



**ROCKY
MOUNTAIN**

School District #6



EDGEWATER

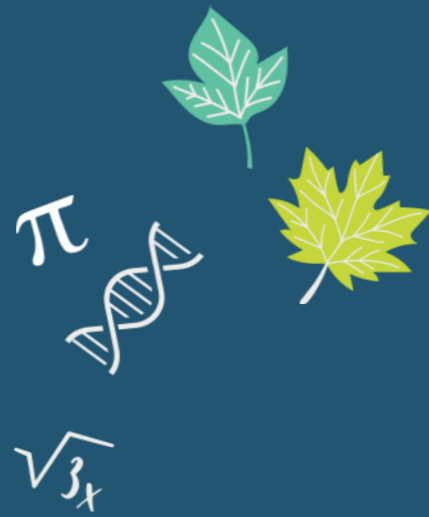


ELEMENTARY



SCHOOL SUCCESS PLAN

June 16, 2021



ACKNOWLEDGEMENT

I would like to acknowledge that we are on the traditional & unceded shared territory of the Ktunaxa and Secwepemc people, & the land chosen as home of the Metis people of BC.





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 we reviewed data on numerous occasions throughout the year. Our staff identified areas we could focus on in the upcoming year. We will collaboratively plan ways to support students learning core foundations of numeracy and primary reading. We also understand the importance of student engagement to learning and will put an emphasis on personal connections. Staff will be provided opportunities where they continue to challenge themselves by self-reflecting and examining their own biases, beliefs, and values. This growth, and collaborative approach, will allow staff to further support students.

Success is never guaranteed. However, if we support each other, and demonstrate significant growth in our focus areas, our students will continue to evolve and excel as they prepare for future challenges they encounter.





SCHOOL DEMOGRAPHICS

Edgewater Elementary School

NUMBER OF STAFF

9 TEACHERS
6 EDUC ASSISTANTS
1 COMMUNITY LINK
20 LEARNING SERVICES

NUMBER OF STUDENTS

132

GRADE CONFIGURATIONS

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, honour diversity and inclusion, are safe, caring and healthy places to work and learn.



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 ONE

Equity and Inclusion



GOAL

To increase student inclusion and engagement at school.



