

June 30, 2025

SCHOOL SUCCESS PLAN

Edgewater Elementary School



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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. Edgewater Elementary is committed to providing a safe place for students to be creative, to aspire to reach their full potential, to appreciate individual differences, and to become lifelong learners and caring citizens.

Yearly, our School Success Plan is developed by our staff, through extensive planning, collaboration & teamwork, to meet the individual needs of all students. Part of this planning includes feedback we gather from our Parent Advisory Council (PAC). Our plan is regularly reviewed and adapted to ensure each child continues to reach their potential.

What we heard recently from our PAC was an appreciation for the implementation of targeted learning interventions, support for providing more outdoor learning opportunities, and a hope that we can provide occasions for public speaking, assemblies, & interactions with community partner.

Over the last year our staff identified the core-competency area of 'personal awareness and responsibility' as a targeted area to concentrate on. This core foundational piece of the curriculum will continue to be a focus within the classrooms and school. Our work this past year on numerate thinking, social-emotional learning, & global stewardship has assisted in guiding us in our current direction. Our emphasis this upcoming year will remain on self-regulation, self-determination, and on overall student well-being. Staff will continue to work collaboratively to align teachings, with a focus on educational pathways, and further support students in these targeted areas while challenging entrenched values and beliefs. This holistic growth, and collaborative approach to learning, will further benefit student academic learning and prepare them for future challenges.



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SCHOOL DEMOGRAPHICS

Staff

- 9 Classroom teachers
- 1 Learning Services Teacher
- 1 Teacher-librarian
- 4 Education Assistants
- 1 Youth Care Worker
- 1 Indigenous Education Student Support Worker
- 1 Admin Assistant
- 1 Principal

Students

- 150 students
- 31 Indigenous students

Grades

- Gr K-1
- Gr 1
- Gr 1-2
- Gr 3
- Gr 3-4
- Gr 4-5
- Gr 6-7





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VISION

We aspire to...

...Care
Create,
Collaborate!
We are Eagles!

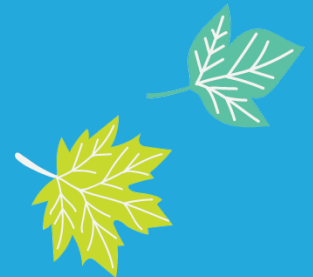
MISSION

Who we are, why we exist, and what we value...
Edgewater Elementary is committed to providing a safe place for students to be creative, to aspire to reach their full potential, to appreciate individual differences, and to become lifelong learners and caring citizens.

VALUES

7 Sacred Teachings...

Respect - Buffalo
Wisdom - Beaver
Courage - Bear
Humility - Wolf
Love - Eagle
Honesty - Sasquatch
Truth - Turtle



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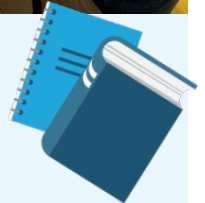
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THEMATIC NARRATIVE

Throughout the year every school staff collaboratively engage in educational discussions regarding curriculum, educational pedagogy & student data/learning. Student growth & progress is monitored so calculated changes for improvement are implemented. These calculated changes are outlined in our annual school success plan (SSP).

After extensive discussion and collaborative review of our progress in 2024-2025 we altered two focus areas from last year's plan and augmented the actions in the other two sections. In the area of Equity/Diversity/Inclusion we developed surveys, for primary/intermediate students, by selecting identified skills from curriculum core-competencies aligning with personal awareness & responsibility. Then we compared feedback from Fall to Spring. We witnessed some growth (highlighted - Data Charts #1 below) but we need to continue this focus. Teachers feel we need to assist students in realizing connections between survey questions and impact on learning. The staff see significant gains being made when targeting personal & social development. Our Reading/Literacy scores were greatly improved steering us towards numeracy. With numeracy, we see students demonstrating growth on SD6 assessment (SNAP) then struggling on FSA assessment (ie – numeracy problem section). This disconnect steered us towards targeting students critical thinking when challenged by numeracy tasks. Data chart #2 outline Foundation Skills Assessment (FSA) don't highlight the lower scores we noticed in written portion of FSA. Overall, some growth noted but room for improvement. We will track the Gr 4 cohort & compare differences when they are in Gr 7. Data chart #3 demonstrates steady growth on SD6 District numeracy assessment which is encouraging. Our other two focal areas will remain on teacher collaboration work and building connections between community and school. Teachers will collaborate and support each other in further understanding Learning pathways and Progressions to support students in class. And our students will continue to have the opportunity to learn beyond the classroom. This plan was shared, reviewed, and discussed with PAC having an opportunity for feedback. We also highlighted the similarities/trends between our plan and the SD 6 District Plan. The continued focus on personal awareness and student responsibility toward learning support holistic student development and continue to have a tremendous impact on student academics.



