

June 30, 2023


SCHOOL SUCCESS PLAN

Edgewater Elementary School




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.





We would like to acknowledge that Edgewater Elementary School is located on the unseeded territory of the Ktunaxa and Secwépemc People and on the land chosen as home by the Metis.

We would also like to add that we all play a role ensuring equity, mutual respect, and ongoing reconciliation.



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 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.

Like in previous years our staff identifies areas we need to develop and focus on. We will continue to concentrate on the core foundations found in our curriculum with a continued focus on numeracy, literacy, an added focus on student connectedness & overall stewardship. Our work this past year on numerate thinking and social-emotional learning has assisted in guiding us in our current direction. Our emphasis on student connectedness and building relationships, is going to surely demonstrate an impact on our students. Staff will continue to work collaboratively to align teachings and further support students in these focus 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.

EES Principal – Darryl Turner



SCHOOL DEMOGRAPHICS

Staff

8 Teachers
5 Educ Assistants
1 Community LINK
1 Indigenous Ed
Support Worker
1 Learning Services
Teacher

Students

125 Students

Grades

K-7





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.

VISION

What we want to become in order to accomplish our Purpose/Mission...

We aspire to...

**Care
Create,
Collaborate!**



VALUES

7 Sacred Teachings...

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



STRATEGIC PRIORITY ONE

Equity & Inclusion



Goal

To increase student's ability to manage personal behavior (self-regulate) & make personal connections at school.



Evidence Narrative

The school team has witnessed varying levels of student engagement, connectedness & sense of belonging. Through survey data collected in the previous two years, we identified that students are struggling in areas of 'connecting with peers' and 'connecting with oneself'. The Staff sees a trend, as students get older conflict with peers increases. Teachers are seeing a need to teach skills that will support students in connecting at school.

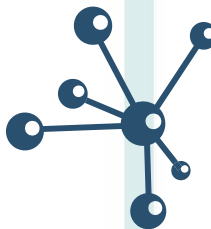
Concept Focus

Increase a sense of belonging/connectedness for all students



Strategic Inquiry

If all teachers spend time weekly implementing a social-emotional program, that supports students in building relationships, staff will see student growth in school connectedness?

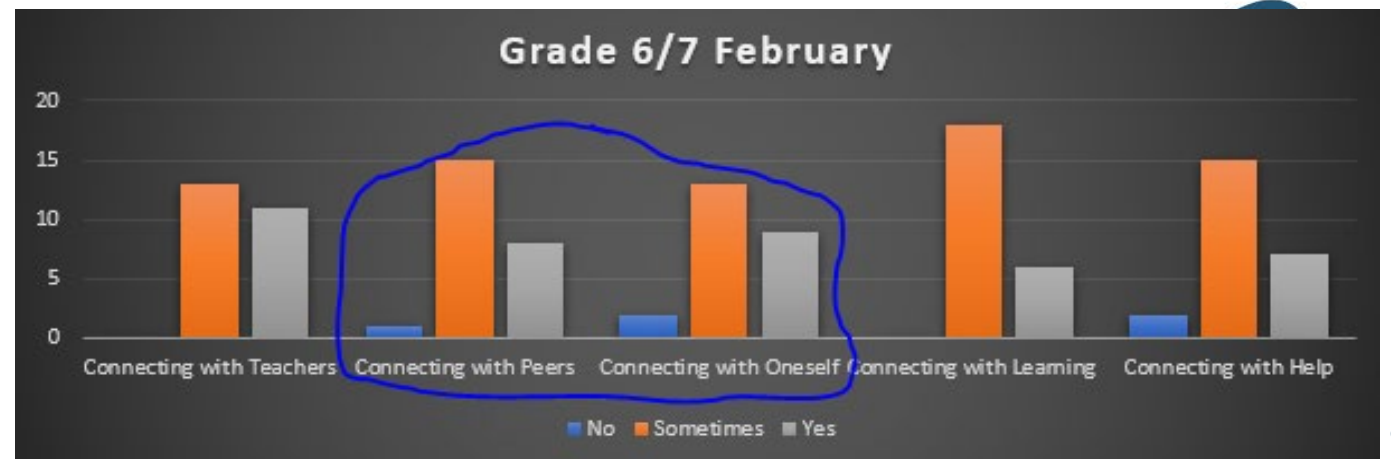
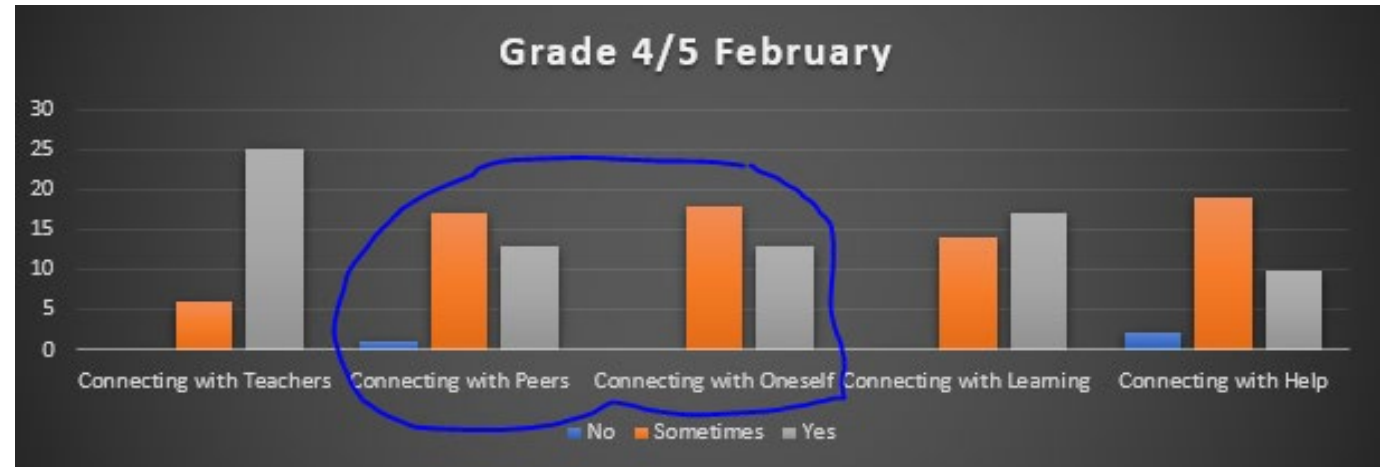
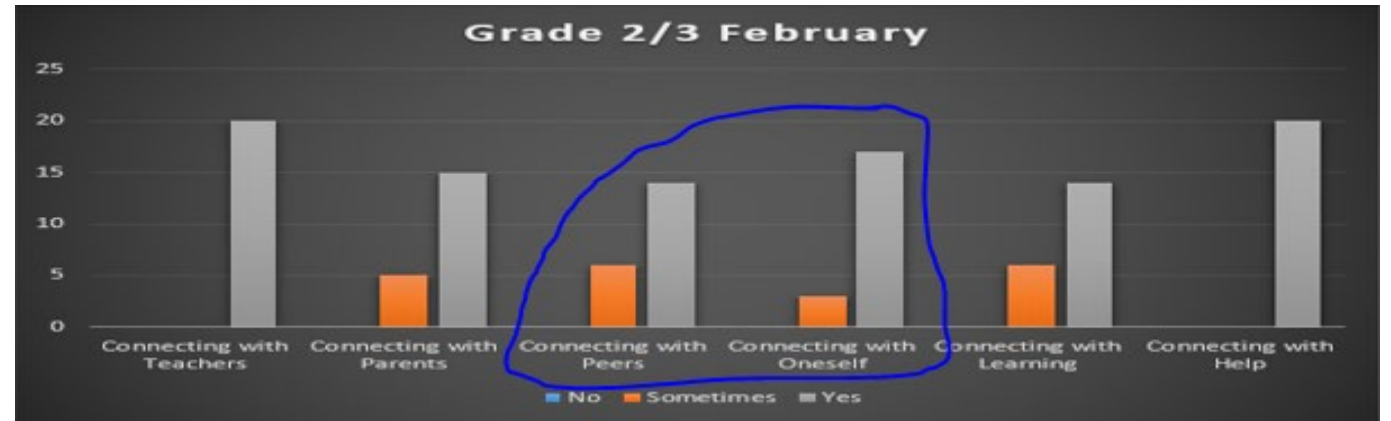


