# Edgewood Elementary School Plan 2021- 2026

## Implementation Year 1 and 2

### *At Edgewood We Soar: Safety, Ownership, Achievement, Respect*

We respectfully acknowledge School District 57 resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside our Indigenous communities in educating our students.

### *Our Vision*

Edgewood promotes the intellectual, physical, emotional and social development of each student within a safe, healthy, respectful and caring environment.

### *Our Mission*

We foster an inclusive environment that nurtures confident, life-long learners.

### *Our Values*

At Edgewood, we SOAR: Safety, Ownership, Achievement, Respect. This foundation was built jointly with students and staff 2 years ago. This SOAR is aligned with the Aboriginal 7 Sacred Teachings and the work of Michele Borba, author of *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing.*



Our school values align with our District's values.

### First People's Principals of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
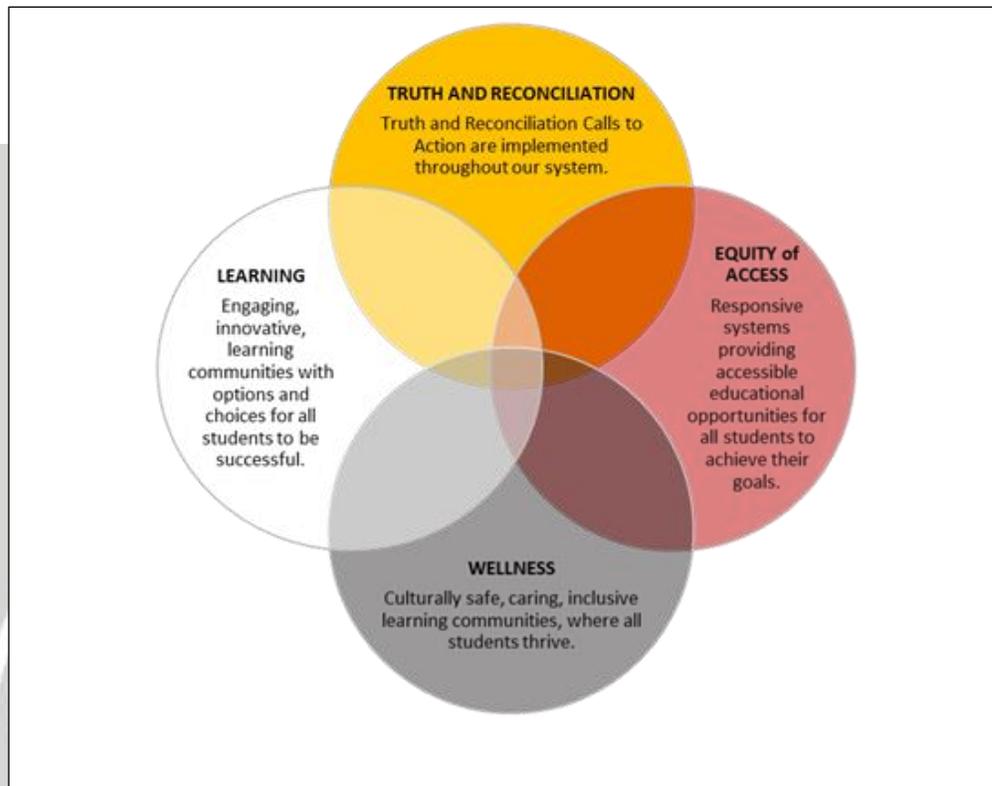
*About Our School*

**Who Are We?**
Edgewood Elementary School is in the Northern Bowl area of Prince George and one of the newest members of the DP Todd Family of Schools. Edgewood is a K to 7 school of currently 205 students. There are 9 classroom divisions which are dispersed among two pod areas, a larger pod and smaller pod.  The staff currently consists of 28 committed adults to support students and their learning.

