

June 7, 2022

School Success Plan

**Edgewater
Elementary**



School District No. 6 (Rocky Mountain) is located on the unceded lands of the Secwépemc and Ktunaxa People, and the chosen home of the Métis People of B.C.

Principal Message

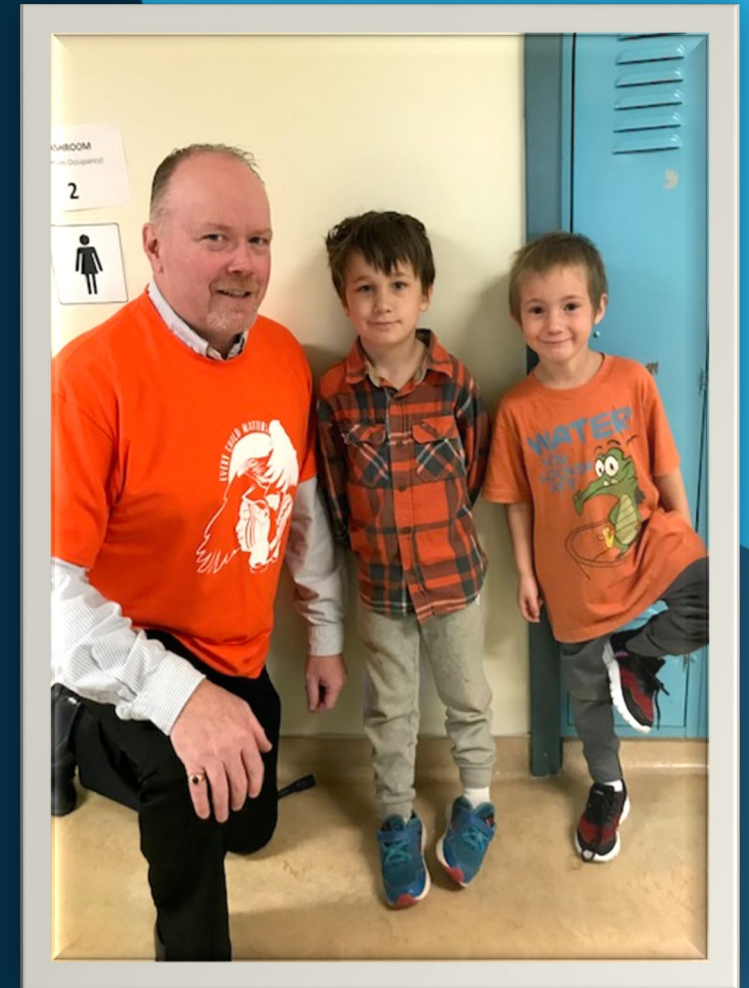
Welcome to Edgewater Elementary School!

Edgewater Elementary School, a small rural K-7 school, priding ourselves on being visible and involved in the community. Our student population is growing bringing continuous change. We promotes active, lifelong, holistic learning. Our staff puts an emphasis on developing students intellectually, emotionally, physically and socially.

Yearly, our School Success Plan, is developed by our staff, through extensive planning, collaboration and teamwork, to meet the individual needs of all students. Our plan is regularly reviewed and adapted as needed to ensure each child continues to reach their potential in all areas of personal development.

This year our staff has recognized a few areas to address and a few areas we need to remain focused on. We will continue to concentrate on the core foundations of numeracy and literacy with an emphasis on numerate thinking and reading development. We also understand the importance of social emotional learning and its impact on academic learning. Our staff will work collaboratively to increase continuity of instruction of social emotional learning and student connections across all divisions. Staff will continue to develop and foster student social emotional growth while challenging entrenched values and beliefs. This holistic growth, and collaborative approach to learning, will further benefit student academic learning.

Success is never guaranteed. However, by supporting each other, & demonstrating continued growth, our students will be better prepared for future challenges.





School Demographics

STAFF	STUDENTS	GRADES
9 Teachers 6 Educ Assistants 1 Community LINK 1 Indigenous Ed Support 1 Learning Services	123	K-7



MISSION

We collaborate in the pursuit of each student's success as knowledgeable, caring, resilient, and contributing members of a global community.