DATA

Last year, after extensive collaborative discussion, we identified that students felt welcomed but not always like they belong. This year the survey questions reflected student connectedness to school.

The survey data collected in February, and on the next slide, demonstrate students need support in connecting with friends & peers. And it doesn't necessarily get easier as the students gets older.

Graphs – we were wanting students to respond 'yes' on the survey to connecting questions - more grey, less orange, and no blue is what we are hoping.



DATA

The MDI data (on right) is baseline data collected. The survey results compare EES to other SD6 schools. The MDI data compares school belonging results for EES over the last two years. SD6 results are the black line. EES has seen significant growth in *school belonging* but still could improve and has some work to do when looking at *peer belonging*.



Middle Years Development Instrument (MDI)

RESULTS FOR EDGEWATER ELEMENTARY SCHOOL

2021-22

SCHOOL BELONGING

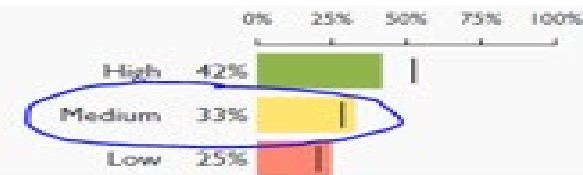
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



2022—23

SCHOOL BELONGING

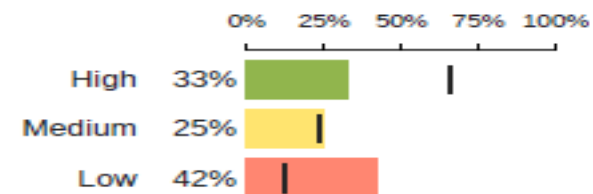
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



CONNECTEDNESS WITH PEERS

PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



DATA

Student Learning Survey information (below) is additional baseline data collected this year. The Student Learning Survey (SLS) results compare EES to other SD6 schools. The questions below have been selected as appropriate for reflecting on students being connected at school.

Student Learning Survey (SLS) Gr 4 & 7.

Do you feel welcome at school?

Students who answered:

‘Most of the Time’ and ‘All of the Time’:

Gr 4 – EES 90% SD6 - 72%

Gr 7 – EES 79% SD6 – 66%

Are you learning to solve problems in peaceful ways?

Students who answered:

‘Many Times’ & ‘All the Time’

Grade 4 – 37% SD6 - 58%

Grade 7 – 21% SD6 – 38%

I am satisfied with ability to make new friends and meet people at school?