STUDENT ENGAGEMENT

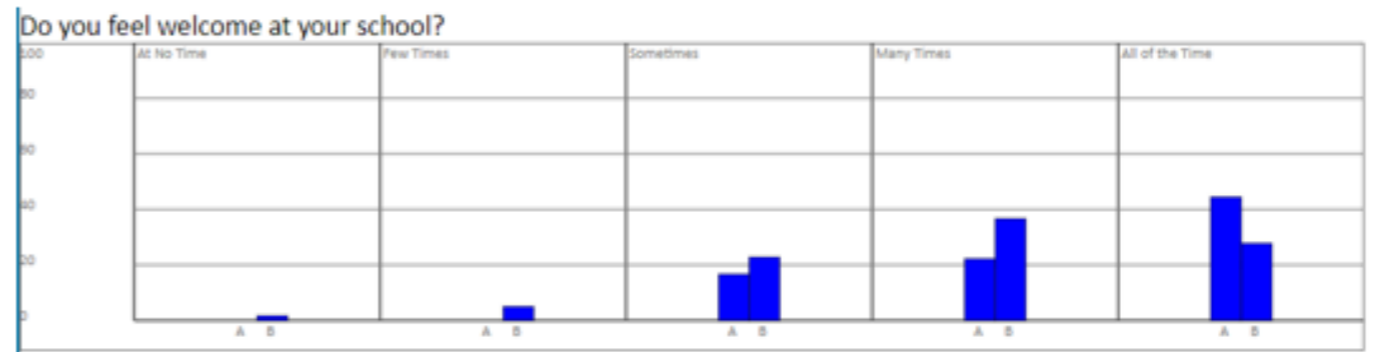
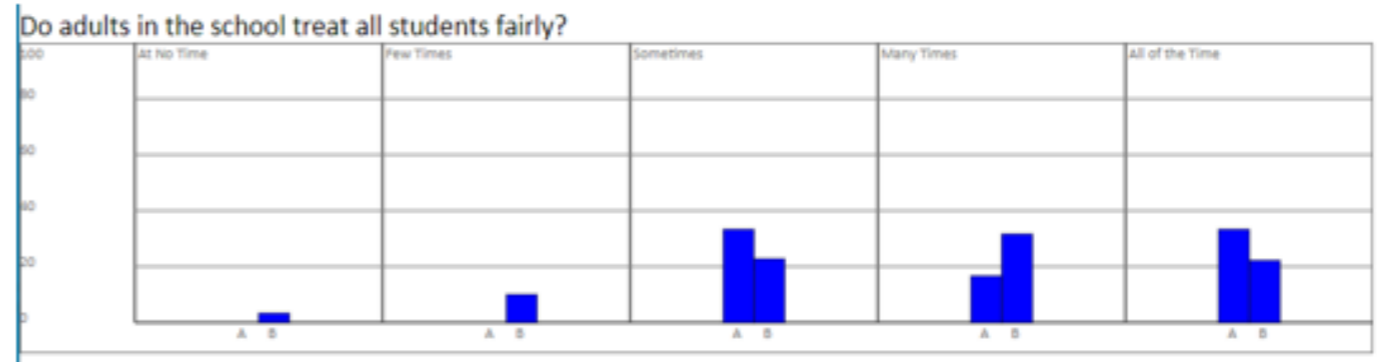
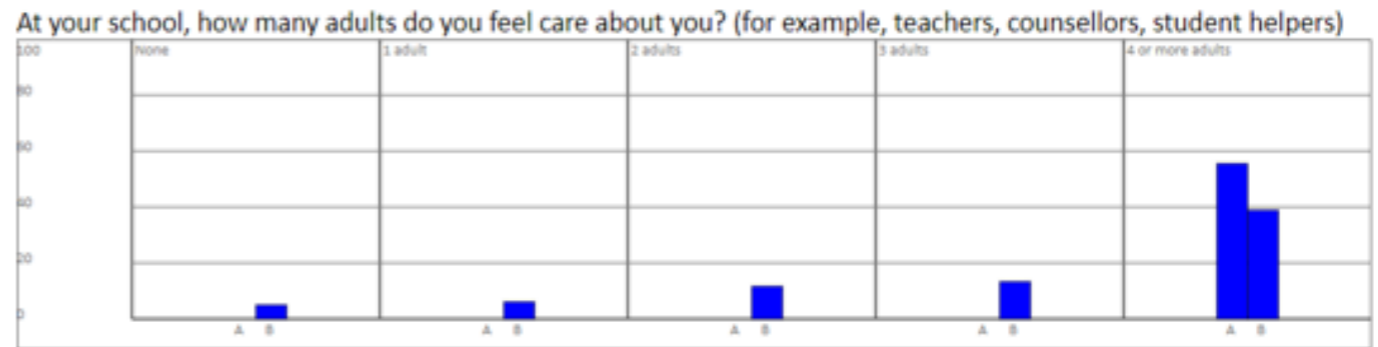