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2025-2026 EES School Success Plan Goal -

Will a focus on teaching personal awareness and responsibility, support students in demonstrating an increase in achievement.

Data Charts 1

'Personal Responsibility' Survey Feedback (Primary K-3)

Fall – Black

Improvement Trend

Spring – Red

Decline Trend

I can... recognize my feelings.



K	14 – 70%	10 – 50%	4 – 20%	9 – 45%	2 – 10%	1 – 5%
K-1	10 – 59%	11 – 58%	5 – 29%	5 – 26%	2 – 12%	3 – 16%
1-2	14 – 67%	8 – 38%	4 – 19%	12 – 57%	3 – 14%	1 – 5%
3	11 – 55%	13 – 65%	9 – 45%	7 – 35%	0 – 0%	0 – 0%

I can... ask for help.



K	11 – 55%	14 – 70%	9 – 45%	3 – 15%	0 – 0%	3 – 15%
K-1	16 – 94%	14 – 74%	1 – 6%	5 – 26%	0 – 0%	0 – 0%
1-2	7 – 33%	7 – 33%	13 – 62%	12 – 57%	1 – 6%	2 – 10%
3	15 – 75%	17 – 85%	5 – 25%	3 – 15%	0 – 0%	0 – 0%

I can... understand that my words and actions can affect myself and others.



K	2 – 10%	14 – 70%	14 – 70%	3 – 15%	4 – 20%	3 – 15%
K-1	15 – 88%	14 – 74%	0 – 0%	3 – 16%	2 – 12%	2 – 11%
1-2	13 – 62%	10 – 48%	5 – 24%	9 – 43%	3 – 14%	2 – 10%
3	15 – 75%	15 – 75%	5 – 25%	3 – 15%	0 – 0%	2 – 10%



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'Improving Student' - Responsibility Survey

Fall response – Black

Improvement Trend

Spring Responses – Red

Decline Trend

I can... label my emotions.

Students who answered:

	Most/All Time		Some/Rarely		Never	
Gr 4	8	9	4	4	1	1
Gr 5	11	1	6	1	0	0
Gr 6	11	8	4	8	0	0
Gr 7	2	2	3	2	0	0

I can... express my needs and wants.

Students who answered:

	Most/All Time		Some/Rarely		Never	
Gr 4	7	13	6	4	0	1
Gr 5	11	14	6	4	0	0
Gr 6	11	9	4	7	0	0
Gr 7	2	2	3	2	0	0

I can... understand that my actions and words have either a positive or negative impact on me and/or others?

Students who answered:

	Most/All Time		Some/Rarely		Never	
Gr 4	8	13	3	1	1	0
Gr 5	11	11	6	1	0	0
Gr 6	13	15	2	1	0	0
Gr 7	4	4	1	0	0	0



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Data Chart 2 Gr 4 & 7 FSA Numeracy Results

FSA Numeracy Assessment (EES) Fall 2023 / Fall 2024 (Gr 4 & 7)

Significant change in results and we plan to track these Gr4's and compare numbers in three years when they are in Gr7 to truly see any change.