VISION

Opportunity, equity,
and success for ALL learners



VALUES



Respect

We foster respectful relationships that build trust, safety and well-being

Equity

We strive to build learning environments that are equitable, honor diversity and inclusion, are safe, caring and healthy places to work and learn.
well-being.

Integrity

We nurture a sense of self-awareness, responsibility and honesty to become environmental stewards and morally upright global citizens.

Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.

Innovation

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.



Strategic Priority |

Goal

Equity & Inclusion

To increase student inclusion, engagement & belonging at school.



Evidence Narrative

Edgewater Elementary has had a growing population over the last number of years. Roughly 122 K-7 students projected for 2022-23 with 28 of them being self-identified Indigenous students (23%). We have witnessed varying levels of student engagement and understanding towards inclusion and a sense of belonging. Through survey data collected in 2021-22, we identified that students only 'sometimes feel good' about being at school. We now plan to drill deeper into this feedback and support students where necessary.

Concept Focus

Increase confidence and a sense of belonging for all students with a specific focus on Indigenous students as a group.

Strategic Inquiry

To what extent will providing programs to support student social and emotional needs (ie - 7 Indigenous teachings, Zones of Regulation, WITS, Afterschool primary program, Mentor program, extracurricular, etc.) improve students sense of belonging?

Data

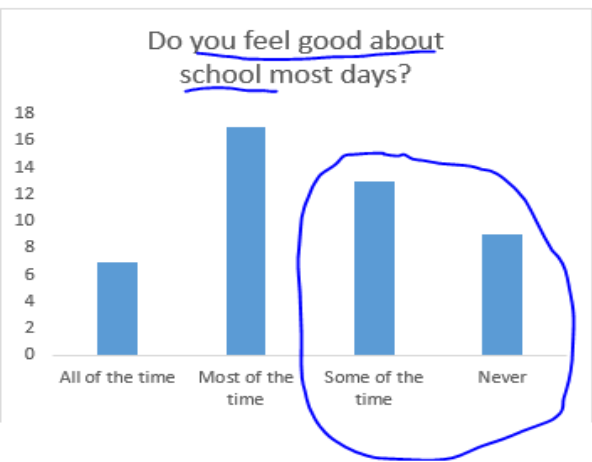
Early in 2021-22 we discussed what engagement may means and look like to students. Attendance is a way to track/measure but isn't always an accurate reflection of engagement. We will continue to monitor attendance, however, after extensive collaborative discussion we identified questions for surveying students that reflect engagement and attitude/feelings towards school. Our students, according to the survey, seem to feel welcome and accepted but there is some concern about 'students feeling good' when at EES. The staff are feeling like we need more extensive questioning and feedback to accurately assess growth. Our staff will continue to look at ways to further connect and support students. We will determine a more extensive student survey by using questions from an evidence-based 'school belonging scale' to gather our information. We also plan to track office referrals & student participation in programs supporting social-emotional development and student belonging. With Truth & reconciliation being a focus we will be conscious of Indigenous student responses and identify trends that require additional support.

Intermediate Survey 2021-2022

Fall Survey Results



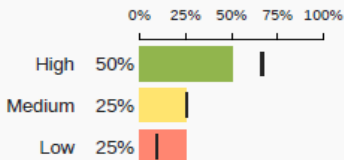
Spring Survey Results



RESULTS FOR EDGEWATER ELEMENTARY

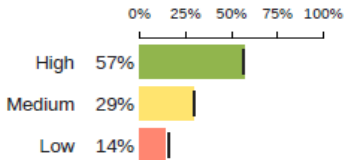
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



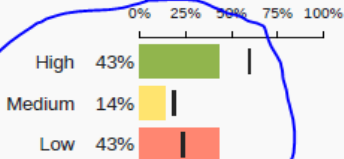
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."