**What Makes Edgewood Unique?**
Edgewood has a country school feel within city limits.  The building itself is tucked away from the city center and its influences. It is surrounded by green belt, borders the Nechako River, city recreational areas consisting of ball diamonds, a city managed gravel pit, and a 2nd private gravel mining pit.
The student catchment is large and varied.  The area consists of the local neighbourhood surrounding the school where houses are within walking distance and the areas where students are bussed from (North Nechako Subdivision and P.G. Pulpmill Road.) The area is seeing a significant increase in housing development. As a result, the school is growing despite the enrollment this year being lower than in the past 4 years.
Edgewood has a very active and involved Parent Advisory Council.
The staff here is dedicated to meeting the needs and interests of all students and feel very connected to the students and their families. Staff continue to be very collaborative and learning centered for their students and each other.  As a team, we are committed in building strong and meaningful relationships with students

and families.  We are committed in our work to establish and use best practices, processes, programing and supports to keep learning moving forward in every way.

## School Directions in Alignment with District Directions

### *Truth and Reconciliation*

Truth and Reconciliation Calls to Action are implement throughout system.

### *Equity of Access*

Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learnings, our children and youth in care and our students with diverse abilities/disabilities.

### *Wellness*

Cultural safe, caring, inclusive learning communities where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

### *Learning*

Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learnings, our children and youth I care and out students with diverse abilities/disabilities.

## Goals

### *Truth and Reconciliation*

**Goal 1:** Develop approaches to ensure our staff, students and parents understand what Truth and Reconciliation is and how it is implemented in our school

**Goal 2**: Continue to work from a lens of trauma informed and resilience best practices while continuing to review and build our toolbelt of strategies and systems in these areas

### Strategies
- Hear from staff where they feel we need to move forward with Truth and Reconciliation – continued conversations in monthly staff meetings and bi-weekly collaboration sessions, surveys
- Grow our understanding of Indigenizing and decolonizing in-order to review the school's physical space to ensure our space is welcoming, inclusive and safe
- Grow our understanding of Indigenizing and decolonizing in-order to review curriculum and learning resources to allow academics to be learned through a cultural and inclusive lens
- Wednesdays are targeted District wide as Indigenous Days of Learning throughout the year- staff will have access to this learning – work with staff to create professional development opportunities on TRC Calls to Action, Indigenous Learning and First Peoples' Principles of Learning
- Examine our learning models, strategies, approaches, and frameworks when teaching Indigenous knowledge to bring Indigenous learning and Principles of Learning to the forefront for learners
- Work to be explicit when teaching Indigenous content with students to increase their understanding of what they are learning

- Use related language and vocabulary with students to increase their understanding of what they are learning

**Success Measures**

Our success measures align with those of the District. We will look to our Student Learning Survey administered at grades 4, 7 to measure the % of students identifying that they are learning about Indigenous content in schools. We expect to see an increase of 10% or higher of students reporting they are learning about Indigenous and First Peoples in Canada in each year of this implementation plan.

| Student Learning Survey 2020-21 Students Reporting "Many Times" or "All of the Time" | Grade 4 | Grade 7 |
|---|---|---|
| At school, are you learning about First Peoples at school? | 48% | 39% |
| Are you being taught about local First Nations at school? | 29% | 38% |
| Are you being taught the local First Nation language(s)? | 13% | 13% |

## *Equity of Access*

**Goal 1:** To continue to review our systems of support in our school to ensure all students have access to personalized learning and required supports – (our current support model began as a pilot project last year – we are entering year two implementing this new model)

**Goal 2:** To review our communication with parents regarding their understanding with equity of access

**Strategies**
- Increase our connections and communication with students and families with regards to understanding how student learning can be supported for ALL students
- Review and adjust our SOAR – Safety, Ownership, Achievement, Respect with students, families and staff frequently to ensure currency and effectiveness
- Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity
- Create a Student Alliance for Equality(S.A.F.E) Club for students in grades 4-7 – new this year

**Success Measures**

The Student Learning Survey identifies choice, engagement, participation, safety and support as factors to support student equity of access in the learning environment. We will increase the student reporting in these areas by 10-25% in students reporting "many times" or "all the time".

| Student Learning Survey 2020-21 Students Reporting "Many Times" or "All of the Time" | | |
|---|---|---|
| | Grade 4 | Grade 7 |
| At school, are you able to get extra help when needed? | 66% | 50% |
| | | |
| If you have a problem, can you get the help you need from the adults at your school? | 66% | 63% |
| | | |
| At school, I provide input into what I learn, and how I learn? | 6% | 46% |
| | | |
| Students Reporting "Agree" or "Strongly Agree" | | |
| | Grade 4 | Grade 7 |
| I continue to get better at reading. | 66% | 71% |
| I continue to get better at writing. | 59% | 67% |
| I continue to get better at mathematics. | 59% | 75% |
| | | |

Examine results of the Ministry of Education Parent Learning Survey and set goals for improvement. – *results pending*

Develop a school parent survey seeking parent input on Equity of Access.


