



School Growth Plan 2024-2025

School: Edgehill Elementary

Principal: Mr. Jamie Burt

Vice-Principal: Ms. Ashley Nordman

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

Our Story

Edgehill Elementary is at 'the top of the hill' from Willingdon Beach on Abbotsford Street. The school brings together students from along Manson Avenue starting in the south by the Academy of Music School and going north through the Cranberry Lake region and stretching to the old Townsite. This current 2024-2025 school year we have a student population of 225 students in 10 divisions/classrooms with a staff of 44, full and part-time educators.

Our code of honour:

We Take Care of Ourselves, We Take Care of Others, and We Take Care of Our Place

We do this by using a Heart-Mind-Well-Being Framework. The Heart-Mind Well-Being "heart" is a powerful tool for fostering social and emotional development and well-being in children, youth and adults. It was created as a visual representation of five positive human qualities that researcher from the fields of developmental and educational psychology and human development tell us are essential to promoting overall well-being. The heart framework offers a way for caring adults to organize, plan and inspire to create environments and opportunities that contribute to healthy learning and development.

Heart-Mind Well-Being



Applying this framework and motto encourages a school culture that promotes an inclusive learning environment to meet the diverse needs of all our families. Our families are actively involved with the school, bringing varied experiences and perspectives to our continued growth as a learning community. They all have something unique to offer. We take pride in our ability to meet our learners where they are at, in order to push them into exciting and challenging learning opportunities. Each year we are growing, and our numbers continue to increase which has meant that portables are in use for classrooms, music experiences and StrongStart as we provide a robust learning program for learners of all ages! We also have a before and after school care for families and a seamless Kindergarten program.

Edgehill students are offered a rich musical experience. Our music program is annually highlighted by vibrant winter concerts. We highlight student abilities through an annual Talent Show and our Volunteer Thank You Picnic in the Park performance. We have a Primary Choir, Intermediate Choir, and a School Rock Band. These groups are provided opportunities to collaborate with choirs and bands from other schools in our district, further developing their capacity for leadership and personal growth. We also perform monthly at assemblies and can be found performing at our neighbourhood senior centre at times during the school year. Edgehill students make good use of their performance opportunities to positively represent our school throughout the community.

Outdoor Education and Experiential Learning is very important to us. We have 4 outdoor classrooms in our neighbouring forest that are in frequent use. Edgehill staff are able to nurture the development of students' core competencies in a nature-based setting. Also, we offer a new playground featuring a Mud Kitchen, garden area with edible plants and a new bike park. With the construction of our new gazebo and plans for an additional increase to our outdoor garden and seating spaces, we are excited to bring in nature based social-emotional learning and Indigenous learning initiatives. Edgehill is home to the Rippers Bike Club. The Rippers are made up of past and present Edgehill staff, students in Grade 4 – 7, and parents. The Rippers go on weekly trail rides in two separate skill-based groups. Our Rippers Bike Club even has bikes that can be 'signed out' as in the spring and fall we do weekly rides to encourage more bikers!

We build school spirit and connections through week-long events such as Awesome Autumn and Literacy Week (always themed around one particular book/theme with fun dress up opportunities!). We also collect points for 'school teams', though admittedly the focus is not on competition, and the points don't matter as much as the fun does! This year we voted as a school on developing new house teams: Grizzlies, Orcas,

Cougars and Wolves. We celebrate Edgehill spirit in our Fun Days and in our assemblies – the dedication to our school from staff, parents, and students can be felt through the walls of the school.

Edgehill Leadership Students are highly engaged and motivated to make a positive impact in the school and community. They plan events, create dramatic plays, decorate, and beautify the school, as well as lead younger groups of students. Our student leadership team is very excited to form district connections with other school's student leadership teams. Our STARR program (Students Teaching Altruism Respect and Responsibility) has students taking the lead and providing opportunities for writing and drawing contests as well as making presentations in assemblies modelling how to take care of ourselves, others and our place.