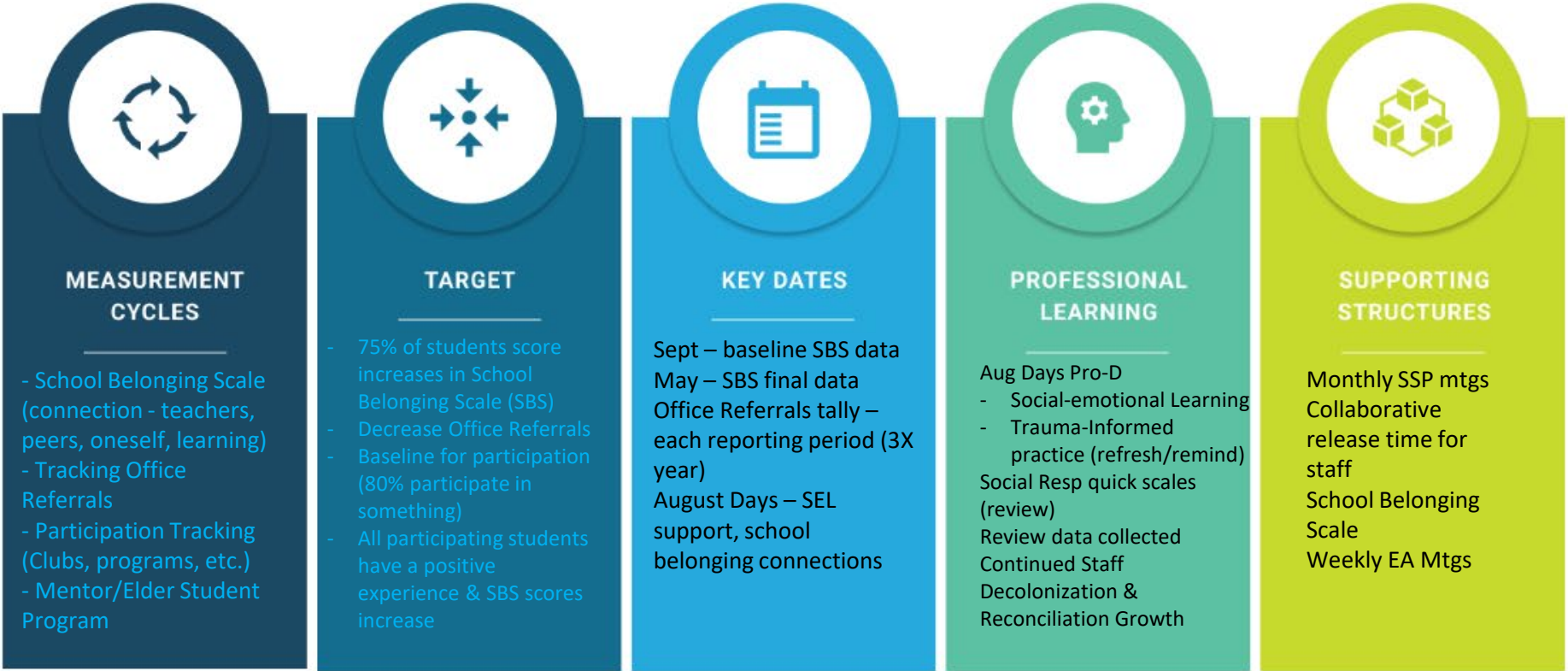


SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Strategic Targets and Measures



Strategic Priority |

Goal

Success for All Learners (Literacy)
To increase student achievement in learning to read.



Evidence Narrative

We noticed a significant decline in primary reading scores (mainly Gr 2 in 2020-21 with some outliers). At the time we attributed this to likely being interruptions in learning due to COVID. After further analysis of collected data, we realized reading needed to be a priority for all K-7. EES provided various targeted strategies in 2021-22 to specific identified student groupings. The growth was significant with these students (refer to data on next page). In 2022-23 we plan to further implement targeted reading strategies in every classroom.

Concept Focus

Improving reading fluency levels at each grade level.

Strategic Inquiry

Intermediate - Will a targeted reading support plan for students within every division improve independent reading scores on F&P assessments?
Prim – Will continued implementation of Phonemic Awareness Programs (Heggerty/Jolly Phonics) strategies in K-3 classrooms improve the % of students meeting grade level expectations in Reading based on PM assessment scores?