## *Wellness*

**Goal 1:** Regularly review, adjust and implement Health and Safety related practices at all levels - staff, students, and families to ensure wellness for all
**Goal 2**: Review the strategies to support equity, diversity, inclusion and belonging
**Goal 2:** Review the mental health literacy supports for our school

**Strategies**
- Inventory current practices and opportunities that support equity, diversity, inclusion and belonging
- Review current student leadership program for effectiveness with students, staff and parents/families
- Enhance Mental Health Literacy understanding and its implementation through SOGI, school counsellor, and District Mental Health/Behaviorist Clinician.
- Promote and support CPI Day 1 Training and implementation of related best practices
- Promote and support Trauma Informed Practice training and implementation of best practices
- Engage parents in conversations about wellness
- Engage students more in conversations about wellness
- Regular review health, safety and wellness at monthly JOSH meetings, staff meetings, PAC meetings and address any concerns by adjusting or creating necessary systems and practices.

**Success Measures**
The Student Learning Survey identifies belonging as a factor to support student well-being. We will increase the student reporting in these areas by 10-25% in students reporting "many times" or "all the time".

## Student Learning Survey 2020-21
### Students Reporting "Many Times" or "All of the Time

| | Grade 4 | Grade 7 |
|---|---|---|
| Do you feel welcome at your school? | 75% | 71% |
| Is school a place where you feel like you belong? | 44% | 50% |
| Do you feel safe at school? | 72% | 79% |
| Does school make you feel stressed or worried | 13% | 35% |
| Do you feel good about yourself? | 59% | 48% |
| I am happy at my school. | 72% | Not asked |

We will also identify a "go to" adult for all our students (including diverse learners) in order that they have a safe caring adult to connect to at the school.

Examine this year's MDI related data.

The school's Student Behaviour System data tracks concerning patterns. This data is tracked monthly with a yearly comparison provided. This is shared with PAC, students and staff monthly. We will use this data to address patterns and areas of concern to reduce behaviors needing referring by 10% over last year.



Edgewood's Behaviour Data Year's Comparison
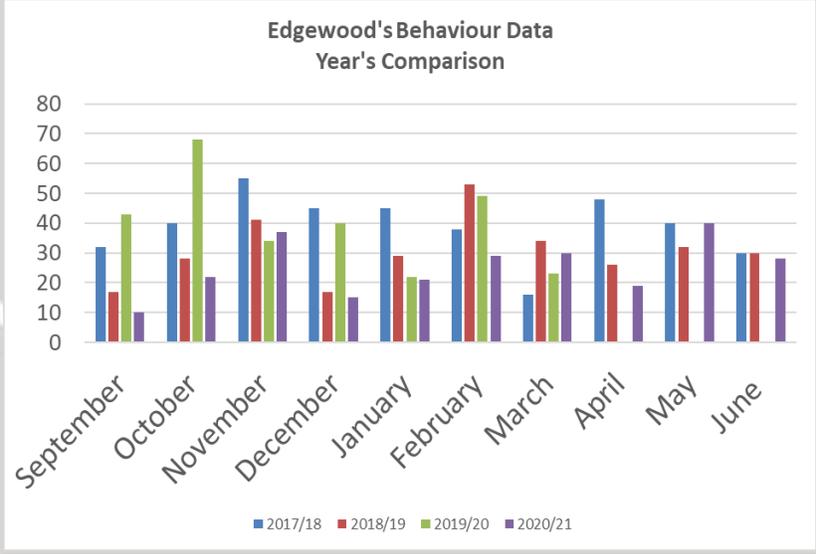
Create both annual parent and staff surveys for wellness.

