



# School Growth Plan 2023/2024

School: EDGEHILL ELEMENTARY

Principal: Mr. JAMIE BURT

Vice-Principal: Ms. COURTNEY LEIGH

## **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 by the District Principal of Technology to create School Growth Plan documents and website pages for each school and department. Please also email three pictures to the District Principal of Technology: 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 Music School and going north through the Cranberry Lake region and stretching to the old Townsite. This current 2023-2024 school year we have a student population of approximately 225 students in 10 divisions/classrooms.

Our code of conduct is based on the motto:

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

Applying this 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!

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. We have a Primary Choir, Intermediate Choir, and a School 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 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 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 3 – 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, Name That Tune, 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! 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:

- 11% of our learners are of Aboriginal Ancestry
- 13% of our learners have individual education plans
- Some of our learners are not reading at grade level but most students are improving reading year-over-year
- Our primary cohort (K-3) is the largest and fastest growing part of our population.

## **Goal 1**

***To improve literacy achievement for all students.***

Objective: By the end of the academic year, our students will ...

## Action

### 1. Continue to increase phonics skills and phonemic awareness skills in grades 1-3

- Continue to implement a systematic and sequential phonics program that follows a scope and sequence (ex.UFLI program/Tara West Program)
- Continue to implement an explicit and systematic phonemic awareness program. (Ex. Heggerty Program)
- Reading intervention teacher to support those students who are at risk in reading

### 2. Continue to increase student word reading fluency skills in grade 1-3

- Implement strategies to enhance word reading skills (sight word success, orthographic mapping, ideas from Shifting the Balance book)
- Continue to use the decodable books
- Work in conjunction with the reading intervention teacher and the district literacy support to explore innovative ways to increase word reading fluency
- Reading intervention teacher to support those students who are at risk in reading

### 3. Continue to increase oral reading fluency skills in the intermediate grades 4-7

- Provide lots of practice in oral reading
- Work in conjunction with the reading intervention teacher and the district literacy support to explore innovative ways to increase word reading fluency
- Explore Morphology and an awareness of morphemes to help strengthen word recognition
- Explore the ideas in the book “Shifting the Balance in Intermediate grades? With the reading intervention teacher

### 4. Continue to create a “culture of reading” in our school so that students become to see themselves as readers and increase their love of reading

- Literacy celebration days-one a month (ex. Poetry, book of the month, literacy bulletin board etc)
- Continue to participate in Learning commons activities with the librarian
- Establish collaboration time with the school librarian to reinforce literacy skills being taught in the classroom-bridge library to classroom with common language and common focus around literacy
- School wide drop everything and reading time with teachers listening to their students read on a daily basis
- Implement reading conferences with students (ex. Using the format in the book Trusting Readers in intermediate)
- Using the book rolling cart in classrooms for students to fill student class bookboxes with interesting and new books- Assign literacy ambassadors for older grades to help facilitate book-changing for the primary classroom
- Continue to develop quality classroom libraries
- Establish a good home reading program
- Establish buddy reading classes
- Establish a mentor reading program to support primary classrooms with the struggling readers and to give the intermediate students oral reading practice in a fun and engaging
- Build connection between staff with supporting our struggling readers

## Evidence

### Performance Indicators

- Student progress report data
- Dibels Reading Assessment
- PAST (Phonemic Awareness Screener)
- Teacher classroom assessments
- Intervention and support teacher data
- FSA results in grades 4 and 7
- Increase in library circulation
- More regular literacy-based classroom learning
- More students reading at grade-level
- Stability or increase in parent volunteers for reading
- Teachers accessing district professional learning
- use of the Core Phonics Screener
- sight word success checks

## Goal 2

### *To cultivate social-emotional wellness and self-regulation in our learning community*

Objective: By the end of the academic year, our students will demonstrate improved self-regulation skills and foster a supportive environment that promotes social-emotional wellness for all members of our learning community.

## Action

1. Professional Development: Provide comprehensive professional development opportunities for staff to enhance their understanding of social-emotional learning (SEL), self-regulation techniques, and strategies for promoting social-emotional wellness. *(We have two days in August dedicated to this.)*
2. School Climate Assessment: Conduct a school climate assessment to identify areas for improvement and gain insight into the current social-emotional wellness of students and staff. *(May look at a survey or may go off of the staff SWOT that was completed at our June Planning Day)*
3. SEL Curriculum Integration: Implement a structured SEL curriculum that aligns with grade-level expectations, covering topics such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. *(To be discussed extensively in August with staff)*
4. Common Strategies and Language: develop class and school wide strategies to help our students and staff practice self-regulation and improve our social and emotional wellness as a community of learners. *(To be established collaboratively in August)*
5. Outdoor Education: Take advantage of outdoor learning opportunities for our students that promote the development of essential skills and attributes that contribute to students' social and emotional well-being.

6. Positive Behavior Supports: Implement a school-wide positive behavior support system that recognizes and reinforces positive behaviors, celebrates milestones in self-regulation, and encourages students and staff to be active contributors to a positive learning community. *(To be established collaboratively in August)*
7. Restorative Practices: Incorporate restorative practices to address conflicts and foster empathy and understanding among students and staff, encouraging dialogue, repairing relationships, and promoting accountability.
8. Community-Building Events: Organize school-wide events and activities that encourage community-building and positive relationships, such as spirit weeks, service projects, and buddy programs that foster connections between different grade levels.
9. Student Clubs: Establish student-led clubs focused on social-emotional learning, where students can engage in activities and projects centered around self-regulation, empathy, and overall wellness.
10. Family Engagement: Involve our parents and families in social-emotional learning by providing resources, workshops, and opportunities for dialogue, promoting a consistent approach to SEL at school and home.
11. Data, Monitoring and Evaluation: Regularly assess and monitor the progress of students and staff in terms of self-regulation and social-emotional wellness, using data to inform interventions and adjustments to strategies as needed. *(To be established collaboratively in August)*

### **Evidence**

- \*\*\* We have 2 Summer Pro D Days based on this goal. Part of our time in August is meant to develop specific targets that we can measure our progress with.

### **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. The 2022-2023 school year was unique in that we have had many long serving staff members move on from our school in June 2022. Out of our 10 divisions, 7 of them had “new to Edgehill” teachers. We also had a new school admin team join the staff as well. This core group has remained intact for the 2023-2024 school year, and we are looking forward to honouring past school traditions and creating new ones. This summer our school is making some physical changes to our site. Three portables are being relocated, our student support centre is being rearranged, our school garden has been moved to a better learning area, and we have added a washroom in close vicinity to our outdoor classrooms. Our school community is also excited about news of a potential expansion for our school. See link: <https://www.prpeak.com/local-news/school-district-47-capital-plan-supported-7184853> 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.