Data

Fall 2020 PM benchmark scores we noticed concerning results for students entering Gr 2 (11 of 19 not meeting expectations). When we dug a little deeper, reviewing EES data and in early December 2021, we noticed **51% of all our primary students had a context score of 1 (Emerging)**. This was an issue that we needed to address.

For the last two years we have implemented various reading interventions and worked at aligning our Gr K-3 Language and supports. This included Jolly Phonics & Haggerty language & strategy alignment. Interventions included Learning assistance, Provincial ‘Holdback’ program, targeted classroom support, and 1-to-1 school program. Those Gr 2 in Fall of 2020 were in Gr 3 this year.

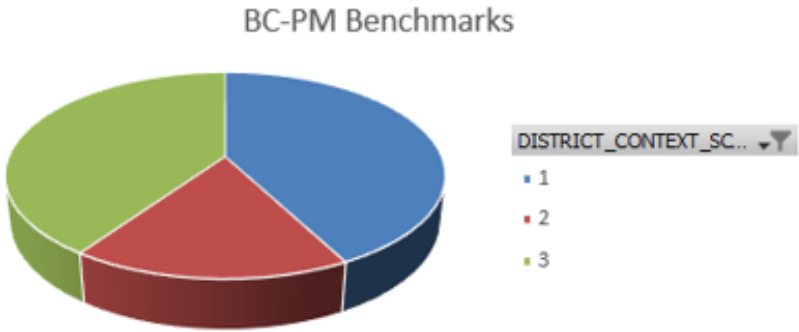
(Graphs scale) 1- Emerging 2-Developing 3- Proficient/Extending

Primary Reading Scores – Gr 1-3

Fall 2021 – 42% emerging, 18% developing, 40% Proficient/Extending
Spring 2022 –28% emerging, 8% developing, 64% Proficient/Extending

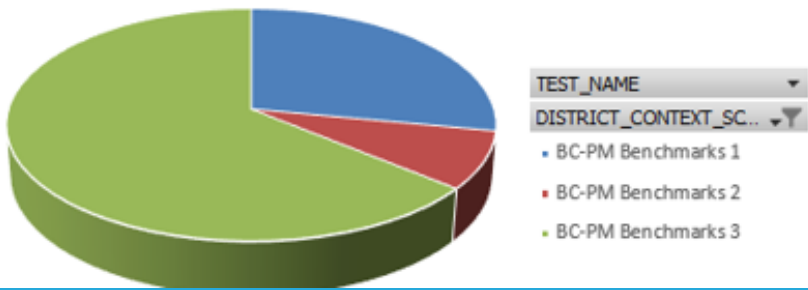
33% of our emerging students in ‘Fall’ moved up to developing or higher.
60% increase in students in ‘Spring’ that scored in proficient/extending.

Row Labels	BC-PM Benchmarks	Grand Total
1	22	22
2	9	9
3	21	21
Grand Total	52	52



2021-22 Primary - Gr 1-3 (Spring)

BC-PM Benchmarks	50
1	14
2	4
3	32
Grand Total	50



Data

Once we noticed an issue with Primary Reading scores in 2020 we also looked closely at our Intermediate (Gr 4-7) results. Intermediate scale uses F&P benchmark scores, we again noticed concerning results. Roughly 50% of our Intermediate students scored 'emerging' on our Fountes & Pinnel reading assessment in 2020. Again, two years later, after a targeted focus on reading we are seeing noticeable growth. A continued focus on targeted reading groups at each grade level is a proven strategy to support students in learning to read. We plan to continue with reading as a focus in 2022-2023 in Intermediate.

