and Full DIBELS as a team with classroom teachers

- Continue to use Reading Mastery as a tool needed for the few students that require building immediate and retainment foundational Literacy skills
- Build on the Literacy UFLI program happening in Kindergarten through the primary years +
- Work as teacher cohorts to plan and implement UDL/Inclusive practices to embed in the learning.
- Explore student Writing ability (whole school cold write) and to use programs (i.e. Step up, Writing Traits, BC Performance Standards) to develop proficient writers.
- Activities/Pro-D for staff to continue their ability to explore new aspect of Literacy (UFLI, AI Tools, Screeners, co-teaching opportunities, etc.)
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Year 2

Year 3

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?