

Edgewood Elementary School Plan 2025- 2026

Implementation Year 5

We respectfully acknowledge School District 57 resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside our Indigenous communities in educating our students.

Our Vision

Edgewood promotes the intellectual, physical, emotional and social development of each student within a safe, healthy, respectful, and caring environment.

Our Mission

We foster an inclusive environment that nurtures confident, life-long learners.

Our Values

At Edgewood, we SOAR: Safety, Ownership, Achievement, Respect. This foundation was built jointly with students and staff 4 years ago. This SOAR is aligned with the Aboriginal 7 Sacred Teachings and the work of Michele Borba, author of *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing*.



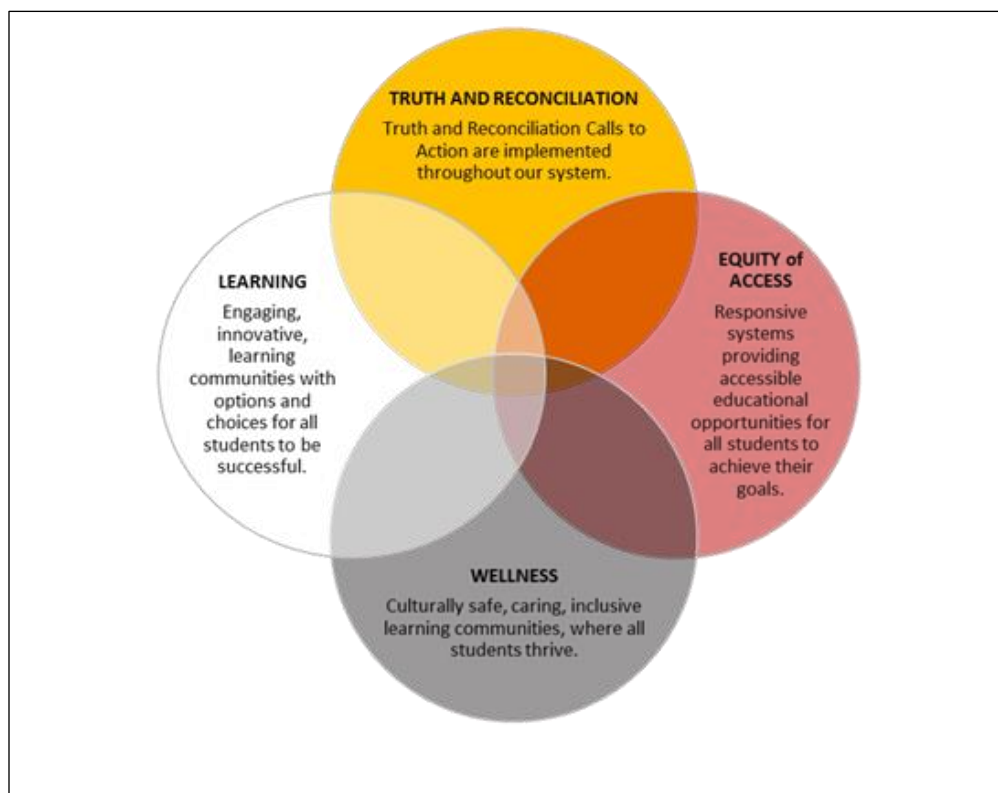
	S Safety	O Ownership	A Achievement	R Respect
Classroom	Establish a safe and secure environment for all students.	Establish a sense of ownership and responsibility for the classroom.	Establish a culture of achievement and excellence.	Establish a culture of respect and dignity.
Behavior	Establish a clear and consistent set of rules and expectations.	Establish a system of consequences and rewards.	Establish a system of peer review and feedback.	Establish a system of conflict resolution and mediation.
Relationships	Establish a positive and supportive relationship with all students.	Establish a collaborative and respectful relationship with all staff.	Establish a partnership and communication with the community.	Establish a respectful and inclusive relationship with all cultures.
Personal	Establish a safe and secure environment for all students.	Establish a sense of ownership and responsibility for the classroom.	Establish a culture of achievement and excellence.	Establish a culture of respect and dignity.
Learning	Establish a safe and secure environment for all students.	Establish a sense of ownership and responsibility for the classroom.	Establish a culture of achievement and excellence.	Establish a culture of respect and dignity.
Community	Establish a safe and secure environment for all students.	Establish a sense of ownership and responsibility for the classroom.	Establish a culture of achievement and excellence.	Establish a culture of respect and dignity.
Global	Establish a safe and secure environment for all students.	Establish a sense of ownership and responsibility for the classroom.	Establish a culture of achievement and excellence.	Establish a culture of respect and dignity.
Future	Establish a safe and secure environment for all students.	Establish a sense of ownership and responsibility for the classroom.	Establish a culture of achievement and excellence.	Establish a culture of respect and dignity.

Our school values align with our District's values.

First People's Principals of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

District Directions



About Our School

Who Are We?

Edgewood Elementary School is in the Northern Bowl area of Prince George and is part of the DP Todd Family of Schools. Edgewood is a K to 7 school with 181 students. There are 8 classroom divisions which are dispersed among two pod areas, a larger pod and smaller pod. The staff currently consists of 22 committed adults to support students and their learning.

What Makes Edgewood Unique?

