

September 5, 2024

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 this year 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.

This 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 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 year will be on self-regulation, self-determination, and on overall student well-being. Staff will continue to work collaboratively to align teachings 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.





SCHOOL SUCCESS PLAN

Edgewater Elementary School

SCHOOL DEMOGRAPHICS

Staff

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

Students

- 138 students
- 24 Indigenous students

Grades

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





SCHOOL SUCCESS PLAN

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VISION

We aspire to...

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

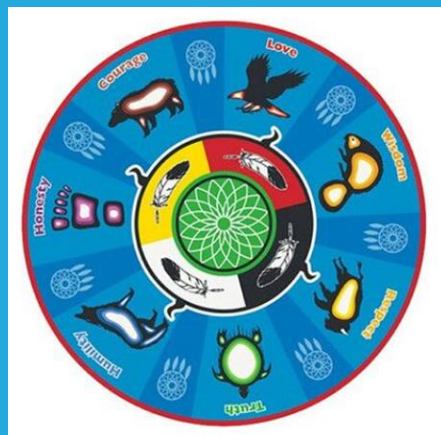
MISSION

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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THEMATIC NARRATIVE

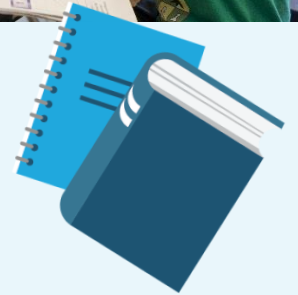
Throughout the year every school staff have opportunities to collaboratively engage in educational discussions regarding curriculum, educational pedagogy and student data/learning. Student growth & progress is monitored so calculated changes for improvement are implemented. These calculated changes are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

This Spring our staff met numerous times as the school team started to develop our SSP for the upcoming year. The team started by looking closely at last year's plan which focused on social-emotional learning & student engagement. Significant growth was witnessed over the last two years in student engagement (data chart #1) The team also witnessed incredible growth in PM reading scores (data chart #2) and our numeracy SNAP scores (data chart #3). And we also witnessed very solid growth academically in annual district tracked assessments. There is no guarantee that all the academic growth is a result of solely our focus on social-emotional development. However, the staff can see significant gains are being made when targeting personal and social student development.

During these planning meetings staff looked closely at the BC curriculum core-competencies. After staff discussion about what we were doing well, and what we perceived needing improvement, reviewing feedback from our Parent Advisory Council (PAC), and reviewing BC curriculum core-competencies, staff landed on a single goal for next year (below). When considering the four priorities of the SSP, staff feel a focus on student self-determination, awareness, and well-being are all personal & social attributes that will support holistic student development and positively impact academic learning.

Goal

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





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Edgewater Elementary School

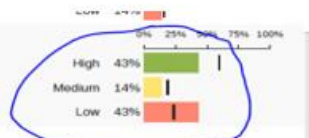
Data Chart 1

RESULTS FOR EDGEWATER ELEMENTARY SCHOOL

2021-22

SCHOOL BELONGING

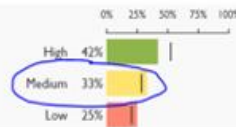
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



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."



2023-2024

CONNECTEDNESS WITH PEERS

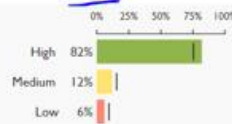
PEER BELONGING

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



FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



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."



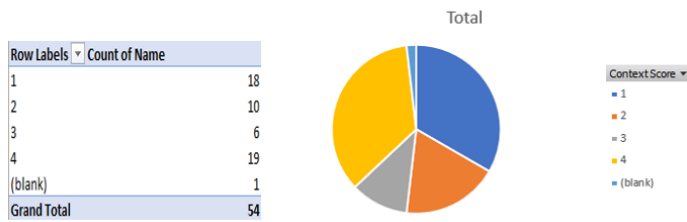


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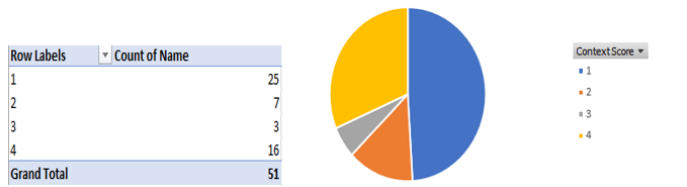
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Data Chart 2

EES Primary Students (Gr 1-3) 53 (Spring) 18/53=34% @ 1... 25/53=47% @ PRF or higher



EES Primary Students (Gr 1-3) 51 (Fall) 25/51=49% @ 1... 19/51=37% @ PRF or higher



Data Chart #3

SNAP Numeracy Assessment (EES) 2023-2024 (Gr 1-7)

In 2021-22 29/102=28% scored a 1, last year 22/110=20%, Fall 15/107=14%, Spring 9/108=8%. Growth!

Fall

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



Spring

Row Labels	Count of Name
1	9
2	43
3	55
(blank)	1
Grand Total	108





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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-awareness and regulation help students become more thoughtful and engaged citizens valuing inclusion, diversity and equity of all peoples?

Action

- Embed WITS/Zones/Spot of Emotion into daily instruction
- Connections Library, after school program, counselling - additional support

Data and Monitoring

- Welcome Board - nationalities represented
- School student survey's (2/3 times per year)
 - I can recognize and manage emotions
 - I can make choices that benefit my well-being and keep me safe
 - I can use strategies to find peace during stressful times
 - I can persevere with challenging tasks
 - I can imagine & work towards change
 - I can take initiative to inform myself about controversial issues
- 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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SUCCESS FOR EACH LEARNER

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

Inquiry

Will teaching aspects of personal responsibility have a positive impact on student learning in Literacy & Numeracy?

Action

- to incorporate core-competency language and self-reflection regularly into instruction (authentic)

Data and Monitoring

- SD6 annual assessments (PBLA, DWW, FSA, SNAP, PM, Report Cards)
- (options) ways students take responsibility for learning
 - asking for help, check-ins on how doing
 - ownership of personal learning
 - 'I can' statements or reflections
 - success criteria / celebrating success
 - setting goals / monitoring (rubrics)
- monthly reflections and re-assessing of continuity of Language (SSP mtgs)
- self-assessments (feel you are better at Lit/Num?)
- conferencing with students - doing well, improving, where to grow?





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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 student responsibility & awareness what changes may happen in the classroom?

Action

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

Data and Monitoring

Have you collaborated with a colleague this term?
Did you find it beneficial to your teachings?
Has your practice shifted for you as a result of this collaboration? What has changed in the way you teach personal responsibility?

Staff meeting sharing, journal





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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

Will maintaining and strengthening relationships with community organizations & partners have a noticeable impact on student?

Action

Partnership development...
All classes will participate in learning beyond the classroom to build relationships in the community.

Data and Monitoring

- students use community reflection tool (some sort of tool needs to be developed by staff) to monitor growth/interaction (tie reflections to personal responsibility & awareness)
- self-reflections / self-assessments (How did being in community or having community partners into school make EES a better place?)
- see-saw postings