(Graphs scale - Fall 2021) 1- Emerging 2-Developing 3- Proficient 4- Extending

(Graphs scale - Fall 2021) 1- Emerging 2-Developing 3- Proficient 4- Extending

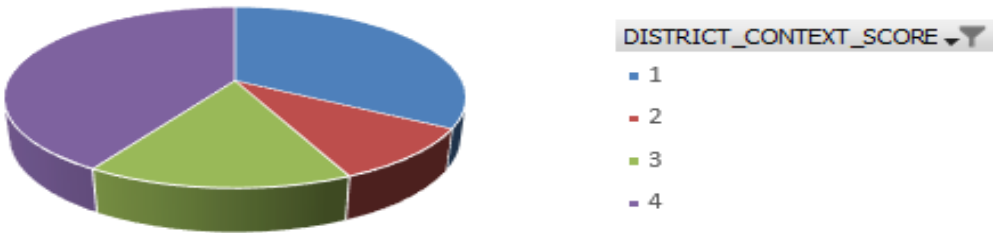
Intermediate Reading Scores – Gr 4-7

Fall 2021 – 41% emerging, 10% developing, 16% Proficient, 41% Extending
Spring 2022 –24% emerging, 8% developing, 24% Proficient, 43% Extending

40% of our emerging students in 'Fall' moved up to developing or higher.
10% increase in students in 'Spring' that scored in proficient/extending.

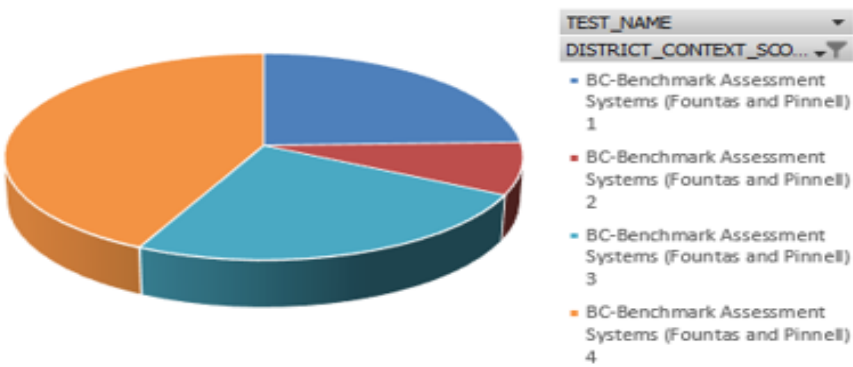
Row Labels	BC-Benchmark Assessment Systems (Fountas and Pinnell)	Grand Total
1	17	17
2	5	5
3	8	8
4	21	21
Grand Total	51	51

BC-Benchmark Assessment Systems (Fountas and Pinnell)



2021-22 Intermediate - Gr 4-7 (Spring)

BC-Benchmark Assessment Systems (Fountas and Pinnell)	49
1	12
2	4
3	12
4	21
Grand Total	49



Strategic Targets and Measures



Strategic Priority |

Goal

Success for All Learners (Numeracy)
To increase student achievement in numeracy.



Evidence Narrative

School numeracy data demonstrated areas of weakness. We are also noticing an increase in numerate reasoning and an emphasis on the process of problem solving in assessments. Our students are having difficulty with solving problems and often the process of being able to show an ability to solve multi-step equations and connecting understanding at a proficient level. A focus on numerate thinking will improve students ability to deeper understand, make connections, and solve grade level problems in numeracy.

Concept Focus

Trends for assessments are on the process, logical steps to solving the question, and the understanding of the concept. Increased opportunities and practice in numerate thinking should benefit students ability to be successful on assessments and in real-life situations.

Strategic Inquiry

Will teachers providing students with regular weekly opportunities to solve numerate problems/situations (real-life problems) improve student achievement?