Our Learners

Our students are the heart of our school. They are keen, they are creative, and they love to learn. Some specifics about our learners this year:

- 16% of our learners are of Aboriginal Ancestry
- 15% of our learners have individual education plans
- Our primary cohort (K-3) is the largest and fastest growing part of our population.

Goal 1 – LITERACY

To improve our students' READING achievement skills.

Objectives

Objective #1: Continue to increase phonics skills and phonemic awareness skills in grades K-3

Kindergarten

- Letter name fluency- decrease in students needing intensive support from beginning of year to end of year by 70%
- Phonemic segmentation fluency-decreasing students needing intensive support from beginning of year to end of year by 70%
- Letter sound fluency with nonsense words- decrease in students needing intensive support from beginning of year to end of year by 70%
- Blending fluency with nonsense words- decrease in students needing intensive support from beginning of year to end of year by 70%

Grade 1

- letter name fluency-decrease in students needing intensive support from beginning of year to end of year 70%

- Nonsense word correct letter fluency- decrease in students needing intensive support from beginning of year to end of year by 40%
- word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 40%

Grade 2

- Nonsense word- correct letter sounds fluency- decrease in students needing intensive support from beginning of year to end of year by 50%
- nonsense words-word reading fluency and blending sounds- decrease in students needing intensive support from beginning of year to end of year by 50%

Grade 3

- Nonsense words correct letter sounds fluency- decrease in students needing intensive support from beginning of year to end of year by 50%
- Nonsense words word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 50%

Objective #2: Continue to increase student word reading fluency skills in grade K-3

Kindergarten

- Word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 20%

Grade 1

- Word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 40%
- Oral reading fluency- decrease in students needing intensive support from beginning of year to end of year by 40%
- Oral reading accuracy-decrease in students needing intensive support from beginning of year to end of year by 40%

Grade 2

- Word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 50%
- Oral reading accuracy -decrease in students needing intensive support from beginning of year to end of year by 30%
- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 20%

Grade 3

- Oral reading fluency accuracy -decrease in students needing intensive from beginning of year to end of year 40%
- Word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 40%
- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 20%

Objective #3: Continue to increase oral reading fluency, accuracy and comprehension skills in the intermediate grades 4-7

Grade 4

- Oral reading accuracy -decrease in students needing intensive support from beginning of year to end of year by 20%
- Oral reading fluency words correct -decrease in students needing intensive support from beginning of year to end of year by 20%
- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 20%

Grade 5

- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 20%

Grade 6

- Oral reading fluency – decrease in students needing intensive support from beginning of year to end of year by 20%
- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 20%

Grade 7

- Oral reading fluency – decrease in students needing intensive support from beginning of year to end of year by 50%
- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 50%

Actions

- Students complete the DIBELS assessment 3 times a year
- Literacy Team Meetings 2 times a year (Teacher, Reading Teacher, Student Support, Principal)
- Literacy Events/Activities throughout the school year (ex. PR Kings Reading Heroes Program, Family Literacy Week, author visits.)
- Reading intervention support for all ‘at risk’ readers.
- Use of UFLI Program for primary students and Reading Rev Program for intermediates (
- 6 primary classes Tier 1 instruction using UFLI and Letterland Programs.
- 3 intermediate classes Tier 1 using Reading Rev Program
- 1 intermediate class Tier 1 using Read Works Program

Evidence

- DIBELS assessment (beginning / middle / end)
- Student Learning Updates (Term 1, 2, and 3)
- FSA Data (Grade 4 and 7)

- Classroom assessments
- Teacher observations
- Reading Intervention Weekly Progress / Teacher Observations
- Dibels / Ufli progress
- Monitoring for reading fluency
- Library circulation
- Diagnostic assessments – core phonics survey, morphology assessments, spelling assessments, 6 syllable types assessments

Goal 2 – SOCIAL EMOTIONAL LEARNING

To cultivate our students' social-emotional wellness by increasing their self-regulation skills and problem-solving abilities.

Objectives

Objective#1: To increase the number of students who are feeling 'secure and calm' at school.

