2026-2027 School Growth Plan

School: Edgehill Elementary School

Principal: Jamie Burt

Vice-Principal: 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.

Our Story

Edgehill Elementary is located on the traditional gathering territory of the Tla'amin Nation; a site known as χaʔaji, place with cranberries.

Guided by the First Peoples Principles of Learning, we continue to deepen authentic relationships with Tla'amin Nation while recognizing that learning is relational, connected to place, and strengthened through story, experience, and community.

Over the past several years, Edgehill has continued to evolve as a collaborative learning community. While navigating significant school construction, shifting enrolment, and changing learning spaces, staff have remained focused on creating a consistent, inclusive learning experience for every student. Increasingly, teachers are working together to examine evidence of learning, share effective instructional practices, and build common approaches that strengthen student achievement across classrooms.

As we enter the 2026-2027 school year, our focus continues to building common practices and refining instructional excellence. Literacy and numeracy have emerged as our two central areas of inquiry, informed by school-wide assessment data, classroom evidence, and staff collaboration. We believe that increasing consistency in evidence-informed instruction will improve both achievement and student confidence while maintaining the caring, creative culture that makes Edgehill unique.

Our code of honour is based on this motto:

At Edgehill: We Take Care of Ourselves, We Take Care of Others, and We Take Care of Our Place

Our Heart-Mind Well-Being Framework guides our approach to social-emotional learning by fostering Belonging, Connectedness, Compassion, Engagement, and Resilience. These qualities shape the caring, inclusive learning environment we strive to create every day.

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, to encourage them into exciting and challenging learning opportunities.

Edgehill students are offered a rich musical experience. Our music program is annually highlighted by a vibrant winter concert and a spring whole-school performance. We highlight student abilities through an annual Talent Show, our

volunteer Picnic in the Park and our Winter concert. We have a Primary Choir, Intermediate Choir, and a Grade 6/7 Band. They 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 sometimes be found performing at our neighbourhood senior centre as well as throughout the community! 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 playground featuring a Mud Kitchen, garden area with edible plants and a bike park. With the construction of our gazebo and increased 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 we do weekly rides to encourage more bikers!

Our Learners

Our learners continue to demonstrate creativity, curiosity, and kindness while bringing increasingly diverse learning profiles to our classrooms. As enrolment shifts, so does the range of strengths, interests, and support needs represented across the school. Staff continue to prioritize inclusive practices, early intervention, and responsive instruction so that every learner experiences success, belonging, and opportunities for challenge. Some specifics about our learners this year:

- We have 220 students.
- 17% of our learners have Aboriginal Ancestry
- 20% of our learners have individualized education plans
- Our grade 6 students make up the largest cohort of our school population with 36.

Inquiry Question

Will student achievement and learner confidence improve if we strengthen consistency in evidence-informed literacy instruction and mathematical problem-solving practices across the school?

These goals emerged from our analysis of school-wide achievement data, including DIBELS, SNAP, classroom assessments, Student Learning Surveys, and staff observations. While students continue to demonstrate many strengths, our inquiry centers around the wonder that if greater consistency in literacy instruction and mathematical problem-solving practices will offer the greatest opportunity to improve achievement, confidence, and equitable outcomes for all learners.

Goal 1- Literacy

Students will strengthen their communication competencies through reading, writing, speaking, listening, viewing, and representing.

FPPL

Learning is holistic, reflective, experiential, and relational.
Learning involves recognizing the consequences of one's actions.
Learning is embedded in memory, history, and story.
Learning requires exploration of one's identity.

Strategic Priorities (č̓ ɛc̓ ɛgataw4)

Cultivating an Ethic of Learning (titɯwšɛm ʔəms taʔow)

- Focus on foundational learning in literacy.
- Enhance early learning plans, opportunities and partnerships.
- Increase student learning and voice.

Supporting Self-Determination (ʔaʔǰɯnxʷegəs)

- Support students with setting goals for the future (ʔimot θ titiwšɛm, toχnɛgosəmčxʷʊm θoθo)
- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.