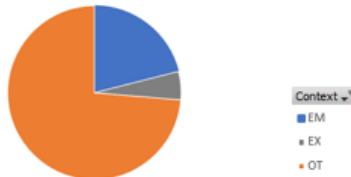
Fall 2023 (All Gr 4 & 7 Students)

Row Labels	Count of Name
EM	16
OT	13
Grand Total	29



Fall 2024 (All Gr 4 & 7 Students)

Row Labels	Count of Name
EM	4
EX	1
OT	14
Grand Total	19

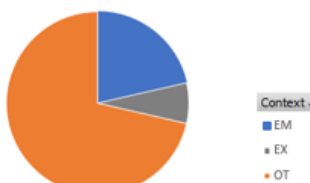


Gr 4

Row Labels	Count of Name
EM	9
OT	9
Grand Total	18



Row Labels	Count of Name
EM	3
EX	1
OT	10
Grand Total	14

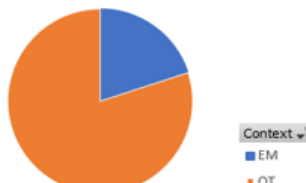


Gr 7

Row Labels	Count of Name
EM	7
OT	4
Grand Total	11



Row Labels	Count of Name
EM	1
OT	4
Grand Total	5





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Data Chart #3 Gr 1-7 SNAP Numeracy Assessment (Fall / Spring 2024-2025)

SNAP Numeracy Assessment (EES) 2023-2025 (Gr 1-7)

In Fall '23 32/107=30% scored 3 (Proficient-PRF), in Spring '24 55/107=52% demonstrated PRF, in Spring '25 71/112=63% demonstrated PRF. Steady Growth!

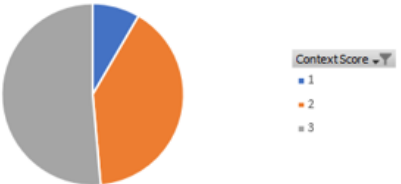
Fall '23

Row Labels	Count of Name
1	15
2	60
3	32
Grand Total	107



Spring '24

Row Labels	Count of Name
1	9
2	43
3	55
Grand Total	107



Spring '25

Row Labels	Count of Name
1	9
2	32
3	71
Grand Total	112





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EQUITY, DIVERSITY AND INCLUSION

SSP Goal - Will a focus on teaching personal awareness and responsibility, support students in demonstrating an increase in achievement.

Inquiry

Will teaching students self-regulation skills help them be more successful in peer-to-peer relationships?

Action

- classroom instruction will include weekly/regular self-regulation lessons
(ie - Embed WITS/Zones/Spot of Emotion into classrooms, connections Library, after school program, YCW/counselling, Welcome board)

Data and Monitoring

- School student survey's (2/3 times per year)
- staff assessments – (ie – BC performance standards)
- classroom work (traces, assessments, in-class work, etc.)
- self-reflections / self-assessments (I can statements & welcome board in regards to inclusion & equity)



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GROWING CAPACITY OF SELF AND OTHERS

SSP Goal - Will a focus on teaching personal awareness and responsibility, support students in demonstrating an increase in achievement.

Inquiry

If teachers spend time collaboratively exploring BC Learning Pathways and K-7 Learning Progressions what positive changes will we see in classroom instruction and/or student learning?

Action

Teachers will collaborate, at least once per term, during scheduled release time for planning and developing classroom practice

Data and Monitoring

Teacher self-reflection tool...

- Benefits
- Continuity/planning
- journaling

Has your practice shifted for you as a result of this collaboration? What has changed? Noticeable growth?

Staff meeting sharing, group/personal reflections from collaboration, journaling



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STEWARDSHIP FOR THE FUTURE

SSP Goal - Will a focus on teaching personal awareness and responsibility, support students in demonstrating an increase in achievement.

Inquiry

If students learned about one community project, would they be able to demonstrate an awareness of how community action promotes sustainability?

Action

Partnership development...
All classes will participate in learning in the extended community.
ie – Franks' Rink, Legion, recycling, transfer station

Data and Monitoring

- students use community *reflection tool* (staff developed) to monitor growth/interaction (tie reflections to personal responsibility & awareness)
- collect samples of learning – students demonstrate how it supports sustainability
- self-reflections / self-assessments (How does that community place assist in sustainability within the community?)
- see-saw postings / student statements