Data

Numeracy Foundational Skills

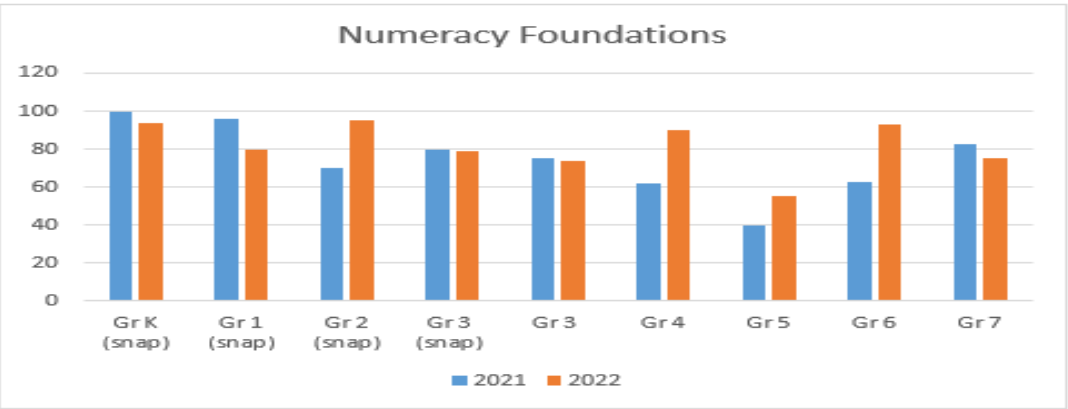
Our continued effort to develop basic number skills this past year has resulted in noticeable growth (Gr 5 cohort to Gr 6 – biggest gain). The data shows that we are almost at 80% proficient for most grades. We are seeing an alignment of 80% proficiency between foundational skills & results on district assessments & provincial measures. However, growth has levelled off. How do we continue to increase scores? We have a plan to support students by maintaining work on foundational skills and shifting focus to include numerate problem solving.

Gr 7 - FSA Results NUMERACY

These graphs compare 2020 & 2021. Reveals strong scores on Foundations Skills Assessment (FSA) in numeracy for 2020 Gr 7 (84% - 16/19 On Track or Extending). We noticed a % drop 12/16 (75% in 2021). Our foundational skill development focus, with continued improvement of scores over 80%, may further support growth on assessments like FSA's. However, a shift of focus to more numerate work, along with the growth witnessed in foundational skill development, should additionally support student success on FSA, classroom & real-life problem-solving ability.

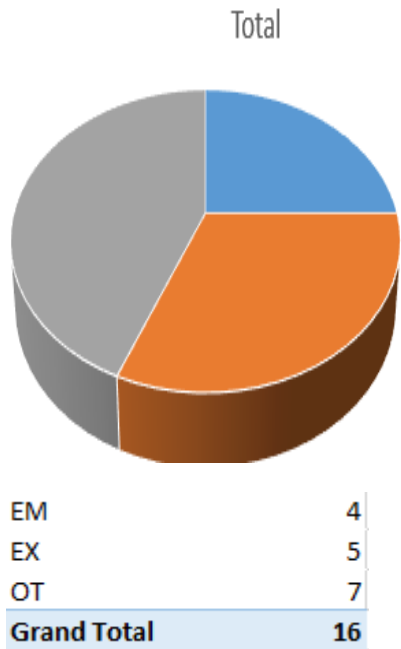
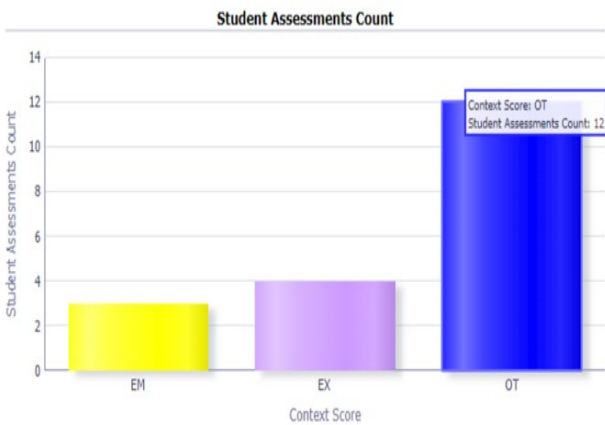
Graph represents percentage of students scoring 2 or 3 (assessment results – reference SNAP Rubric, Oral/Applied self-development assessment).

- 1- Understanding & application of learning standards not evident
- 2- Significant understanding & application of number sense/foundational skills
- 3- Proficient or extending of understanding & application of foundational skills