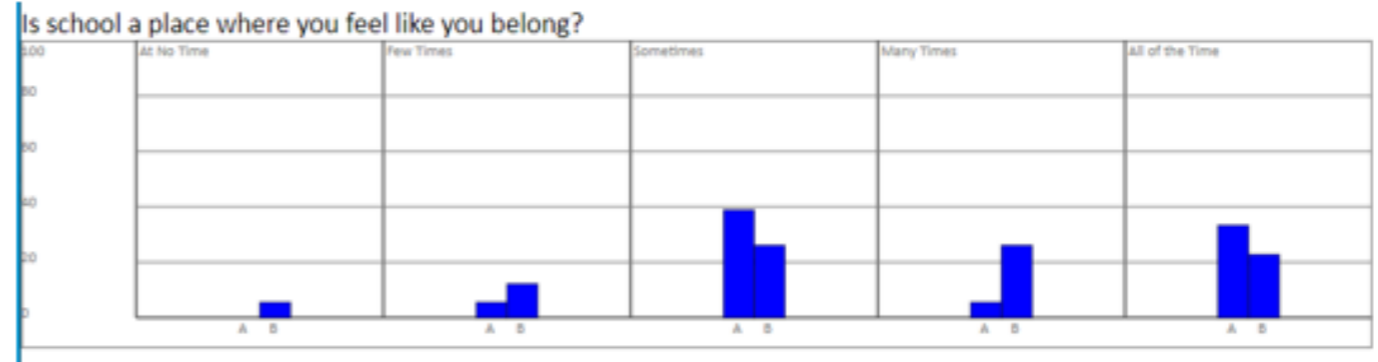
Attendance - 90% attendance allows for roughly 20 days missed per year.

