

Edgewood Elementary 2019-2020

Our Story

Welcome to Edgewood!



Home of the eagles!

&

Where eagles SOAR!

Safety, Ownership, Achievement, Respect



Who Are We?

Edgewood Elementary School is in the Northern Bowl area of Prince George, B.C. We are currently part of the Duchess Park Family of Schools. We are a K-7 school of 213 students. Our school population is currently comprised of 15% Ministry Identified Students with Special Needs, 11% English Language Learners (ELL) and 16% self-identified Aboriginal students. We have 9 classroom divisions and 29 dedicated staff members committed to supporting students and families.

There is one fulltime principal, 9 classroom teachers and 4 non-enrolling teachers (ELL, Learning Assistance/Learning Commons, PE/Music Prep, Counsellor). This year we have 9 full time Educational Assistants (EAs), a full time Youth Care Worker, (YCW) and an Aboriginal Education Worker (AEW), a secretary and custodian.

What Makes Us Unique?

Edgewood has a country school feel within city limits. The building itself is tucked away from the city center and its influences. The school serves a very large catchment area. The catchment used to have two elementary schools. Today there is just one. Our school has the main playground for the whole catchment. The school is surrounded by green belt and borders the Nechako River, a city recreational area consisting of ball diamonds, a city managed gravel pit and a 2nd private mining pit. There is only one way in and one way out of the neighborhood the school resides in. Most of the students take the bus to school. The area has seen a significant increase in housing development and home sales (long standing home owners selling to young families). As a result, our school is growing, and we are very close to being at full capacity. We have a very diverse clientele comprising of all socio-economic levels.



Our Journey

Prior to the 2017 school year, the school had been experiencing significant staff change and turnover, particularly in non-enrolling positions (ELL, Learning Assistance, Library/Learning Commons, Resource/Support, Principal). The goal of the current school leadership was to build capacity within the staff. As of this school year, only 3 new staff members joined the team, two permanent and one temporary. Parents, students and staff are embracing the stability and consistency. The time spent building the team and establishing relationships has us entering this year with the ability to make meaningful and lasting change where needed. We are committed to establishing long lasting and meaningful expectations using common language, structures, practices and programming to keep the learning moving forward in every way. As well, we are able to address important infrastructure and material updates that are much needed. Together we will soar!

2019-2020 Goals and Highlights

- collaboratively establishing a school-wide behavior matrix for expectations (students, staff, parents) using common language
- creating current and meaningful vision and mission statements
- building capacity in our support roles (Learning Assistance, Resource, Counselling)
- understanding our learners

Indigenous Learning

At Edgewood, we value Indigenous learning and are committed to providing this for all learners, both student and adult. This year we are so fortunate to have a 25 hour per week Aboriginal Education Worker (AEW). There has been significant transition in the role over the years. Our AEW this year will be the 4th person in 4 years. We are hoping this year will be the year capacity is built in the role and in the programming offered at our school. Our new AEW is committed to building relationships, enhancing curriculum with Indigenous content and supporting both our Indigenous and non-Indigenous students in all aspects of their well-being and learning.

This year we will continue to use the Aboriginal 7 Sacred Teachings to guide our social responsibility and character education with students. This will also be a foundation for our school-wide positive behavior supports for students. In addition to these sacred teachings, the 6 Cedars will be introduced to help guide students in building their Core Competencies.



It will continue to be our goal as a school community to support all District initiatives for Indigenous education. We will do our part in assisting to increase student engagement and student graduation rates of Aboriginal learners.

2019-2020 Goals and Highlights

- welcoming mural collaboratively created with local First Nations' artist Carla Joseph
- a special project that will bring in First Nations' Oral Traditions
- participation in a 3 day Culture Camp in June

Applied Skills, Trade, Technology and Careers

Edgewood will continue to build on and provide learning opportunities with Maker Education to incorporate applied skills, technology and careers for students. Our Learning Commons (Library) is dedicated to providing school-wide exploration Maker opportunities weekly for students during the break times and during regular instructional time. Staff is committed to ongoing conversation, collaborative planning and professional development to expand their knowledge in skills, trades, technology and careers. Walk into any classroom in Edgewood and you will find students engaged in creation and innovation. It is a goal this year to engage in My Blueprint and All About Me career education tools supported by the District.

2019-2020 Goals and Highlights

- 51 grade 6/7 student working over 5 days with the District Trades' Trailer building stools
- have students engaged in My Blueprint and All About Me Career Ed tools supported by the District
- weekly Maker exploration for students in the Learning Commons
- project based learning in the Learning Commons with Librarian and Classroom teacher team teaching



How Are We Doing? What Does the Data Say?

Learning is a priority at Edgewood. We strive to provide a learner focused, responsive and flexible education for all students. We strive to provide students with opportunities to build and strengthen important academical skills including the foundational skills of literacy, numeracy and social responsibility. We also strive to provide opportunities for students to engage in, strengthen and stretch in a variety of other literacies including artistic, cultural, environmental, financial, physical, social/emotional, technological and linguistic.