Objective #2: To increase the number of students who can solve problems peacefully.

* We started with a focus on “secure and calm” during the 2023-2024 school year. We plan on continuing that this year while developing strategies to help students solve problems peacefully.

Actions

- Continue to use our Heart-Mind Well-Being committee to help guide us through monthly meetings and report outs.
- Implement full use of our new Sensory Room that PAC members designed and purchased. Track use of the Sensory Room
- Use our Library with Ms. Nordman at lunchtime for an opportunity to provide students with a calm space and double use as a problem-solving space.
- Use our morning announcements and STARR Program to promote strategies.
- Use Newsletters, PAC Meetings, and WAG for Families to share resources and strategies with families.
- Implement DOT-B visuals around the school to remind students to BREATHE
- Creation of a Secure & Calm bulletin board in the school highlighting strategies
- Establish a school-wide plan/program (WITS) for solving problems.
- School counsellor to do short-term, in class, interventions where needed
- A mention of our Heart Mind Well Being focusses in all teacher's TTOC notes
- Staff model strategies for students
- Staff participate in a survey twice a month to check in with school administration on their own wellness.

Evidence

- Teacher observation survey form (Oct and June)
- Student Surveys (January and June)
- Parent Surveys (end of year)
- Student Learning Surveys
- Office referral data
- Staff observations

Goal 3-- NUMERACY

To support students in becoming numerate and use mathematics confidently at school and in their lives.

Objectives

Objective#1: To establish a staff numeracy committee that will lead and guide staff through our goal.

Objective #2: To find and use a suitable assessment and establish baseline numeracy data for our students in K-7

Objective #3: To create a detailed inventory of Math resources that we have at Edgehill

Objective #4: To establish a long-term plan to improve student achievement in numeracy.

Action Plan

Year One:

- Teacher Professional Development focus, including collaboration, to examine and begin implementing best Math practices.
- Develop a scope and sequence to be shared out among all staff members.
- Refine goals specific to grade groupings.
- Identify strategies for in-class instruction.
- Create an inventory of Math manipulatives and supplies with the intention of filling gaps in our building and classrooms.
- Seek support from the District in finding/creating a school-wide assessment tool (similar to DIBELS with literacy) to implement.
- Screen three primary classes (grades 2-3) using an appropriate assessment tool to collect data and inform need moving forward into year two.
- Meet as a staff once a month to share out successes and stretches, via lunch meeting or during monthly staff meetings.
- Investigate bringing in mentor teachers: Carole Fullerton/Janice Novakowski

Year Two:

- Begin to implement in-class instructional strategies in all classrooms.
- Examine curricular competencies and create an example question and answer for each proficiency.
- Begin collecting data from all grades
- Provide feedback based on data collection
- Seek District support, targeting students who assessed 1+ grades below expectation

Year Three:

- Review and revise as needed

Evidence

- The establishment of a Staff Numeracy Committee that meets bi-monthly and reports to the wider staff.
- An established inventory of Math resources that staff can access and use.
- The use of a suitable assessment to use for baseline student data by February 2025
- A created scope and sequence shared with staff by June 2025.
- Increased staff participation in numeracy-related professional development

Our Story is Beyond

Edgehill Elementary is well known for its strong connections with our wider school community. We work hard with all partners to create a safe, rich learning environment for all students. In 2022-2023, we had a large turnover of staff, including our principal. For the past two years this group has honoured existing school traditions while creating new ones as well. Our school community is excited about a new addition and renovation for our school. See link: <https://www.prpeak.com/local-news/school-district-47-capital-plan-supported-7184853> . We will continue to use the Heart-Mind-Well-Being Framework as our guide to establish strategies and school wide events that support all aspects of the framework. We started with a focus on Secure and Calm this year and have also included a start on Solving Problems Peacefully. Our staff looks forward to working collaboratively with our school partners to preserve everything that makes Edgehill a safe, caring place for students to learn, while bringing some fresh ideas to our school.