Students who answered:

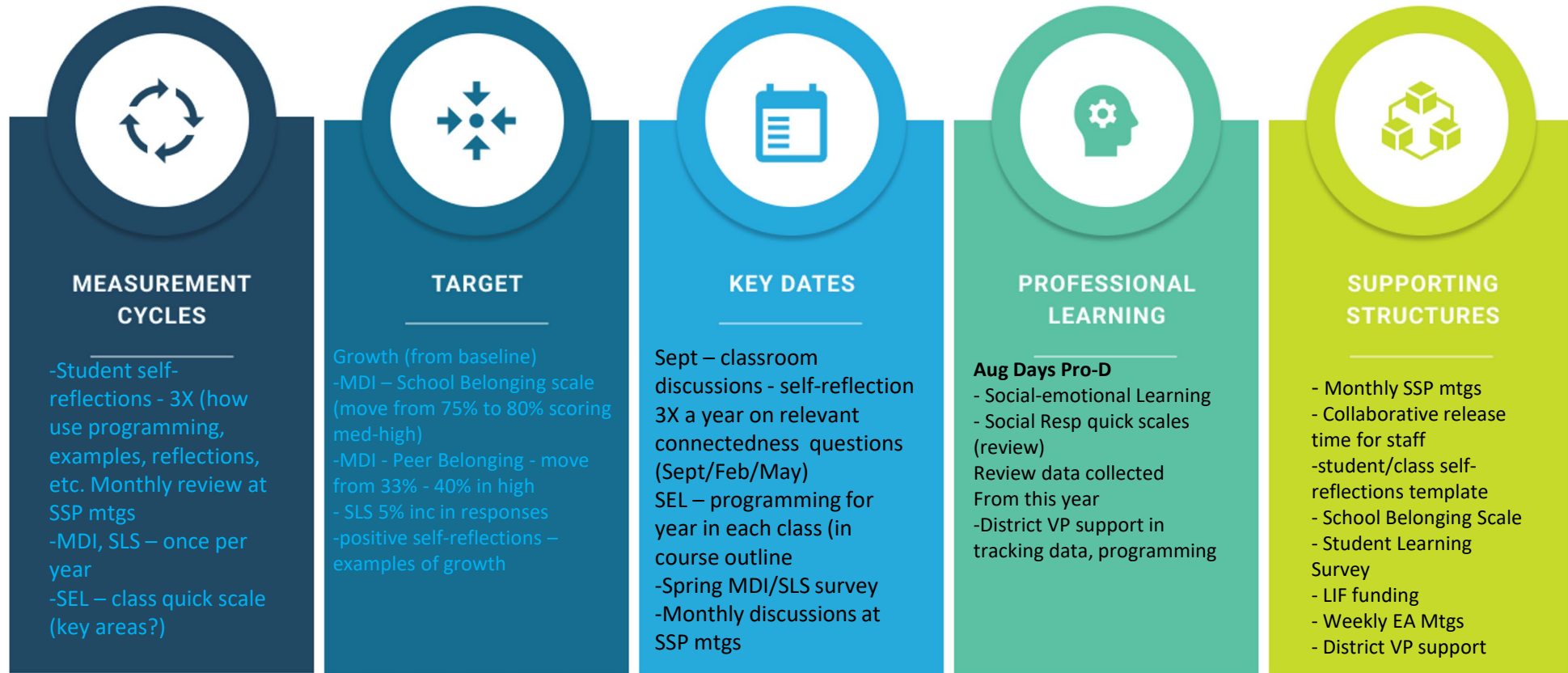
‘Many Times’ & ‘All the Time’

Grade 4 – 63% SD6 - 62%

Grade 7 – 43% SD6 – 44%



TARGETS, MEASURES & SUPPORTS



STRATEGIC PRIORITY TWO

Nurture the potential of each Student
(Literacy)



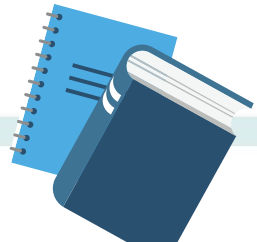
Goal

To Increase students' achievement in Literacy.



Evidence Narrative

Despite relatively good success rates at benchmark reading, students demonstrated less proficiency in responding to higher level thinking tasks and questions. The focus for next year will be to maintain high levels of reading achievement while we increase their ability to respond and make meaning from what they read.



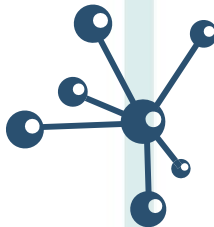
Concept Focus

Complex higher-level comprehension.



Strategic Inquiry

Will Staff teaching complex reasoning skills daily increase students' literacy achievement on higher-level thinking tasks and assessments?



This staircase diagram is breaking Cognitive Level thinking into 3-steps; basic recall, basic reasoning, and complex reasoning. Table 3 below explains what a student is expected to be able to do at each cognitive level (CL 1, CL 2, CL 3). The data on the next slide refers to student FSA scores based on questions specific to CL 1, CL 2, CL 3.