## *Learning*

**Goal 1.** Increase literacy, numeracy rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities

**Goal 2**. Enhance the school's academic learning opportunities connected to people, place and land (Land based, Experiential, Passion based, Connected to Identity)
Goal 3. Increase student engagement in their learning

**Strategies**
- Increase literacy and numeracy rates for all students and close the gap for Indigenous Learners, Children and Youth in Care and students with diverse abilities/disabilities.
- Needs assessment for staff regarding working with students with diverse needs and develop a plan for professional development and learning for staff
- Engage our students in opportunities such as land-based learning, adventurous play and outdoor learning
- Continue to inventory and increase our learning resources for currency and relevancy
- Inventory and increase ways for students to have autonomy of ways to show their learning and be engaged in their learning

**Success Measures**
The Student Learning Survey identifies choice, engagement, and participation as factors to support student learning. We will increase the student reporting in these areas by 10-25% in students reporting "many times" or "all the time".

| Student Learning Survey 2020-21 Students Reporting "Many Times" or "All of the Time | Grade 4 | Grade7 |
|---|---|---|
| Do you have chances to show your learning in different ways? | 44% | 54% |
| At school do you get to discuss the quality of your work or other students' work? | 19% | 21% |
| Do you know what things are considered when your work is marked(assessed)? | 38% | 58% |
| As a part of marking your work, are you shown examples of what excellent, good, fair and poor work look like? | 41% | 38% |
| At school do you get to work on things you are interested in as part of your course work? | 25% | 29% |

The FSA (Foundation Skills Assessment) allow us to monitor our progress towards these goals.

| Grade 4 FSA 2020-21 | |
|---|---|
| % of Overall Students On Track or Beyond in Reading | 86% |
| % of Indigenous Students On Track or Beyond in Reading | 83% |
| | |
| % of Overall Students on Track or Beyond in Writing | 81% |
| % of Indigenous Students on Track or Beyond in Writing | 67% |
| | |
| % of Overall Students on Track or Beyond in Numeracy | 66% |
| % of Indigenous Students on Track or Beyond in Numeracy | 42% |

| Grade 7 FSA 2020-21 | |
|---|---|
| % of Overall Students On Track or Beyond in Reading | 81% |
| % of Indigenous Students On Track or Beyond in Reading | 50% |
| | |
| % of Overall Students on Track or Beyond in Writing | 73% |
| % of Indigenous Students on Track or Beyond in Writing | 25% |
| | |
| % of Overall Students on Track or Beyond in Numeracy | 63% |
| % of Indigenous Students on Track or Beyond in Numeracy | 25% |

School Communication of Student Learning (CSL) Data (aka Report Cards) for math and English Language Learning per term will identify students who are applying or extending in math and English Language learning. We expect a 10% overall improvement in the June Summative CSL in the first year of this 5 year plan.

| Students Applying or Beyond in Numeracy for 2020-2021 Communication of Student Learning | | | |
|---|---|---|---|
| | Fall 2020 | Spring 2021 | June 2021 Summative |
| Primary Students (K and Grade 1) | 15% | 32% | 63% |
| Primary Students (Grade 2 and 3) | 74% | 61% | 61% |
| Intermediate Students (Grade 4 and 5) | 57% | 51% | 51% |
| Intermediate Students (Grade 6 and 7) | 61% | 65% | 69% |

| Students Applying or Beyond in Literacy for 2020-2021<br>Communication of Student Learning | | | |
|---|---|---|---|
| | Fall 2020 | Spring 2021 | June 2021 Summative |
| Primary Students (K and Grade 1) | 5% | 23% | 43% |
| Primary Students (Grade 2 and 3) | 46% | 61% | 78% |
| Intermediate Students (Grade 4 and 5) | 51% | 49% | 39% |
| Intermediate Students (Grade 6 and 7) | 67% | 77%% | 80% |

## Summary

Edgewood is committed to compassionate, reflective, progressive, and inclusive practice from all, for all. We will continue to review and monitor our goals, implementation strategies and success measures on an ongoing basis to drive our learning in order to positively impact student learning and development at school. Continuing to learn from and reflect on the data will guide our practice in Truth and Reconciliation, Equity of Access, Wellness and Learning which will align with our District's Strategic Plan.