16 students missed 20+ days of school. 7 of those 16 students were Indigenous students. Edgewater Elementary School enrolment is 23% Indigenous. However, Indigenous students make up 44% of our students with over 20 absences ($7/16=44\%$).

Inconsistent attendance could indicate concerns with student engagement and staff/student connections. Our staff will continue to look at ways to further connect and support students.

Student Learning Survey Results (Engagement)

Our students, according to the survey, seem to feel welcome and accepted at Edgewater Elementary (top 4 questions on the right). However, we do see a large number of Indigenous students with inconsistent attendance. Looking deeper at Indigenous related questions on the survey we see there are some areas we could possibly improve. As Truth and Reconciliation becomes a focus we will likely see a difference in these survey results. And, in the Spring we will break out Indigenous responses for welcoming/belonging questions and see how they align with the overall student answers.



STRATEGIC PRIORITY ONE

Equity and Inclusion

STRATEGIC NARRATIVE:

Edgewater Elementary has a growing population of 132 with 32 of them being self-identified Indigenous students (24%). We noticed, as a staff, that we need to grow, self-reflect, and challenge some of our own biases, beliefs, and values. We have also witnessed varying levels of engagement and student understanding towards inclusion and a sense of belonging.

STRATEGIC 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 continuing to use the 7 Indigenous teachings in all classes on a monthly basis improve student sense of belonging?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Student Learning Survey, Attendance tracking, Self-reflection/writing

3

Times Per Year



TARGET

90% of students attend 90%.

90% OF STUDENTS INDICATE BELONGING ON SURVEY



RESOURCES

7 teachings resources, posters in each room, Picking up My Hoops – celebration, supplementing grant, educational field trips

Multiculturalism Grant, partnership with local Bands



PROFESSIONAL LEARNING

Anti-Indigenous Racism staff training, Local Indigenous initiative, Cultural enhance/knowledge/perspectives sessions (CONT'D) TRAUMA-INFORMED LEARNING & IMPLEMENTATION



SUPPORTING STRUCTURES

AESW for direction/support ongoing, community partners, elders, Band

LEARNING FOCUS

Monthly staff mtgs to monitor and tweak



STRATEGIC PRIORITY TWO

Success for all learners



GOAL - Numeracy

To increase student achievement in numeracy.