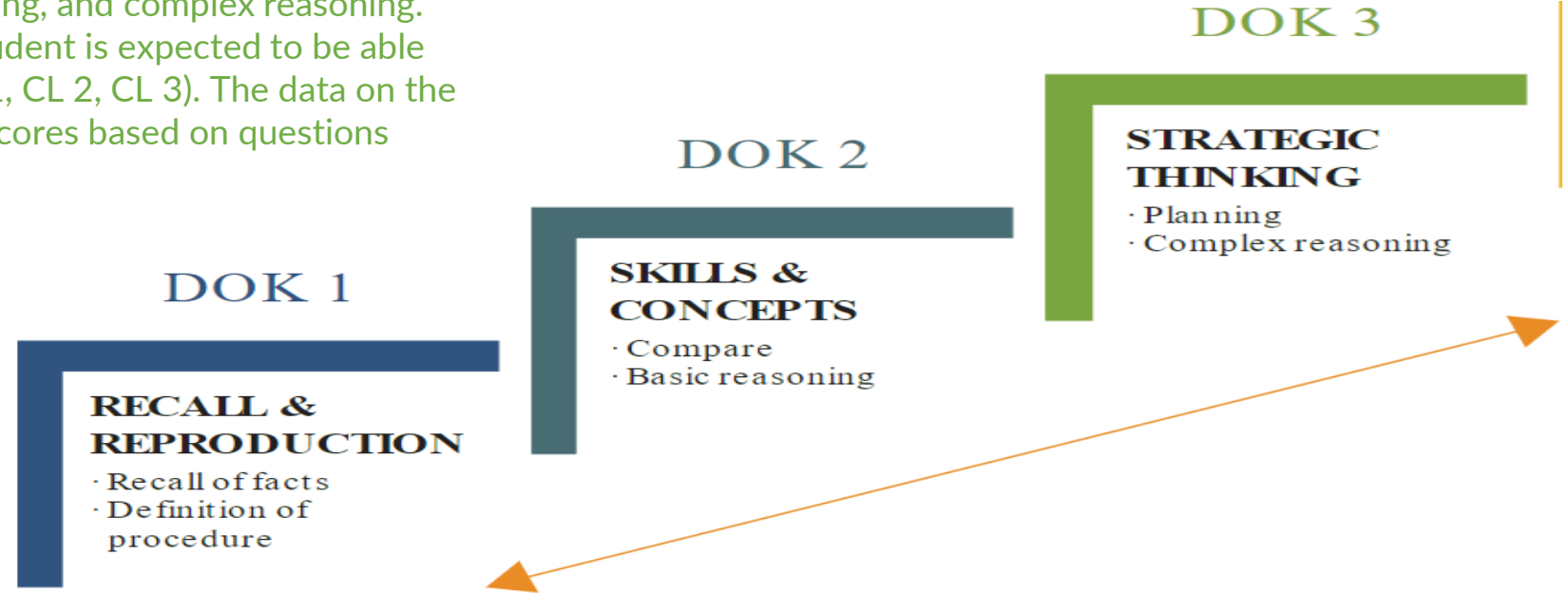


Table 3: Types of literacy questions across three cognitive levels

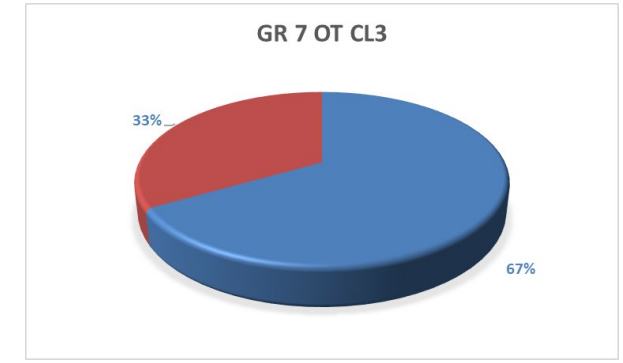
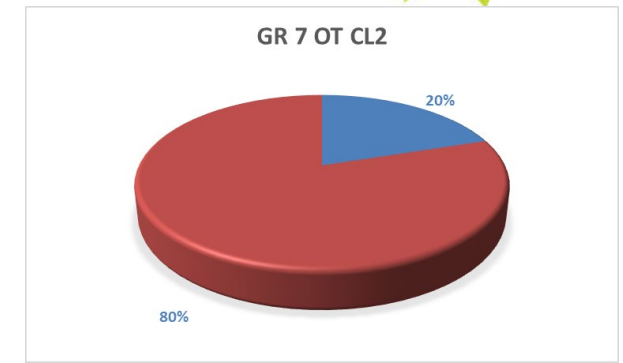
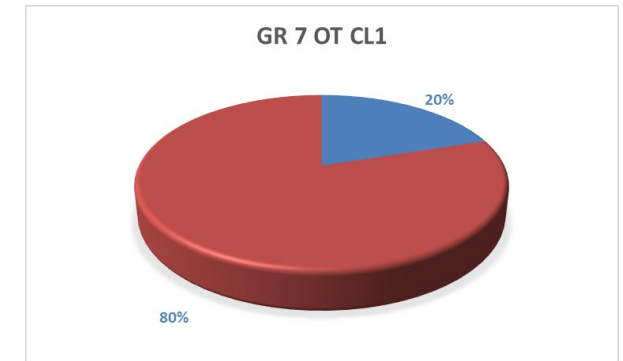
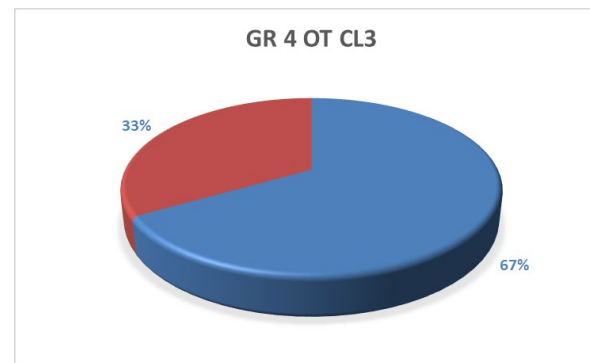
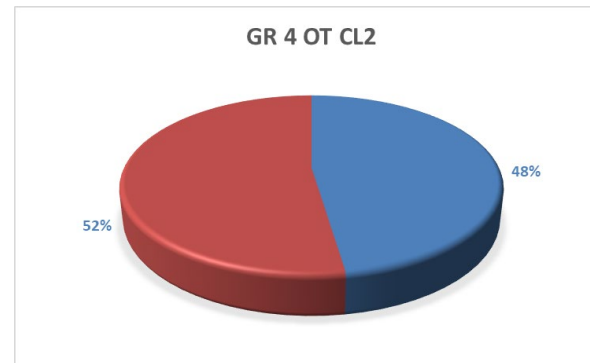
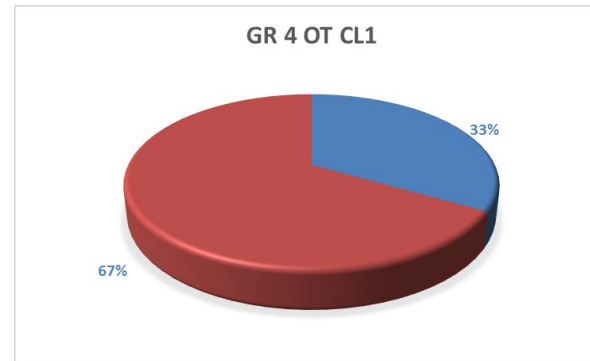
Level 1	Level 2	Level 3
The student is able to locate or retrieve information from the texts and record facts and ideas. (Student responses require literal understanding of text.)	The student shows initial comprehension, understands important concepts, begins to connect ideas using an organizational structure, and has some sense of purpose and context.	The student applies knowledge to go beyond the text to explain, generalize, and connect ideas to support thinking and make interpretations. Ideas are complex and demonstrate synthesis and analysis.

