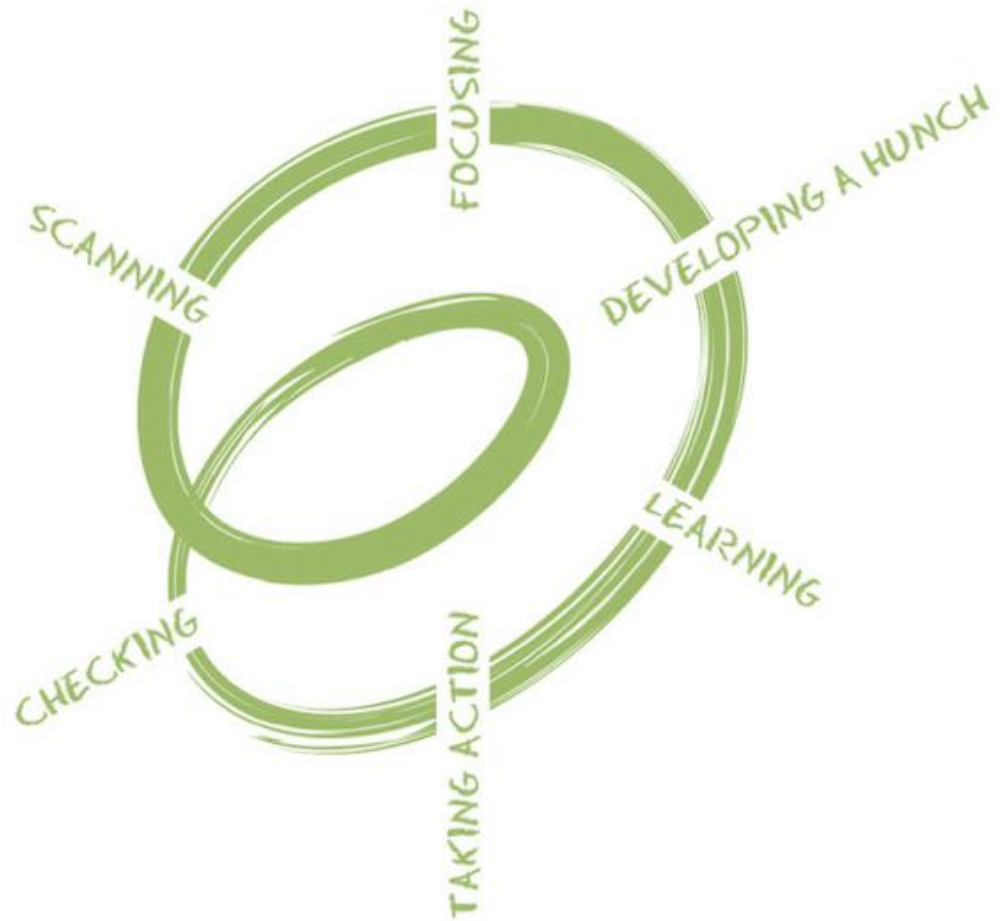


**School District 10 Arrow Lakes  
Draft School Growth Plan  
2017-2020**



*"Spirals of Inquiry for equity and quality"*  
Judy Halbert and Linda Kaser



# Edgewood Elementary School

## School Context:

Edgewood Elementary School (EES) is located in the beautiful West Kootenay village of Edgewood, British Columbia. With its scenic views and endless outdoor opportunities, EES is surrounded by a pristine natural setting that provides excellent learning opportunities for its students.

EES serves a school population of 22 students from Kindergarten to Grade 7 with a professional staff of 5 educators each serving within different capacities and teaching times. The 2016-17 grade arrangement at EES is: a multi-grade K-3 classroom and a multi-grade 4-7 classroom. The EES staff is a very vibrant pedagogical group that actively participates in Professional Development to hone their teaching skills. Students at EES benefit from a group of excellent and devoted educators.

The school itself has a fully operational library, and gymnasium. There is also one room that has been created into a wonderful "Learning Commons Room" that caters to all special occasions, group projects and doubles as a lunch room. Attached to the building is a Strong Start classroom that offers a range of pre-school activities. The Strong Start incorporates lots of resources within the school to diversify the program and to provide a helpful transition for preschoolers who may be enrolled at EES in upcoming years. The playground at EES provides a vast open field with an attached community forest. Nearest to the entrance of the school is an excellent community jungle gym with new fencing.