NUMERACY FOUNDATIONAL SKILLS

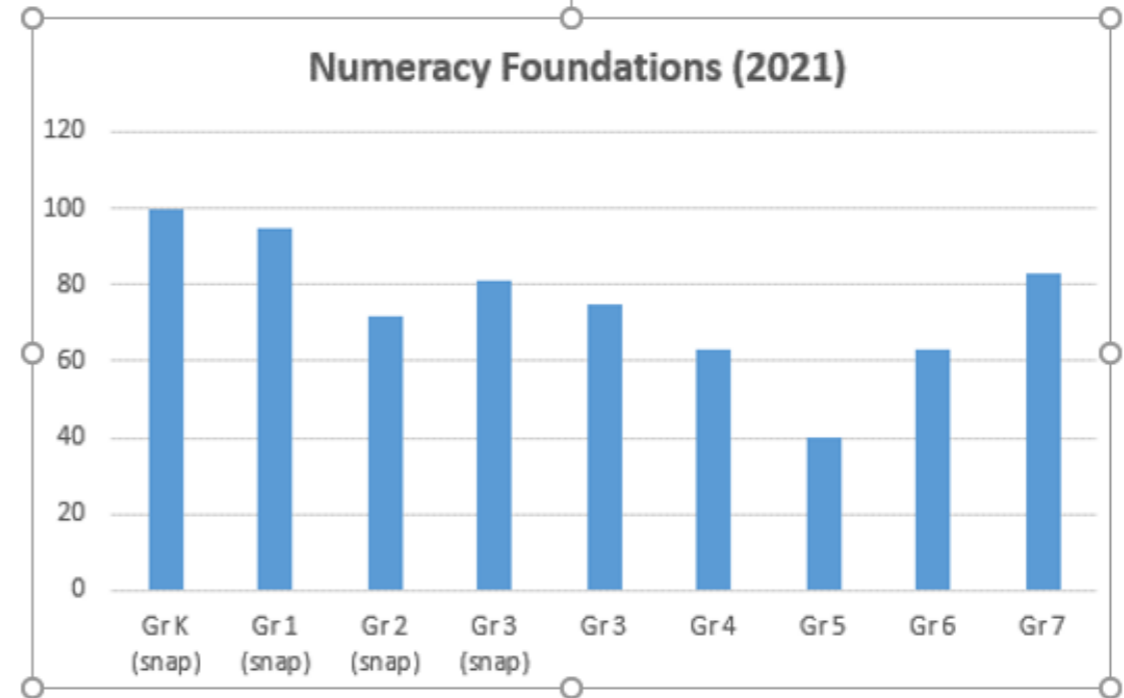
In order for students to perform well in assessments this data tells us that we need to continue to develop basic number skills. This data shows us for most grades that students perform at under 80% proficiency. As we focus on teaching foundational math skills we expect to see improved performance on district assessments and provincial measures.

GR 7 - FSA RESULTS NUMERACY

This graph reveals strong scores on Foundations Skills Assessment (FSA) in numeracy for Gr 7 students (84% On Track or Extending). We hope to maintain this level of success moving forward. Continued focus on skill development with all students, to increase foundation skills, will surely support continued strong FSA results.

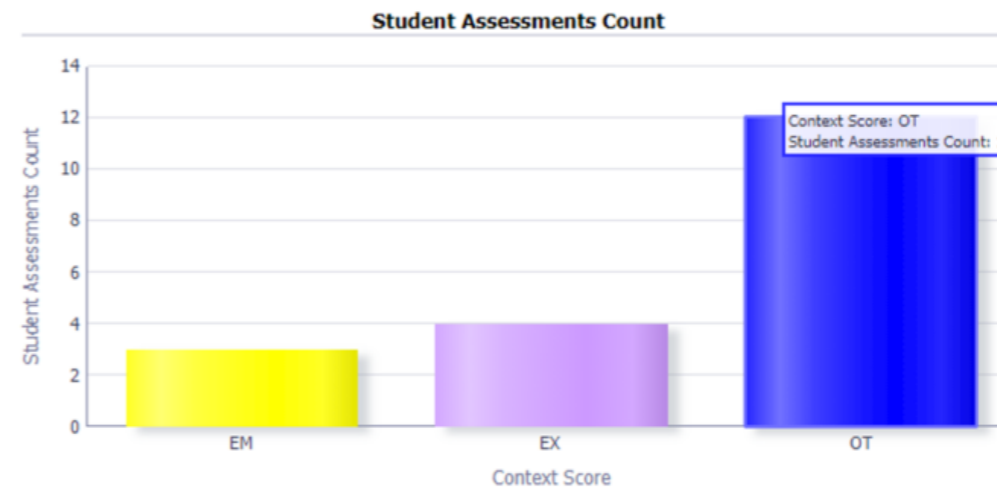
Graph represents percentage of students scoring 2 or 3 (assessment results - reference SNAP rubric, Oral/applied self-developed assessment).

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



Gr 7 Numeracy (FSA)

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



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

School numeracy data demonstrated areas of weakness. Through the improvement of basic facts and number sense we are anticipating improved understanding, connections, and ability to solve grade level problems in numeracy. Through collaboration our staff has developed a scope and sequence to support student basic fact learning and sequential growth at each grade level.