DATA

Fall 2022 Foundational Skills Assessment (FSA) data reveals that 76% of Gr 4's and 87% of Gr 7's are **On-Track & Extending** (OT) according to BC Ministry Gr 4 & 7 expectations in Literacy.

If EES educators shift their gaze to consider detailed data for performance at different Cognitive Levels (CL) on the FSA, a target area of growth becomes apparent.

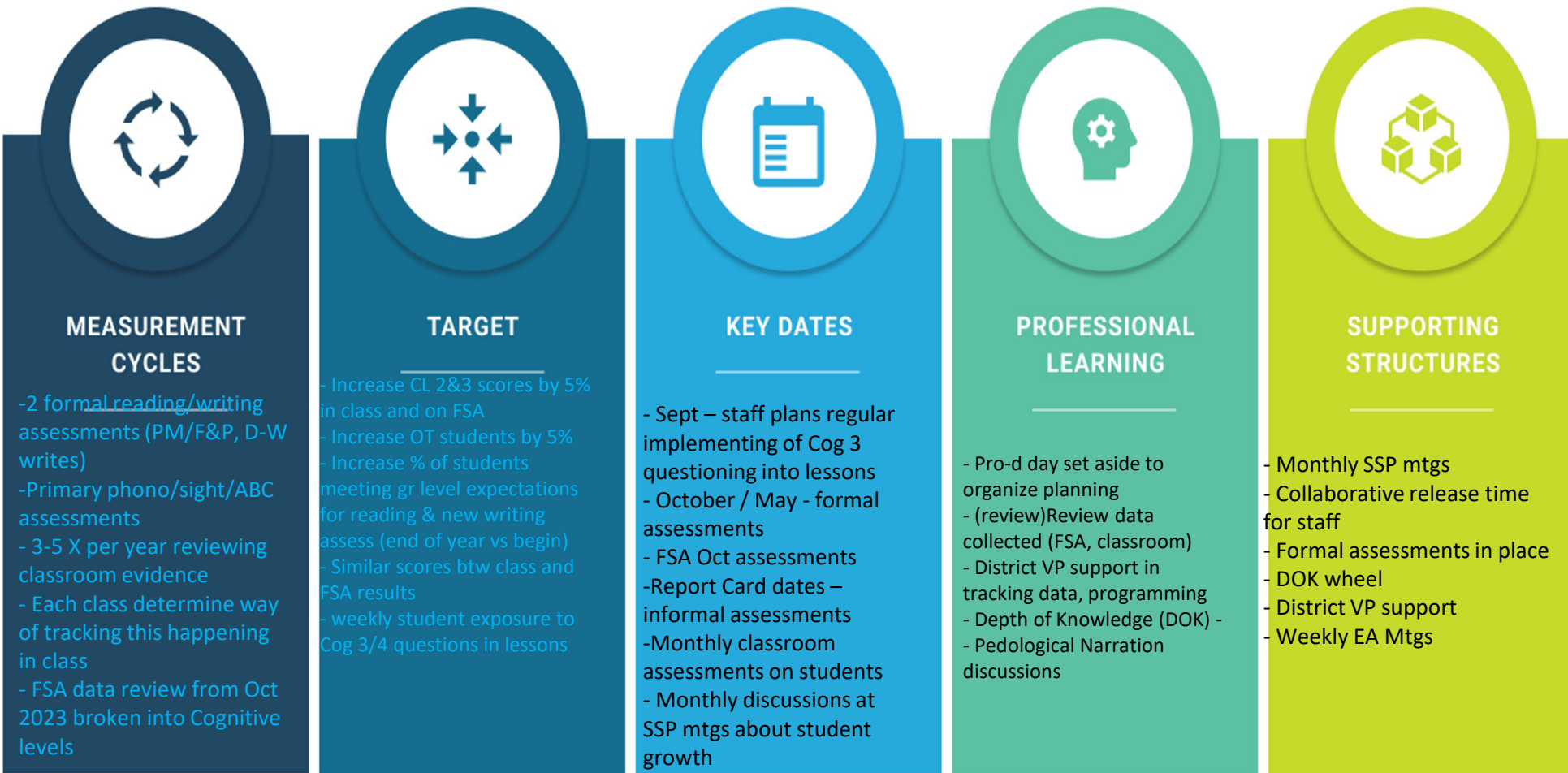
The pie charts show EES students in Gr 4 and Gr 7 demonstrate declining performance as the cognitive demand increases.