2019-2020 Goals and Highlights

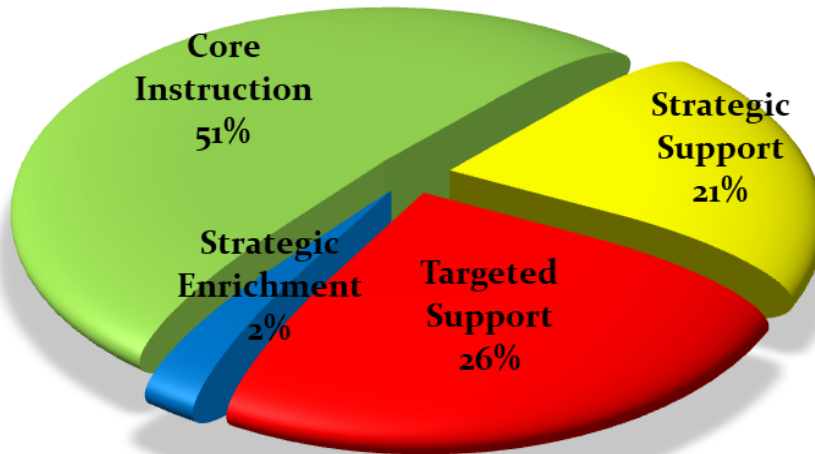
- LUV2Groove Dance Education
- weekly music education (new this year)
- additions to the playground - outdoor volleyball net - 2 tetherball poles

At Edgewood, the learning and collaborative mindsets of staff help us be progressive and current in our practices. It is important we understand who are learners are by understanding trauma informed practice, differentiation, social emotional needs of students. The last two years have been spent as a staff team engaging in professional development in these areas. When we understand the learner, learning can happen.

Literacy			Numeracy		
Assessment Measure	Grade Level	% of Student Meeting Expectations	Assessment Measure	Grade Level	% of Student Meeting Expectations
DRA	2	37% reading DRA level 18 (beginning grade 2) November 2018	DMA Computation (2018/19))	2	81 % Addition with Regrouping 75 % Subtraction with Regrouping
CAT (spring 2019)	3	(Ave or Above) 75% Reading 75% Writing Conventions	CAT (spring 2019)	3	(Av. Or Above) 83%
FSA (2018/19)	4	(On Track) Reading 93% Writing 87%	CAT (spring 2019)	5	(Av. Or Above) 78%
CAT (spring 2019)	5	(Ave or Above) 87% Reading 78% Writing Conventions	FSA (2018/19)	4	(On Track) 60%
FSA (2018/19)	7	(On Track) Reading 94% Writing 88%	FSA (2018/19)	7	(On Track) 71%
CAT (spring 2019)	7	(Av. Or Above) 84% Reading 68% Writing Conventions	CAT (spring 2019)	7	(Av. Or Above) 79%