Day to day, EES is a very busy place! Members of the community are in and out of the school constantly which really reflects the openness of the learning environment. Students are given ample amounts of opportunities to extend their learning outside of their classrooms. This is largely due to the staffs strong and positive connections within the community. Numerous dress-up theme days and activities are offered throughout the year for all of the students at EES. The Inonoaklin Valley Reading Centre has a shared use agreement with EES and the volunteers help out with book selection and purchasing.

## An Inquiry Question and Scanning

Scanning is the action taken to see what is going on for our learners. School Assessments were looked at in the areas of District Reading, Writing, and Numeracy. Because Edgewood has such small grade sample groups, it is very difficult to get an accurate read on trends. Of course quantitative data is not the only factor to be considered in a school of this size. Staff qualitative input is another source of valuable data. Regarding quantitative data, instead of looking at each grade as separate groups, the whole school was considered to see any patterns or needs in areas from the District Assessments. Below is a breakdown of two years of assessments to guide the discussion.

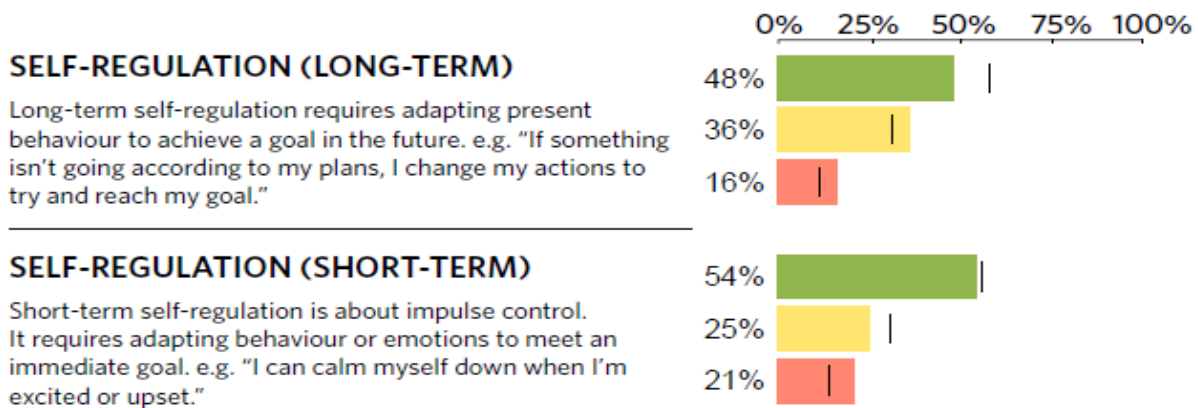
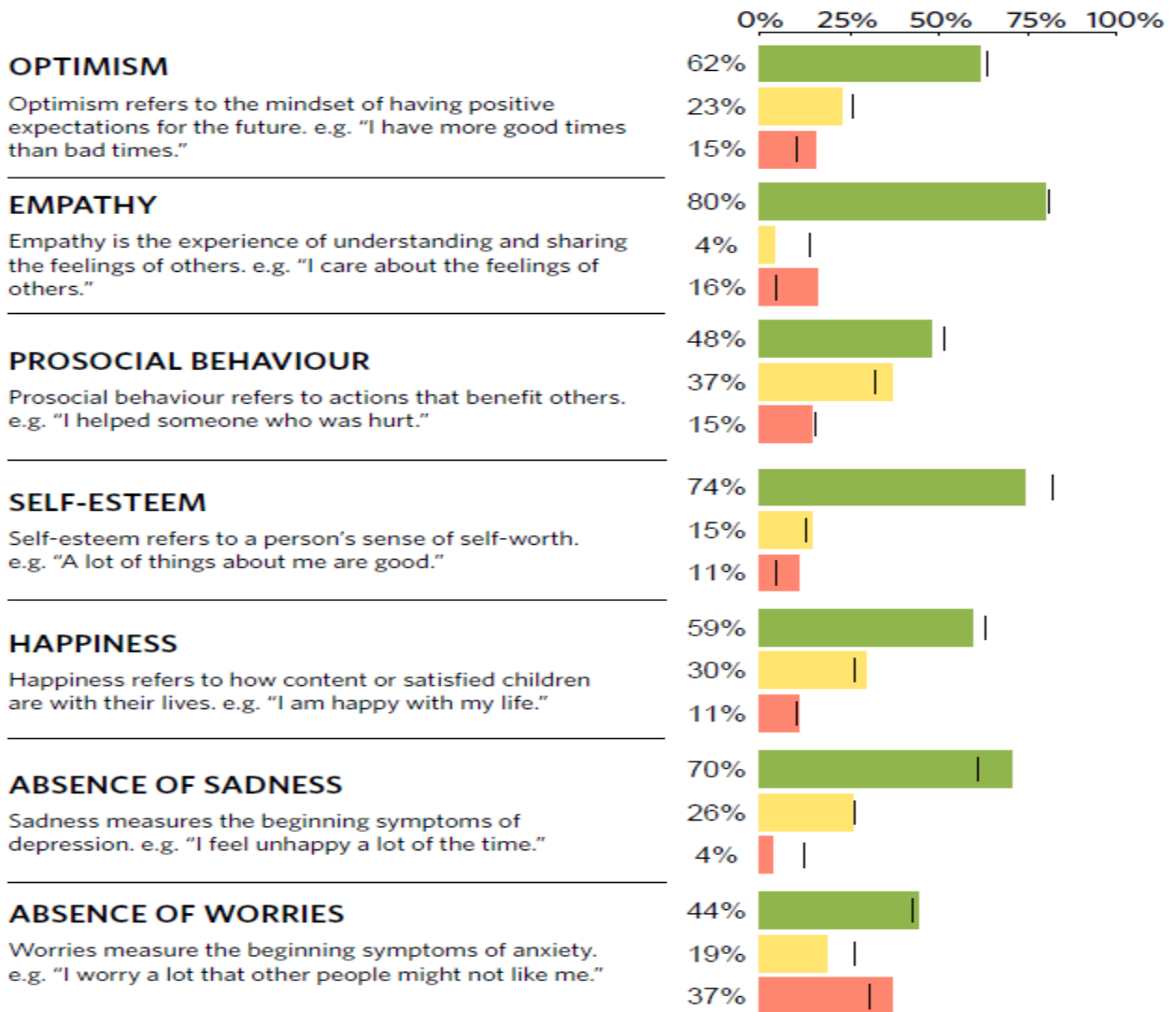
Assessment Data:

District Assessment Reading 2015-2016  7% Not Yet 40% Min Meet 27% Fully Mt 27% Exceed Exp.	District Assessment Writing 2015-2016  6% NY 50% MM 25% FM 19% EE	District Assessment Numeracy 2015-2016  12% NY 41% MM 29% FM 18% EE
District Assessment Reading 2016-2017  7% Not Yet 47% Min Meet 33% Fully Mt 13% Exceed Exp.	District Assessment Writing 2016-2017  % NY % MM % FM % EE	District Assessment Numeracy 2016-2017  29% NY 29% MM 29% FM 12% EE
FSA Reading 2015-2016  NA	FSA Writing 2015-2016  NA	FSA Numeracy 2015-2016  NA
FSA Reading 2016-2017  30% Not Yet 70% Fully Mt 0% Exceed Exp.	FSA Writing 2016-2017  40% NY 20% FM 40% EE	FSA Numeracy 2016-2017  20% NY 70% FM 10% EE

Looking at District Assessment Data from 2015/2016, it is evident that Numeracy is an area where our students need continued support given that 12% of our students were not meeting expectations. This trend is continued looking at the data from 2016/2017 District Numeracy assessment with a larger cohort again showing that 29% are not yet meeting expectations. Although the FSA data is somewhat more positive, this reflects a different type of assessment.

2016/2017 MDI Data

The data below is taken from the MDI Grade 4 district assessment conducted in 2016.



## Scanning continued

In April 2017, the staff of EES met together to discuss the foundation and direction of our three-year School Growth Plan. The template for discussion was based on the Spiral of Inquiry created by Linda Kaser and Judy Halbert.

Staff were asked to discuss the current *strengths and stretches* of our elementary school based on the following five categories: **Numeracy, Literacy, Social-Emotional Well Being, Aboriginal Education, and Student Services**. As such, the driving question was:

**Based on these five areas: what are the current strengths and stretches we have experienced at our schools, and where are we going to focus our attention for the next three years?**

After the *inquiry question* was proposed to staff, discussions then focused upon these five areas. Essentially, the staff had then switched into a *scanning* mode where both the strengths and stretches of these areas were discussed at length.

The ultimate goal of these conversations was to assess what is working and what needs some revisiting. Staff was then asked to collectively decide on two focused and manageable goals for the next three years.