Edgewood has a country school feel within city limits. The building itself is tucked away from the city center and its influences. It is surrounded by green belt, borders the Nechako River, city recreational areas consisting of ball diamonds, and an expanding subdivision.

The student catchment is large and varied and consists of surrounding neighbourhoods within walking distance and some areas where students are bussed from (North Nechako Subdivision and P.G. Pulpmill Road). Edgewood catchment is seeing a significant increase in housing development. Currently the school population is stable, but the potential for increased enrollment is considerable.

Edgewood has a very active and involved Parent Advisory Council. The staff is dedicated to meeting the needs and interests of all students and feel very connected to the students and their families. Staff are very collaborative and learning-centered, for their students and each other. As a team, we are committed in building strong and meaningful relationships with students and families. We are committed to our work, to

establishing and using best practices, processes, programing and supports to keep learning moving forward in every way.

SCHOOL LEARNING GOALS

We all strive for our students to be proficient in literacy and numeracy, and work towards this goal every day. A specific area of literacy that we are focusing on is increasing student achievement through targeted intervention.

RATIONALE: This goal was chosen based on our DIBELS data from 2024-2025

Our evidence tells us the percentage of at-risk students decreases over the year (based on composite scores, across all grades), but there are still a significant number of students in the “at risk” category, despite current approaches to intervention. (ie. Achievement data, work samples, student survey data)

Our instructional challenge is we struggle to help our most “at risk” students improve composite scores over the course of the year from year to year and grade to grade.

STRATEGIES: Observable Impact Thin Plan Tool and DIOD (Design/Implement/Observe/Document) Plan

“WHAT IT LOOKS LIKE” – DESIRED STATE + CURRENT STATE (CUSN):

If STUDENT ENGAGEMENT was being demonstrated at the highest level in our context, you would observe

PART 1: What would we observe each of our STUDENTS (S) DOING and DEMONSTRATING?	PART 2: What would EDUCATORS (E) be DOING and DEMONSTRATING to make this happen for EACH student?	PART 4: What would LEADERS be DOING and DEMONSTRATING to ensure this happens in each classroom?
S1. (CUSN) Starting and persevering at tasks S2.(CUSN) Telling us why the task is important for them to learn S3.(CUSN) Making their learning observable in different ways S4. (CUSN) Increased student achievement and increased level of engagement reported by students on our school student learning survey	E1.(CUSN) RTI planning triangles (anecdotal) E2. (CUSN) Using frequent formative assessments and co-creating learning goals E3.(CUSN) Using varied student groupings over time for instruction E4.(CUSN) Using/modeling varied methods to present/engage with content E5. (CUSN) Co-creating and monitoring success criteria with students	L1.(CUSN) Using frequent check-ins and modeling goal-setting with staff L2.(CUSN) Using/modeling/looping varied methods to present/engage with content at meetings L3.(CUSN) Modeling, and co-creating task analysis criteria/observation protocols with staff
PART 3: What are the types of TASKS/ASSESSMENTS would we see in a classroom?		

T1.(CUSN) Tasks are broken into smaller steps that require students to set/monitor progress T2.(CUSN) Tasks/assessments that require students to reflect and connect T3.(CUSN) Tasks/assessments that require students to choose different methods to show their learning T4.(CUSN) Tasks/assessments that are aligned to literacy objectives and provide student choice in demonstrating learning	
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MONITORING AND EVALUATION:

We will know we are having an observable impact when we see:

Our leaders

- Prioritizing designing, implementing and co-reflecting upon tasks that make learner thinking observable at each staff meeting and PD day, regardless of our 'content' (EVIDENCE: Staff Meeting Task Analysis using [Visible Thinking Strategies](#) each month)

Our teachers

- Using visible thinking strategies at a higher frequency in their classrooms (EVIDENCE: Classroom Observations, Task Analysis, Teacher Self-Reporting on Staff Survey – need to create one)
- Reflecting on the strategy and using exit/entry tickets to indicate how they apply/use the strategy in their classroom to an upcoming priority unit (EVIDENCE: Staff Meeting Observations, Staff Meeting Task Analysis)
- Implementing their strategies on 2-3 units and collecting observations ('When/Then' Patterns) of their strategies in action (EVIDENCE: Number of When/Then Patterns at Staff Meetings; Teacher 'Strategy Share' Protocol Feedback)
- Sharing the impact of their strategies with small groups of teachers at the January/June Staff Meeting (EVIDENCE: #Staff able to successfully use Strategy Share Protocol)

Our students

- Able to make their unique thinking observable more frequently, (EVIDENCE: Student Engagement Survey, Classroom Observation Data)
- Able to demonstrate the outcomes from the units where the engagement strategies were used at a higher level of proficiency/frequency (EVIDENCE: Student Achievement Data from Engagement Targeted Units/comparison with other units)

Student Data/Evidence (ACHIEVEMENT INDICATORS):

- Decreased "at risk" rates in DIBLES data (EVIDENCE: DIBLES results, FSAs, Student Learning Survey)
- Reporting an increase in engagement on the student learning survey (EVIDENCE: Student Learning Survey)

Summary

Edgewood is committed to a compassionate, reflective, progressive, and inclusive education for all. We will continue to review and monitor our goals, implementation strategies, and success measures on an ongoing basis to drive our learning and positively impact student learning and development at school. We will continue to learn from and reflect on the data, and tailor our practise to better meet the needs of our students.