STRATEGIC FOCUS:

We are focusing on teaching foundational skills in all grade levels. The deeper understanding of multiplication facts and grade level specific operations will support students and improve overall scores on district assessments.

STRATEGIC INQUIRY:

Will developing a basic fact scope and sequence at each grade level improve student achievement on SNAP and FSA assessments?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

SNAP – twice a year
EES assess twice,
Classroom assess ongoing,
FSA once (monthly staff review)



TARGET

75-80% ON ASSESSMENTS

SNAP, FSA, School assessments



RESOURCES

SNAP resources, manipulatives, tweaked scope & sequence, FSA, EES assess

SUPPORT

Time to educate support staff reinforcing strategies.



PROFESSIONAL LEARNING

2 PRO D sessions – applying SNAP in the classroom & for assessment
- Support staff pro-d



SUPPORTING STRUCTURES

School-based Team collaborate btw EAs & teachers, DATA REVIEW MyAnalytics-to compare SNAP/FSA/class

MONTHLY STAFF MTG FOR MONITORING PROGRESS, RELEASE TIME FOR COLLABORATION



STRATEGIC PRIORITY TWO

Success for all learners



GOAL - Literacy

To increase student achievement in learning to read.

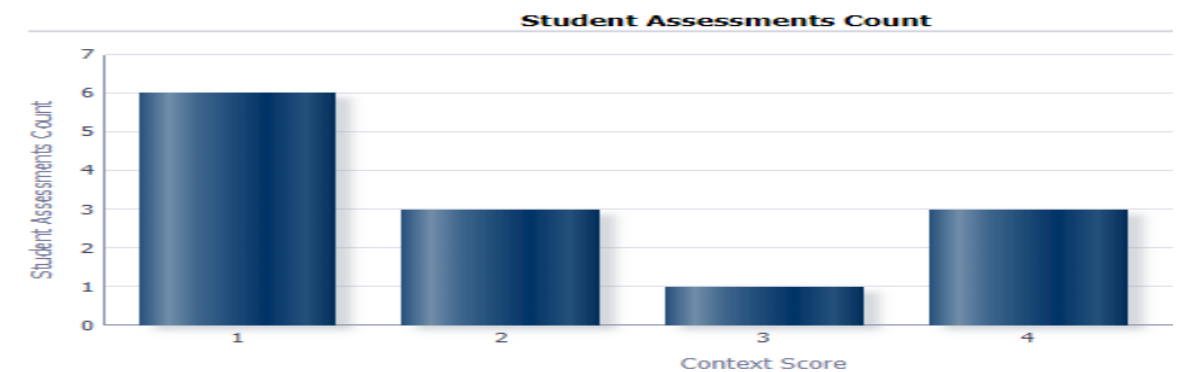
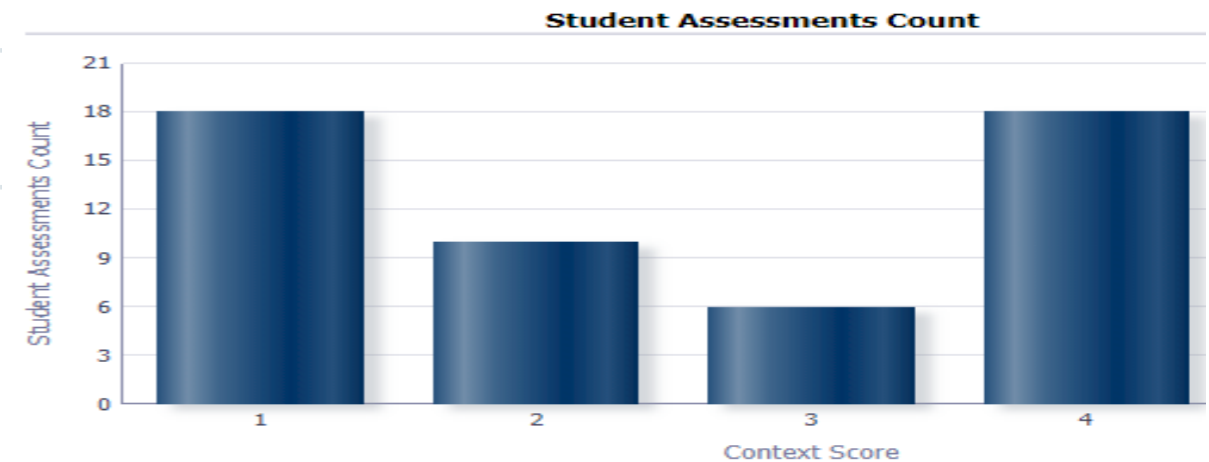
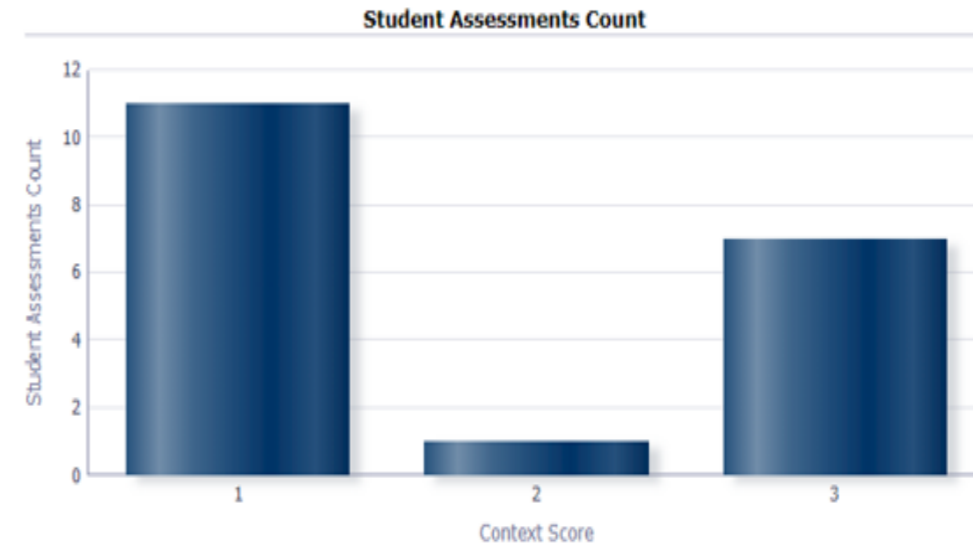