Universal Reading Assessment- Edgewood Fall 2018

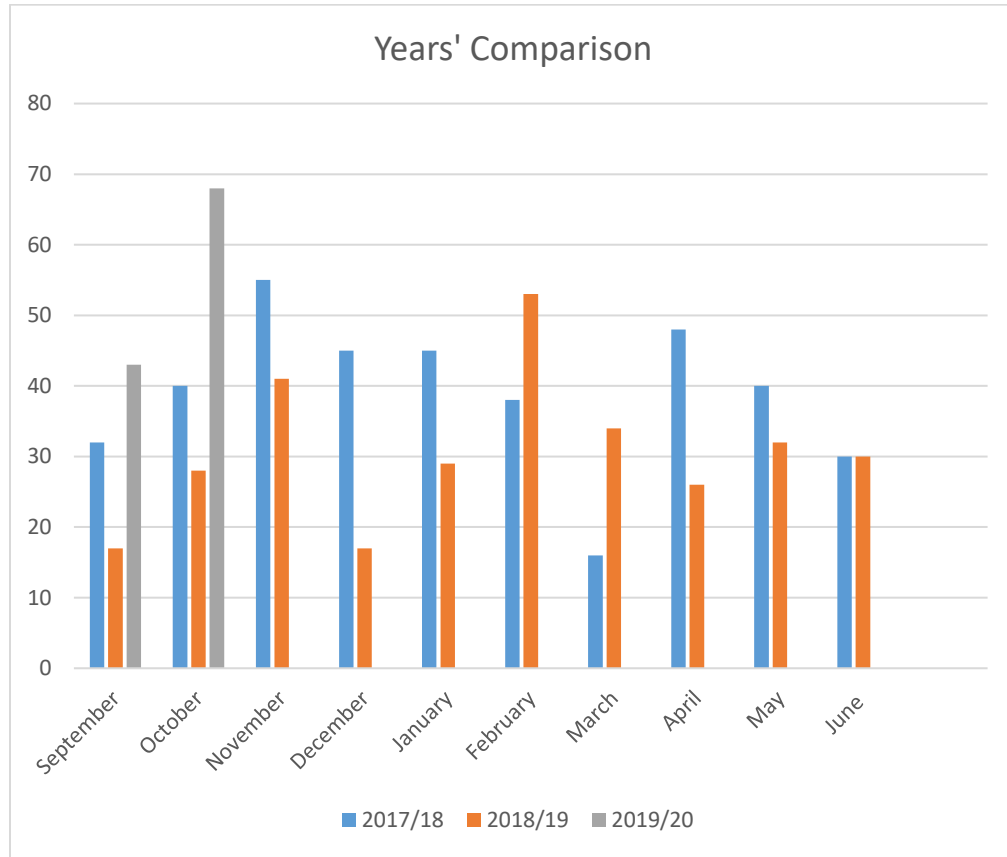


This data drove our Learning Assistance Program last year for reading. The target group was the grade 4-7 students. By the end of June, the number of students needing strategic support in June after receiving supports was reduced.

Overall, the data for literacy and numeracy is showing we still have work to do to improve overall in both literacy and numeracy learning. Our application of writing is scoring higher than our recognition of proper writing. In reading, the data shows a fluctuation from grade to grade with progress. This appears to be the same for math as the concepts become more challenging, integrated and build on each other. We strive for more consistency in both literacy and numeracy learning.

Our current behavior data (year's comparison shown below) indicates that the establishment of school-wide language and expectations are needed. We have had an unusual start to this school year that has affected the trend of the prior two years. We believe the matrix and our participation in a new District initiative, Building Strong Schools, will help us in this area and positively affect learning for all students.





2019-2020 Goals and Highlights

- whole staff training in trauma informed practice
- completion of the SOAR matrix to develop common language
- participation in Building Better Schools District initiative
- create structures for supporting struggling learners (Learning Assistance, differentiation, Universal Designs for Learning (UDL) practices
- imbedded weekly collaboration for teachers and students (November to May)
- student leadership initiated activities and theme days



Parent and Community Engagement

Edgewood is a true community school in every sense of the word. Our yearly Open House is always very well received. This year was no exception with approximately **75%** of our parent and guardians joining us for our **October Open House event**. Yearly student/parent/teacher conferencing also has very high parent attendance. Our Winter Concert is always a hit. Last year, attendance for our two performances over **400 attendees**.

Our school has a very involved **Parent Advisory Council (PAC)** who meet monthly. This year there is a new executive. Our PAC provides bi-weekly hot lunches, monthly popcorn days, as well as movie nights and dances.

Edgewood very much embraces the opportunity to have community members work with our students to enhance their learning.

We value our **early learners** and engaging with them prior to their start in Kindergarten. Our **Ready, Set, Learn (RSL)** program for 3-5 year olds has been offered the last two years in the spring. We also offer a **Welcome to Kindergarten (W2K)** event for our incoming Ks each May.

We value **communication** at Edgewood to keep parent and community members informed. Means of communication include: school website, school Facebook page, PAC Facebook page, bi-monthly newsletters, and student planners.

2019-2020 Goals and Highlights

- **Open House Meet and Greet**
- **Winter Concert**
- **Dance Showcase (LUV2Groove)**
- **Book Fair**
- **Corporal Bruce Gabriel visit**
- **Welcome to Kindergarten**
- **Movie Nights**
- **Spring Dance**
- **Student/Parent/Teacher Conferences**
- **Sports Teams and Intramurals**
- **Ready, Set Learn**
- **monthly assemblies - parents welcome**

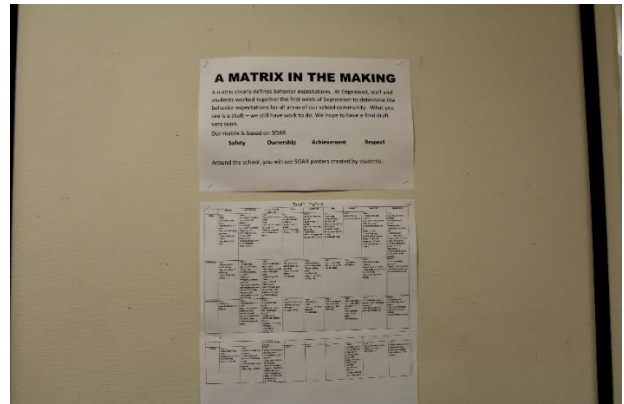
Summary

It continues to be an exciting and encouraging time at Edgewood. The work done to build staff capacity enables us to now move forward in collaboratively creating necessary systems and structures needed to meet our big goal of improving student learning. Our culture is strong. We have worked hard at it and will continue to do so. We possess the team and learning mindsets to move forward. We will continue to build



on our strengths and address those areas needing strengthening. Our work will align with both the Ministry of Education's Framework for Enhancing Student Learning (FESL) and our District's Strategic Plan.

We are committed to our students, our parents, our community and to each other. Together we soar!



New school logo and school colour collaboratively chosen by staff, students and parents, fall 2017.