■ OT

■ EM

TARGETS, MEASURES & SUPPORTS



STRATEGIC PRIORITY TWO

Nurture the potential of each Student
(Numeracy)



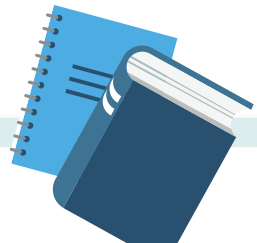
Goal

To increase student achievement in numeracy.



Evidence Narrative

Staff, through assessments and class tasks, have witnessed students having difficulty with solving problems and multi-step equations. Staff shifted, with support/direction, to the aspect of 'communication' as a tool to support students in solving numerate problems. Data revealed that students' were struggling with Cognitive Level 2 questions (beginning to connect ideas using organizational structures).



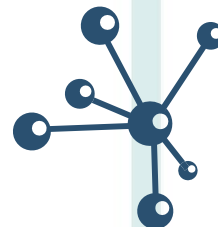
Concept Focus

Our focus will be on the aspect of *communication* and benefits when solving multi-step problems.



Strategic Inquiry

If Staff weekly teaches students to communicate their thinking about numbers will students' achievement improve on numeracy assessments?



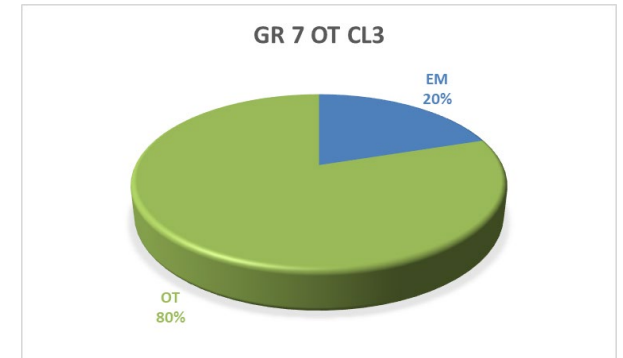
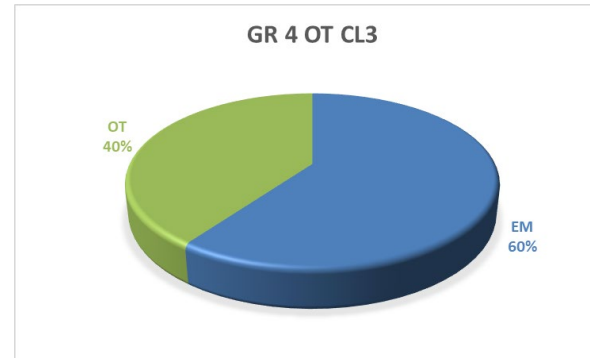
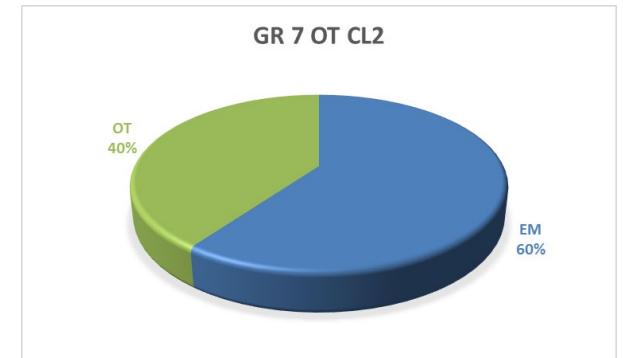
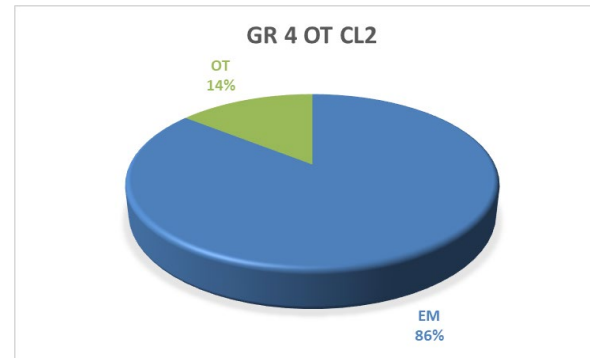
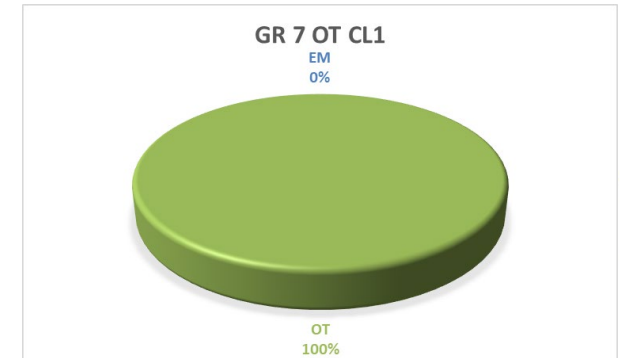
DATA

Fall 2022 FSA data reveals that 58% of Gr 4's and 67% of Gr 7's are **On-Track & Extending** (OT) according to BC Ministry Gr 4 & 7 expectations in **Numeracy**.

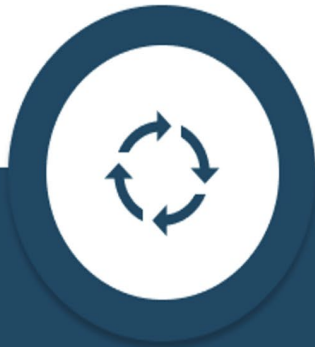
If EES educators shift their gaze to consider detailed data for performance at different Cognitive Levels (CL) on the FSA, areas of growth become apparent.