Objective 1: Increase the percentage of K–3 students meeting benchmark expectations in foundational reading skills through systematic, explicit instruction informed by the District Literacy Framework and DIBELS assessment.

Objective 2: Improve oral reading fluency, comprehension and vocabulary development through increasingly responsive classroom instruction and targeted support.

Objective 3: Develop confident, independent writers through implementation of a common writing framework and regular opportunities to communicate ideas for authentic purposes.

Action

- Students complete the DIBELS assessment three times a year.
- Use of an evidence-based phonics program in all 6 primary classes as Tier 1 instruction.
- Communication plans to families regarding the importance of reading at home (school-home connections strengthened).
- Classroom visits to share effective practices.
- Dedicate time during monthly staff meetings for staff sharing/planning/reflecting on school literacy goal.

Evidence of Student Learning

- DIBELS benchmark growth
- Student Learning Updates
- Classroom reading assessments
- UFLI progress
- Writing samples
- Reading fluency monitoring tools

Evidence of Engagement

- Family participation
- Student reflections, learning conversations, and surveys regarding confidence and engagement
- Classroom observations
- Reading at home

Goal 2- Numeracy

Students will strengthen their creative and critical thinking through mathematical reasoning, communication, and problem solving.

FPPL
Learning is holistic, reflective, experiential, and relational.
Learning involves recognizing the consequences of one's actions.
Learning requires patience and time.
Learning recognizes the role of Indigenous knowledge.

Strategic Priorities (č̓ ɛč̓ ɛgataw̓ɬ)

Cultivating an Ethic of Learning (titɩwšɛm ʔəms taʔow)

- Focus on foundational learning in numeracy.
- Enhance early learning plans, opportunities and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student learning and voice.

Cultivating Curiosity (payot gagayɛɬtən)

- Continue to support land based and place based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.

Cultivating Connection (paʔa kʷʊms qʷayigən)

- Engage, involve, and support connections within the school and community.

Objective 1: Improve students' ability to select and apply appropriate mathematical strategies when solving increasingly complex problems.

Objective 2: Strengthen positive mathematical identity by increasing confidence, perseverance, and willingness to explain thinking.

Objective 3: Increase mathematical communication through regular opportunities to justify reasoning using words, visuals, manipulatives, symbols and models.

Action

- Continue teacher Professional Development focus opportunities, including collaboration, to share best Math practices and begin implementation.
- Support SNAP as an assessment tool to inform classroom practice/student need.
- Streamline location for accessing inventory of Math manipulatives and supplies.
- Collect and review data from all grades.
- Instructional walkthroughs.
- Investigate "Numeracy Week," "Math Olympics," or "Problem of the week" to join the school community in conversation, play, and fun.
- Increased use of manipulatives.
- Dedicate time during monthly Staff Meetings for staff sharing/planning/reflecting on school numeracy goal.

Evidence

- SNAP growth between twice annual assessments
- Student Learning Updates
- Increased staff participation in numeracy-related professional development.
- Student Learning Surveys and student reflections on mathematical identity and confidence.
- Interviews with students
- Collaborative planning
- Teacher reflections
- MDI

Our Story is Beyond

At Edgehill, we are moving from pockets of excellence to a culture of collective excellence, where every learner benefits from consistent, evidence-informed teaching while continuing to experience the creativity, belonging, and relationships that define our school.

Edgehill's vision extends beyond improving individual achievement scores. We aspire to build a school where every learner develops the confidence to think critically, communicate effectively, solve meaningful problems, and contribute positively to their community. As instructional consistency grows across classrooms, students will experience increasingly seamless learning from Kindergarten through Grade 7, regardless of teacher or grade level.

We envision teachers learning alongside one another through inquiry, evidence, and collaboration, continually refining practice to meet the changing needs of learners. Strong partnerships with families, Tla'amin Nation, and the wider community will continue to enrich authentic learning opportunities while strengthening student identity, belonging, and well-being.

Ultimately, success will not be measured solely by improved assessment results, but by students who leave Edgehill as confident readers, thoughtful mathematicians, compassionate citizens, and lifelong learners who are prepared to flourish in an ever-changing world.