

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Randerson Ridge Elementary

Principal: Derek Snowden

Our Story/Our Learners

Randerson Ridge Elementary School is proud to celebrate our students' academic, physical, and social successes within a multicultural environment that embraces and supports diverse learners. Over the past year, we have welcomed many new students and families to our school, with many arriving from overseas and bringing a rich variety of languages and cultures that continue to strengthen and enrich our school community.

Despite being a large school, there is a strong sense of connection and belonging that is evident in our classrooms, throughout our hallways, and whenever students and staff come together for school-wide events. Our staff and students share high expectations for education and learning. We consistently see strong academic achievement, and we encourage students to take risks as they grow and develop as learners.

This success is made possible through the dedication of our students, the thoughtful planning and instruction of our classroom teachers and support staff, and the ongoing support of our parent community. While we come together as one school, we also honour and celebrate the unique backgrounds and experiences that each student, staff member, and family brings. We are grateful for the diverse cultures, languages, and histories that shape our school and make it a vibrant and welcoming place for all.

Using the 2024-25 report card data, it was noted that Gr. 3 – 6 writing proficiency is primarily in the emerging and developing range. Indigenous learners were generally lower overall, with this trend extending into Gr. 7.

Although our learners were demonstrating greater proficiency in their reading skills, their ability to communicate their thinking and learning proficiently in a written format will be important as they progress through their schooling.

School-based observations, class reviews, and staff conversations indicate increasing student needs related to emotional regulation, well-being, and readiness to learn. Some students are experiencing challenges with emotional regulation that impact their ability to engage in learning, particularly students who have experienced stress or trauma resulting in reduced readiness to learn, difficulty sustaining attention, and increased need for co-regulation and supportive adult relationships.

Research shows that trauma significantly impacts brain development and function, and that emotional regulation is foundational to student readiness for learning. When educators understand and respond to these needs, students are better able to engage, connect, and succeed.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2027, there will be growth in writing proficiency according to the Ministry of Education's expectations for each grade level for 75% of our students, which will support the district goal around improving student literacy achievement.

Implementation Plan:

School-based Action	Strategy Type
Gr. 3 – 7 teachers will implement The Six Traits of Writing approach in their classrooms 3 x per week when doing focused writing instruction.	Universal
Our students in 'emerging' will focus on writing in personal narratives in small group pullout sessions with our Inclusion Support Teachers based on a weekly schedule while cycling through different cohorts.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Classroom observation of the Six Traits of Writing being implemented	Monthly check ins by PVP Fall & Spring school wide write for Gr. 3 - 7

Ongoing Engagement:

Staff, Students, and District Partners will meet throughout the year and during staff meetings to check in, review, and discuss this goal looking at student understanding, success and improvement, and alignment with district literacy priorities.

School Goal #2

Board Goal:

Student and Employee Wellness

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

June 2027 we will increase staff capacity in trauma-informed practice and emotional regulation strategies, resulting in improved student readiness to learn and increased engagement, as demonstrated through observation, staff feedback, and student response. This aligns with district priorities supporting student wellness, inclusive learning environments, and responsive, evidence-informed teaching practices.

Implementation Plan:

School-based Action	Strategy Type
Staff will participate in professional learning using <i>The Boy Who Was Raised as a Dog</i> and Dr. Bruce Perry's research led by the principal.	Universal
Principal will develop and deliver a staff learning series on trauma, brain development, and regulation at staff meetings.	Universal
Principal and staff will co-create practical classroom strategies and lessons to support emotional regulation.	Universal
Staff will share learning and refine practice through staff collaboration and discussion at staff meetings and other times during the year.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Staff participation and feedback in learning series.	After each session at staff meetings.
Classroom implementation of strategies (staff reflection, observation).	Shared out at staff meetings.
Student check-ins and SBT monitoring.	Ongoing with input from SBT.

Ongoing Engagement:

Students, parents, and staff collaboration will be important for this goal using collaborative inquiry and dialogue, and student observation and informal feedback. Shared staff understanding of trauma informed practice and improved regulation and engagement in students' learning will help guide our work and provide feedback.