EES students in Gr. 4 underperform on CL2 tasks, such as understanding concepts and using an organizational structure.

EES students in Gr. 7 demonstrate a similar pattern, underperforming on CL2 tasks.



TARGETS, MEASURES & SUPPORTS



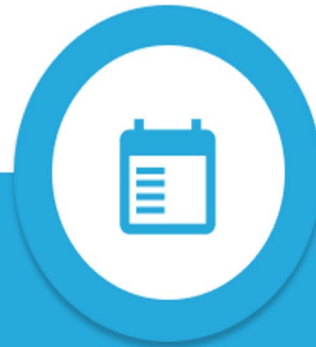
MEASUREMENT CYCLES

- Formal assess FSA – once
- SNAP – 3 X year
- 3X year reviewing classroom evidence
- Student self-reflections/ journaling???
- Staff uses the ‘communication’ rubrics & templates developed
- FSA data review from Oct 2023 broken into Cognitive levels (CL 2 focus)



TARGET

- Increase CL 2 scores - 5% FSA
- Increase OT students by 5%
- Increase % of students meeting Gr level expectations for numeracy (end of year vs begin)
- Similar scores btw class and FSA results
- weekly student exposure to Cog Level 2/3 questions in lessons



KEY DATES

- Sept – staff plans regular implementing of Cog 3 questioning & use of templates into lessons
- October/Feb/May - formal assessments
- FSA Oct assessments
- Report Card dates – informal assessments
- Monthly classroom assessments on students using dev templates
- Monthly discussions at SSP mtgs about student growth



PROFESSIONAL LEARNING

- **Pro-d day set aside to organize planning**
- (review) Review data collected (FSA, classroom)
- District VP support in tracking data, programming
- Depth of Knowledge (DOK) - Pedological Narration discussions
- Collaborative time to use templates developed for this aspect – communication



SUPPORTING STRUCTURES

- Monthly SSP mtgs
- Collaborative release time for staff
- District formal assessments
- DOK wheel
- District VP support
- Templates/Rubrics for communication
- Weekly EA Mtgs

STRATEGIC PRIORITY THREE

Growing the Capacity of Self & Others



Goal

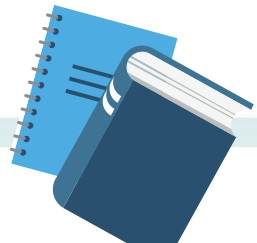
To support students in a deeper understanding of school vision & values.



Evidence Narrative

Through collaboration the staff has revised the mission/vision/values of the school. Staff wants to make sure students understand our direction (vision) and what is essential (values). Goal is to embed mission/vision/values into the classrooms.

Slide 5 – Mission/vision/values outlined.



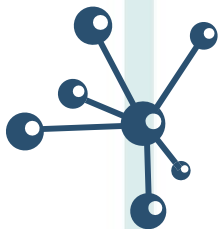
Concept Focus

Embedding mission/vision/values into the school.



Strategic Inquiry

Will students be able to recite the school vision/values if they are embedded into daily instruction?



TARGETS, MEASURES & SUPPORTS



MEASUREMENT CYCLES

- Revision of Mission, Vision, Values – prior to Sept
- Students ability to recite & use the visions/mission
- student self-reflection on how values, vision, impact learning/growth
- Teacher’s track ways to assess



TARGET

- 60% of the Students will be able to recite the school vision statement
- 60% of the students will know what the 7 teachings Values are
- 100% of students will hear the Land Acknowledgement daily/weekly
- Embed monthly virtues & mission/vision into classroom
- Increase student’s awareness Truth & Reconciliation, 7 Teachings...



KEY DATES

- June/Aug – revision of school (mission, vision, values)
- Sept – staff collaboratively plan & **checklist** for completing items off the SSP
- Monthly SSP tracking of and discussion
- Collaborative release time – Sept, Jan, April... - regular reflective communication btw staff



PROFESSIONAL LEARNING

- Aug days – blanket exercise with staff
- Staff mtg time – IESW
- District VP guidance
- Collaborative time reflect/plan
- 7 Teachings resources



SUPPORTING STRUCTURES

- Monthly SSP mtgs
- Collaborative release time
- District VP support
- checklist
- SD6 ‘Blanket Exercise’
- 1st Peoples Principles
- 7 Sacred Teachings
- values/mission/vision

STRATEGIC PRIORITY FOUR

Stewardship for the Future



Goal

To improve student's understanding of a sustainable environment.



Evidence Narrative

Our entire Staff, after extensive collaborative work and reviewing student survey feedback, realized students' need support understanding global sustainability. Staff felt every division could find a project that would support student growth, understanding, and appreciation for our surroundings.



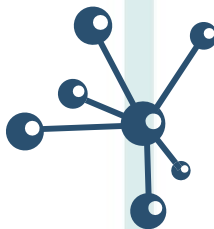
Concept Focus

The importance of Global sustainability.



Strategic Inquiry

If teachers regularly teach students' about ways to protect, manage and preserve the environment, will we see student growth in understanding the importance of global sustainability?



DATA

Student Learning Survey information (below) and MDI data (on right) is baseline data collected. The survey results compare EES to other SD6 schools. The questions below have been selected as appropriate for *caring for the environment* at school.

The MDI data compares student responses regarding concerns about relevant global issues. SD6 results are the black line. EES and SD6 scores are similar. The data reveals that the overall concern of students could improve significantly.

[Student Learning Survey \(SLS\) Gr 4 & 7.](#)

I am learning at school to take care of the environment?