PRIMARY READING SCORES – GR 2

Fall 2020 PM benchmark scores we noticed concerning results for students entering Gr 2 (11 of 19 not meeting expectations). We implemented a few reading interventions and this year will be looking at additional ways to support students and parents in assisting students to read. End of year all 8 students moved over one full year but still require support to fully catch up by end of Gr 3.

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

Gr 2 (Fall 2020)



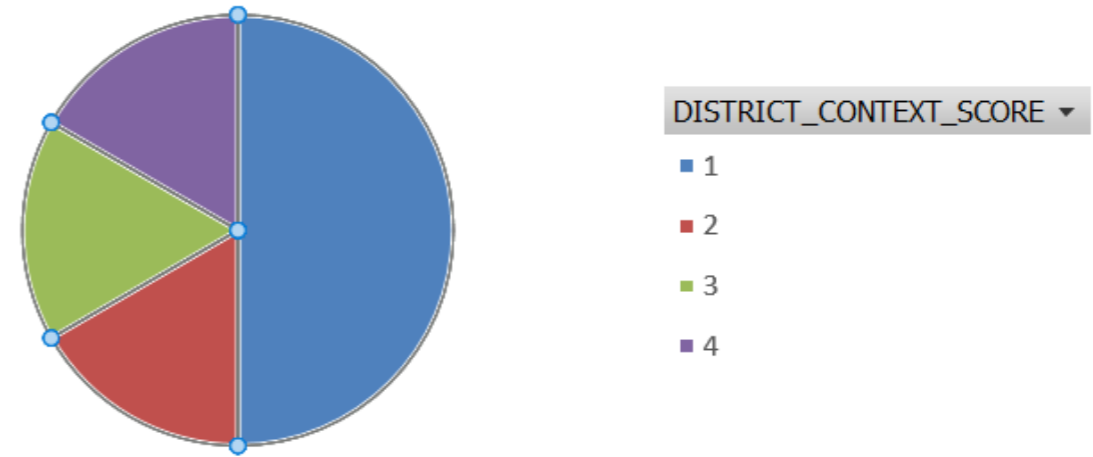
PRIMARY READING SCORES – GR K-3

When we dug a little deeper, reviewing EES data in January, we noticed 51% of all our primary students had a context score of 1 (Emerging) revealing an issue (Fall data - Oct 2020). Then we looked again at Spring results. 1st Graph – all EES primary students - $18/52 = 35\%$ were 'emerging'. 2nd Graph - $6/13 = 46\%$ were 'emerging' were Indigenous students. Some growth was evident but continued growth is needed.



INTERMEDIATE READING SCORES

Recent F&P benchmark scores, with Gr 4-7's we again noticed concerning results. Roughly 50% of our Intermediate students scored 'emerging' on our Fountes & Pinnel reading assessment. This year will be looking at additional ways to support students. A focus on targeted reading groups at each grade level is a proven strategy to support students in learning to read.



(Graphs scale) 1- Emerging 2-Developing 3&4- Proficient/Extending



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

We noticed a significant decline in primary reading scores (mainly Gr 2). We were thinking this decline resulted from last years school interruptions but after reflecting on K-7 scores we realized reading is a priority through all our draft sources.

STRATEGIC FOCUS:

Improving fluency levels at each grade level.

STRATEGIC INQUIRY:

Will targeted reading groups at each grade level improve student scores on reading assessments?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Monthly reading assessments, Report cards, Benchmarks (3)

3 Times Per Year



TARGET

75% ALL GRADES ON TRACK ON BENCHMARK ASSESSMENTS

Of all Students 'On Track'



RESOURCES

Words Their Way, 1-1, Prim F&P prog, EA/LST, SUPPORT – cont'd EA education/support in primary classrooms, release/collaboration time to educate & work with EA's



PROFESSIONAL LEARNING

PRO DEV SESSIONS – EARLY LITERACY PROGRAMS, TARGETED READING GROUPS (GR SPECIFIC). COLLABORATION TIME TO PLAN, VIEW & GENERATE IDEAS



SUPPORTING STRUCTURES

MTGS-SBT, LS to collaborate btw EAs/teacher/family to support at-risk struggling students

LEARNING FOCUS

Monthly Staff mtg for monitoring objectives & adjusting strategy



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership



GOAL

To improve frequency of collaborative opportunities for educators.



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

Research and literature support good teaching practices make the most significant difference in student success. And, the enemy of improvement is isolation (Fullen). Through collaborative opportunities/strategies teacher's will continue to grow and develop in turn better supporting students.

STRATEGIC FOCUS:

Use learning focused staff meetings to promote the focus for routine collaborative opportunities with staff.

STRATEGIC INQUIRY:

Will using school plan data and content, during teacher collaboration, improve alignment between educator practices and school plans?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Throughout year monthly reflections (how is something in your practice aligning with SSP)



TARGET

100% staff participation, documented self-reflection, Personal Growth Plans tied to improvement & SSP

Growth in ability to instruct, engage students, accurately self-reflect



RESOURCES

Trauma-informed schools – PEACEful BUDGET
Scheduled release time to obs/dev

SUPPORT mgmnt of/for support staff reinforcing concepts. On-going growth for all staff.



PROFESSIONAL LEARNING

Document improvements from observations (2-3 things that supported learning)

COLLABORATIVE GRANT – RELEASE TIME FOR OBSERVING/TEAM BUILDING



SUPPORTING STRUCTURES

SCHOOL STAPLES (IEP's, weekly LST mtgs, scheduled release time)

LEARNING FOCUS
Monthly Staff mtg for monitoring objectives/progress & adjusting strategy





**EVERY SUCCESS STORY IS A TALE OF
CONSTANT ADAPTATION, REVISION
& CHANGE. – RICHARD BRANSON**



RB