**Focusing: (Identify the most important work you can do to improve the success of your students. On which key areas of learning will you focus?)**

EES staff decided that the two main goals for the School Growth Plan of 2017-20 would be:

- 1. Numeracy-** Improve our students' mathematical thinking; specifically, understanding math in conceptual ways.  
Students shall acquire numeracy skills and build proficiency in math language so they can apply their skills to solving problems and making real world connections. They will be able to express their math understanding through words, numbers, symbols, real life problems, graphics, models, and manipulatives.
- 2. Social and Emotional Well Being-** Help our students to develop positive interpersonal skills and provide opportunities for individual personal development contributing to emotional well-being.  
Students with the ability to self-regulate emotionally are better able to focus on their studies. Students who are empathetic and able to build and maintain positive social relationships are better able to contribute to a constructive learning environment.

## Developing a Hunch: What is leading to this situation?

In terms of a rationale as to why these are the two focus areas, the following strengths and stretches based on staff discussions are provided below.

The EES Staff came to a consensus on these two areas being the focus for the upcoming School Growth Plan at a staff meeting at Edgewood. Numeracy was selected because

- Assessment results show a need in this area for our students
- Math in multi-grade classroom is particularly challenging
- The current curriculum espouses new pedagogical techniques for Math instruction
- Professional development in this capacity is available

Staff felt there was a definite need to focus on Social and Emotional Well Being.

- Given the small peer group, positive and inclusive interpersonal behaviors are essential
- Given the remoteness of our school, transitions after elementary school are particularly challenging
- There are not a lot of local programs to meet the needs of diverse learners and opportunities for students to develop their individual talents.
- Developing self-regulation and a growth mindset are viewed as keys to academic and social improvement. The MDI information, based on self-assessment, reflects a need to work on this area.

### **Numeracy**

Current Strengths	Current Stretches
-Pro D from Carole Fullerton -The Northern Lights Assessment -Conversations about Math Instruction between staff -Students engagement in discovery Math. -A balanced approach through a variety of methods and strategies -Smaller class sizes  These approaches align well with the new curriculum and approaches to math and contribute to meeting the diverse needs of multi-age classrooms.	-Collaboration time after focused pro-d to integrate and implement the current practices -Helping parents to understand and appreciate the value of the new curriculum and approaches to Numeracy -More literacy connected math resources at both the primary and intermediate end -Making real world connections -Meeting the needs of all students given the wide range of multi-grade classes -Positive mindset and persistence with task

### **Social and Emotional Well Being**

Current Strengths	Current Stretches
-Whole class interventions and opportunities for one on one discussions with counsellor -Outdoor based activities -Hosting "Take Me Outside day" -Intramural activities at lunch hour -Extra-curricular activities through both school and community -Strong Aboriginal Education Program, with consistent attendance of a specialist instructor -Art Starts program -Exploration learning through ADST -NSS students coming to organize activities at EES	-Apprehension from some parents about having children talk to a counsellor -Short lunch hour for activities -Supporting students with anxiety and helping them to build coping strategies -Small peer group makes social interactions at age level more limited -Engaging community members in school activities more frequently -Few opportunities for athletic outlets including district wide events and field trips. -Prepare students for transitions after Elementary and reduce anxiety about

<p>-Walking Wednesday</p> <p>These activities provide diverse learning opportunities and social interactions for our students. Place based learning provides opportunities for outdoor connections and links with the community.</p>	<p>alternate social interactions through increased interschool activities</p> <ul style="list-style-type: none"> <li>-Developing positive mindset</li> <li>-Self-regulation skills in the areas of emotions and study habits</li> <li>-building positive inclusive interpersonal behaviours</li> <li>-Assessing the Personal and Social Core Competencies</li> </ul>
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**New Professional Learning:**

**Numeracy** - As previously mentioned, staff have found this year’s professional development in Numeracy informative and helpful. The work done with math consultant Carole Fullerton has been very well received. Staff will continue to work with Ms. Fullerton this upcoming year and look forward to using and learning from the new math assessment piloted in April. Continued Professional Development in this area is desired by staff. In addition, collaboration time with grade level teachers and EA’s would compound the benefits provided by Ms. Fullerton’s instruction.

**Social and Emotional Well Being–**

As core competencies have now become more of a focus in the curriculum and in the reporting order. Training and collaboration in how to assess and support self-assessment in these areas is desired by staff.