Students who answered:

‘Many Times’ & ‘All the Time’

Grade 4 – 42% SD6 - 52%

Grade 7 – 42% SD6 – 34%

My learning is connected to the local environment and community?

Students who answered:

‘Many Times’ & ‘All the Time’

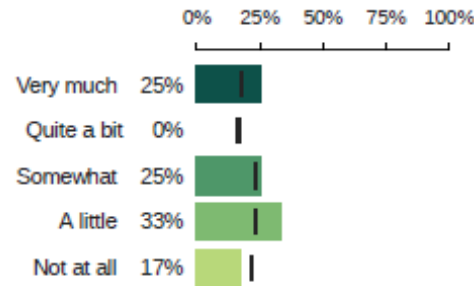
Grade 4 – 53% SD6 - 40%



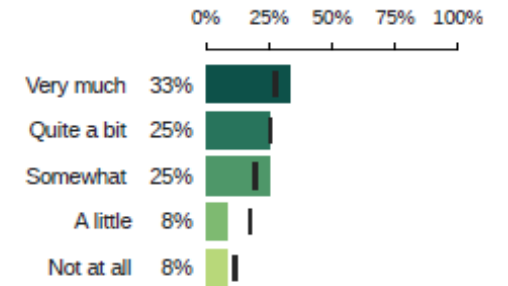
Middle Years Development Instrument (MDI)

ARE YOU CONCERNED ABOUT THE FOLLOWING ENVIROMENTAL ISSUES?

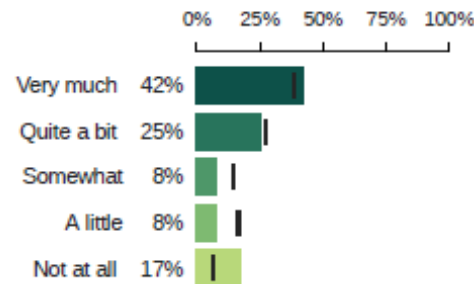
CLIMATE CHANGE



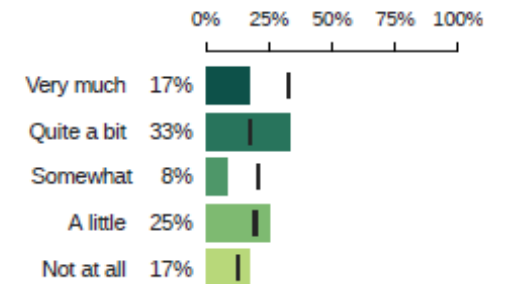
DEFORESTATION



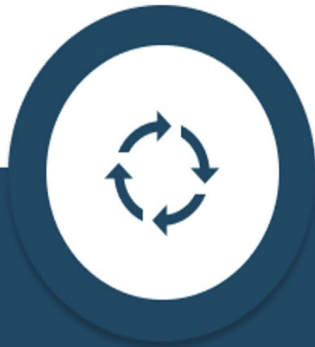
POLLUTION



SPECIES EXTINCTION



TARGETS, MEASURES & SUPPORTS



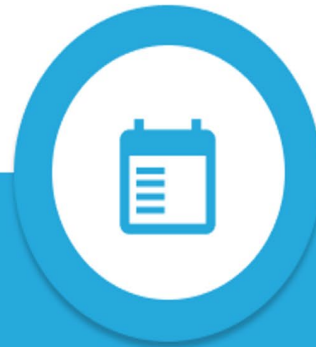
MEASUREMENT CYCLES

- Participation of each class in an environment project
- student reflection on what they learned, benefit, application from project
- Additional teachings
- checklist of school project (recycle, reuse, OED, etc.)
- MDI/SLS data
- how often class is outside learning (daily/weekly)



TARGET

- Growth (from baseline)
- MDI – Environment Issue Concerns (reduce ‘little/not-at-all’ responses by 10% combined)
- SLS increase in ‘Many/All the time’ responses (60% on both questions)
- positive self-reflections – examples of growth (journaling)
- Regular exposure/discussion of environment and sustainability (track times outside)
- Embed an appreciation and awareness of where we live
- Regular cultural support – IESW... tying land, body and spirit



KEY DATES

- Sept – staff identify plans for their class
- collaboratively plans IESW classroom support
- Monthly tracking of and discussion student & personal growth/teaching
- Collaborative release time
- Spring – MDI/SLS Survey
- Sept, Jan, April... student reflections
- establish dates for whole school acts – comm clean-up, recycling, etc.



PROFESSIONAL LEARNING

- **Pro-d offered at Prov & RSA**
- Collaborative time reflect/plan
- self-reflection survey for students
- Aug days – blanket exercise with staff
- RDEK 3R’s person for school/staff suggestions



SUPPORTING STRUCTURES

- CBT – Environmental programs
- CBEEN Resources
- Monthly SSP mtgs
- Collaborative release time for staff
- Reg District of EK (RDEK)
- SD6 ‘Blanket Exercise’

LEARNING & STRATEGIC RESOURCES

- SD6 VP's assist teachers in connecting classroom data to our Cognitive Level 2/3 goals from FSA
- Cont'd develop of Rubrics/templates for Numeracy aspects
- Student Learning Survey
- Middle Years Development Inventory
- District-wide Assessments
- Staff development in using classroom data
- Columbia Basin Trust Environmental Programs
- Columbia Basin Environmental Education Network (CBEEN) Resources
- Indigenous/reconciliation awareness
- Social Emotional Learning – Mind-Up EASE training/resources
- 7 Teachings Resources
- First Peoples Principles of Learning
- Release time to work collaboratively
- Release time to observe 'communication' in action



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

- Richard Branson