



2026 School Plan for Student Success

Edgewood Elementary School · 2026–2027

PREAMBLE

Edgewood sits on the banks of the Nechako River, on the unceded ancestral territory of the Lheidli T'enneh, whose name speaks to the place where the Nechako and Fraser rivers meet. School District 57 also serves the lands of the McLeod Lake Indian Band and the Simpcw First Nation. Each day our students learn beside the river, the green belt and the land that have taught people here for thousands of years, and we commit to walking alongside our Indigenous families and communities in educating every child.

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 186 students. There are 8 classroom divisions which are dispersed among two pod areas, a larger pod and smaller pod. The staff currently consists of 23 committed adults to support students and their learning, including four non-enrolling teachers, six Education Assistants, a Youth Care Worker and an Indigenous Education Worker.

Edgewood has a country school feel within city limits. The building itself is tucked away from the city center. It is surrounded by a 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 increasing, and the potential for increased enrollment is considerable.

What is already going well:

- **Our staff.** The staff is dedicated to meeting the needs and interests of all students and are very connected to the students and their families. Staff are collaborative and learning-centered, for their students and each other. As well, Edgewood has a very active and involved Parent Advisory Council.
- **Our intervention structures.** Last year we had a single school goal to implement school-wide reading intervention supports for struggling learners. Our recess and lunch bell schedules have been adjusted to accommodate dedicated intervention blocks, and we have effective structures to support Tier 1 and Tier 2 interventions.

SCHOOL LEARNING GOAL

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 and the implementation of a Multi-Tiered System of Support (MTSS).

This year we are expanding this work by systematising Tier 3 interventions, and ensuring each adult — including Education Assistants and other para-professionals — is able to articulate and implement three intervention strategies.

This goal is aligned with School District 57's strategic plan.



RATIONALE

This goal was chosen based on our 2025-26 DIBELS data, our Grade 4 and 7 FSA results, and anecdotal evidence from staff. 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. Our instructional challenge is that 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.

One thing we learned last year is that we can do a better job of calendarising our assessment times, times to revisit group composition, and regularly scheduled times for moving students between groups as their reading skills improve. We also had effective structures to support Tier 1 and 2 interventions but were not systematising Tier 3 interventions. Our clearest area of growth is ensuring every adult has a grasp on strategies, has a toolkit to use, and can articulate a few strategies when meeting the needs of all learners, particularly when we are working at Tier 3.

Evidence 1 — DIBELS Composite, 2025-26 (all grades)

Composite	Beginning	Middle	End
At Risk	37.3%	30.9%	29.8%
Some Risk	19.8%	20.8%	16.9%
Minimal Risk	25.4%	27.0%	28.1%
Negligible Risk	17.5%	21.4%	25.3%

Students at risk decreased from 37.3% at the beginning of the year to 29.8% at the end. Our interventions may be bearing fruit, but close to one in three students remained at risk at the end of the year.

Evidence 2 — FSA Literacy, Grades 4 and 7 (provincial assessment)

School Year	Emerging	On Track	Extending
2021/22	18.8%	75.0%	6.3%
2022/23	20.4%	70.4%	9.3%
2023/24	25.5%	68.6%	5.9%
2024/25	30.3%	66.7%	3.0%
2025/26	11.8%	82.4%	5.9%

The percentage of students Emerging in literacy rose each year from 2021/22 to 2024/25, then dropped to 11.8% in 2025/26. The FSA is a provincial assessment, and in alignment with our district plan.

Evidence 3 — Adult capacity (anecdotal)

Anecdotal evidence from staff meetings, collab time, and 1-1 meetings tells us many adults still need support to explain and implement intervention strategies.

Equity considerations (Priority Populations): By extension, building every adult’s capacity to explain and implement intervention strategies will help us improve results for our priority populations, and all learners.

STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

A. Tiered intervention (MTSS)

Tier	What	How we organize it
Tier 1 All students	• UFLI in classrooms	• Classroom instruction • DIBELS benchmark assessment
Tier 2 Some students	• Targeted instructional strategies with levelled groups	• Dedicated intervention blocks in the bell schedule • Every adult instructing levelled groups
Tier 3 Few students	• More intensive support for students who need it most	• Entry and exit decided collaboratively by classroom teachers during collab time, and at SBT and Support meetings

Calendarising: We are building into our schedule times in the year to assess and move students between groups, as appropriate. Progress monitoring is tentatively every 6–8 weeks.

B. Every adult: three intervention strategies

Each adult, including Education Assistants and other paraprofessionals, will be able to articulate and implement three intervention strategies. This work will be developed throughout the year:

- Teachers share what they know.
- EAs and support staff develop and practise using strategies for reading interventions and supports.

C. Supporting priority populations

- Review DIBELS results for priority populations at each checkpoint.
- Tier 3 interventions scheduled for priority populations

D. Observable Impact “Thin Plan”

If our goal was being demonstrated at the highest level in our context, you would observe:

Students	Educators	Tasks / Assessments	Leaders
• S1. Starting and persevering at tasks • S2. Telling us why the task is important for them to learn • S3. Making their learning observable in different ways • S4. Increased student achievement and increased level of engagement reported by students on our school student learning survey, and in our DIBELS results	• E1. RTI planning triangles (anecdotal) • E2. Using frequent formative assessments and co-creating learning goals • E3. Using varied student groupings over time for instruction • E4. Using/modeling varied methods to present/engage with content • E5. Co-creating and monitoring success criteria with students	• T1. Tasks are broken into smaller steps that require students to set/monitor progress • T2. Tasks/assessments that require students to reflect and connect • T3. Tasks/assessments that require students to choose different methods to show their learning • T4. Tasks/assessments that are aligned to literacy objectives and provide student choice in demonstrating learning	• L1. Using frequent check-ins and modeling goal setting with staff • L2. Using/modeling/looping varied methods to present/engage with content at meetings • L3. Modeling, and co-creating task analysis criteria/observation protocols with staff

MONITORING for IMPACT – Student Learning Change

Assessment tools: DIBELS (benchmark and progress monitoring); UFLI assessments; FSAs; Student Learning Survey.

Checkpoint	Assessment & activity	Evidence of student learning	Adjustments to strategies
October	- DIBELS benchmark - Start intervention groups	Baseline % at risk	Reset group composition
January	- DIBELS benchmark - Revisit group composition	Change in % at risk	Move students between groups
March	- Progress monitoring - Revisit group composition	Progress for Tier 2/3 students	Move students between groups
June	- DIBELS benchmark - Student Learning Survey	Year-over-year change	Plan for next year

We will use the district checkpoints above. Our Edgewood K-7 Assessment Map sets out assessment windows and data entry dates by grade, and guides when we reorganise literacy groups. We may have more frequent check-ins at Edgewood, which will be written into our school calendar.

February regroup: We will regroup students in February, as we get ready to write and send home formal reports before March break.

Student Data/Evidence (Achievement Indicators):

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

REFLECTIONS and OUTCOMES

To be completed in June 2027, based on evidence.

- Observed changes in student learning:**
- Effectiveness of strategies and next steps:**

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.



APPENDIX — Who We Are

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. Our school values align with our District's values.



S	O	A	R
Safety Be safe and healthy. Follow rules and directions. Use appropriate language and behavior. Respect others and their property. Be responsible for your actions.	Ownership Take ownership of your learning. Set goals and work hard to achieve them. Be responsible for your own progress. Seek feedback and improve yourself.	Achievement Strive for excellence in all you do. Set high standards for yourself. Celebrate your successes and learn from your failures. Be a role model for others.	Respect Respect others and their differences. Listen to others and speak respectfully. Be kind and courteous to everyone. Follow the Golden Rule: Treat others as you would like to be treated.

The First Peoples Principles 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.