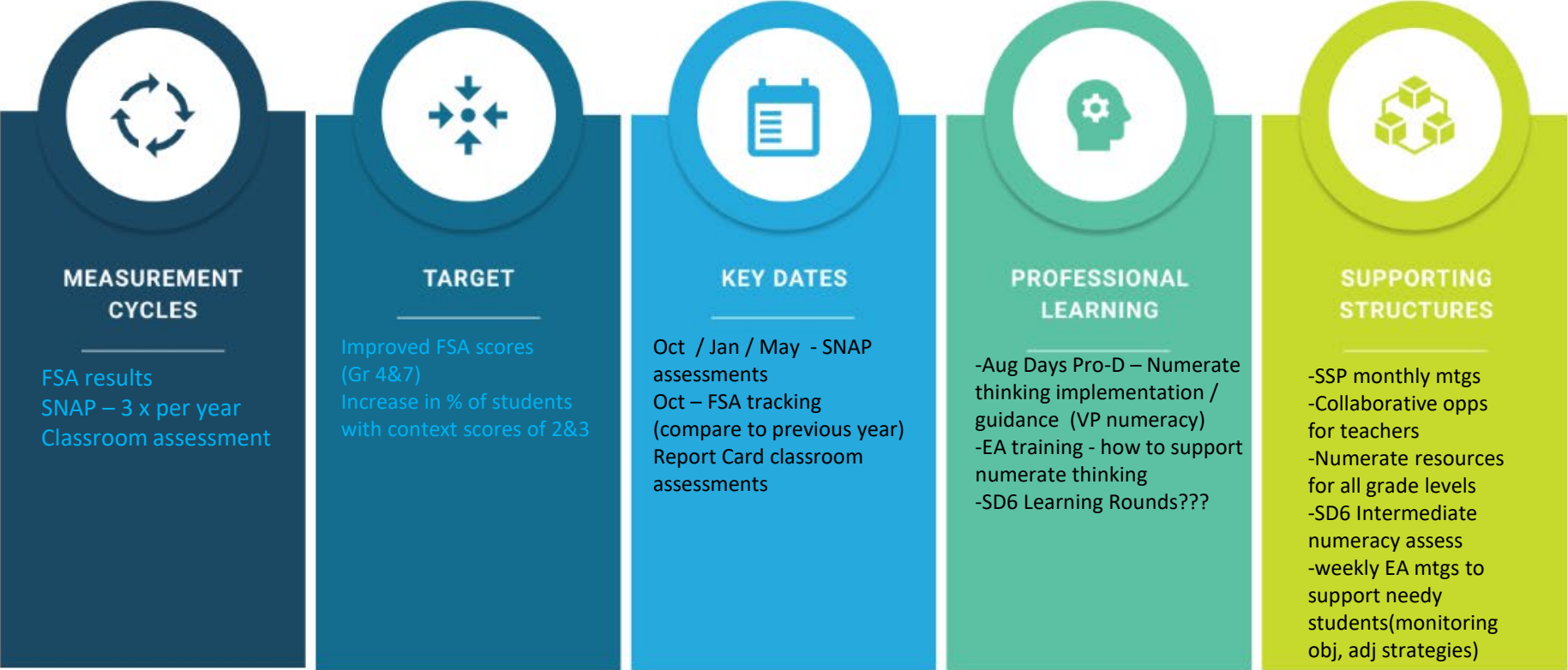


Gr 7 Numeracy (FSA)

(Graphs scale) EM-Emerging EX-Extending OT- On Track (proficient)



Strategic Targets and Measures



Strategic Priority |

Goal

Excellence in Teaching & Leadership

To improve instructional practice through a collaborative focus on Social Emotional Foundations for Learning.



Evidence Narrative

Current Research supports strong social emotional development and a sense of belonging as foundational to learning. Through scheduled collaboration opportunities teachers will share best practice and work to develop ways to improve social emotional student support within their classroom. The enemy of improvement is isolation (Fullen).

Concept Focus

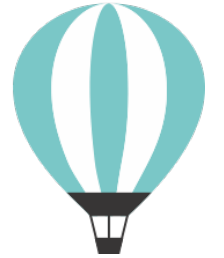
Use scheduled collaborative release time and learning focused staff meetings (SSP monthly meetings) to promote staff reflecting and improving social emotional student learning in their classrooms.

Strategic Inquiry

Will providing monthly SSP meetings and teacher collaboration release time meetings, with a focus on SEL, improve the alignment of social emotional and core-competency development?

Strategic Targets and Measures





Every success story is a tale of
constant adaptation, revision &
change.

– *Richard Branson*