In response to the stretches observed in interpersonal relationships, professional development in school wide training (staff and students) in programs such as WITS, Zones, MindUp, or Friends is also requested.

**Taking Action:**

**Numeracy** – As mentioned above, EES staff will continue to focus on improving students’ math understandings by stepping deeper into instructional practices and concepts being shared by Ms. Fullerton. Part of this is accessing opportunities to collaborate with district staff to share instructional planning that consistently promotes mathematical understanding through play, inquiry, and problem solving. One particular area of concern across many grades was challenges with making real life connections based on numbers. One of the ways this could be addressed is through hands on challenges and other activities connecting Math to everyday life.

**Social and Emotional Well Being–** Despite its small size EES has a diverse range of learner needs. Staff are committed to a continued effort to ensure that these students are provided the support they need to be successful in school. This year through the Art Starts program students have had access to a variety of Art specialists from the community. There has also been the consistent weekly presence of a counsellor this year facilitating the WITS and Zones programs. We have seen some progress in terms of interpersonal relations as a result and this

type of programming should continue. Additionally, Aboriginal education has been well supported this year through a specialist teacher and First Nations Elders, this has provided a relevancy that improves the impact of the program. Introducing growth mindset strategies is one area to introduce. Staff will continue to foster social interaction through Friday challenges and other team building activities including outdoor activities.

### **Collecting Information:**

**Numeracy** – Results from the new piloted assessment will become a new baseline of data to help inform future pedagogical instruction in math. FSA results will also help to give an idea of how student learning is progressing.

**Social and Emotional Well-Being** – The “I can” statements found in the new BC curriculum Personal Awareness and Social Responsibility sections offer targets for evidence of positive development of emotional self-regulation. These self-assessments will be completed before the final summative report and can be used as transitional data. Additionally, the MDI assessment will be useful for collecting data on emotional well-being.

### **Parental/Community Involvement: (How will you work together as a school community to do this work?)**

As it is always encouraged and promoted, parents are always welcome to help with any school initiatives. EES will continue to collaborate with parents (based on whatever situation) as they have always done so. Parents have had input into this growth plan through the PAC. Continued efforts to include local specialists through the Art Starts Program and Aboriginal Education program allow for increased community integration into our school.

Communication about happenings at EES will continue to be sent home via individual teacher communicative practices, through school website, and newsletters.

### **Connection to the 7 Principles of Learning**

- 1. Will an additional focus on making real life connections to numeracy assist students in a deeper understanding of numeracy?**
- 2. Can students and staff become more connected to school and therefore more successful by improving their social and emotional well-being?**

If we use the above 2 questions as the lens to focus our Growth Plan, we need to be mindful to connect to the 7 Principles of Learning. Our plan will connect as follows:

**Learners at the Center** means students need to be truly engaged in learning and with more hands-on learning and cross curricular approaches this will happen

**Emotions** and self-regulation with the help of the Zones of Regulation Program and building their Social-Emotional skills and well-being through the WITS program



**Individual Differences** is always a key element of a multi-grade classroom and will continue to be so at EES. This also overlaps with our focus on Social and Emotional Skills **Stretching all students** with the whole school Challenges and Hands-On learning to supplement academic work

**Assessment for Learning** will be a key part of the plan on a daily basis. The informal assessment will be used by teachers to guide lesson planning for greater successes

**Horizontal Connections** are a key part of the focus as making ‘real world’ connections in numeracy was a stretch in the last Numeracy assessment rounds and we realize this needs more emphasis

## Preliminary suggestions for Taking Action

Taking Action	Strategy to implement	How have we done?
<b>Numeracy</b>	School Wide Challenge Events with focus on Numeracy	
	Project Based Activities in Numeracy	
	Increasing the real-world content of Math lessons	
	Developing positive mindset and collaborative approaches to problem solving	
<b>Social Emotional Well Being</b>	Counsellor in class more for social games	
	More multi-school activities – Take Me Outside Days	
	Increased diverse learning opportunities to meet the needs of students	
	More visits to NES and NSS for planned onsite activities	

## Signing Off Page

	Name	Signature
<b>Principal:</b>		

<b>Parent:</b>		
<b>Parent:</b>		
<b>Student:</b>		
<b>ALTA Representative</b>		
<b>CUPE Representative</b>		

**Date:**

**Approval of the Board and Superintendent:**

**Board Chair:**

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**Signature**

**Superintendent:**

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**Signature**