

EDGEHILL ELEMENTARY SCHOOL

IMPROVEMENT PLAN

2008-2009

Context:

Edgehill Elementary is a school of approximately 300 students enrolled in 12 divisions and situated in Powell River School District #47. The most recent demographic context published by the Ministry of Education indicates the following statistics:

40% of students are Female

60% of students are Male

5% of students are Aboriginal

6% of students are Special Needs

21 % of Families have an Annual Income under \$30,000.00

62 % have a High School Graduation Certificate

6 % have a Bachelors Degree or higher

16 % of Families are Single Parents

Unique Characteristics and School Strengths

Edgehill is most fortunate to have a dedicated and professional teaching and support staff. Academics are of primary importance but students also benefit from teacher expertise in the areas of music (choir and band) and Physical Education. This year, we have implemented a fine arts program which involves bringing in experts from the community to provide instruction in visual arts, dance, and drama. Extra support is provided to students through Learning Assistance as well as Early and Late Reading Intervention.

Our parent community is most supportive and is committed to providing many 'extras' for our school through their fundraising and volunteering efforts. Parents and guardians take an active part in their children's education and are welcome participants in all school activities.

GOALS

Goal 1 To continue to improve student achievement in reading.

Objective 1: Grade 2

To increase the number of Grade 2 students meeting or exceeding grade level expectations by 10%.

To increase the number of Grade 2 students who indicate a positive attitude towards reading by 10 %.

Objective 2: Grade 3

To increase the number of Grade 3 students meeting or exceeding expectations by 4%.

To maintain the number of Grade 3 students who indicate a positive attitude towards reading.

Objective 3: Grade 4

To increase the number of Grade 4 students meeting or exceeding expectations by 18%.

To increase the number of students who indicate a positive attitude towards reading by 7%.

Objective 4: Grade 5

To increase the number of Grade 5 students meeting or exceeding expectations by 11%.

To increase the number of Grade 5 students who indicate a positive attitude towards reading by 7%.

Objective 5: Grade 6

To increase the number of Grade 6 students meeting or exceeding expectations by 11%.

To increase the number of Grade 6 students who indicate a positive attitude towards reading by 2%.

Objective 6: Grade 7

To increase the number of Grade 7 students meeting or exceeding expectations by 10%.

To increase the number of Grade 7 students who indicate a positive attitude towards reading by 2%.

Rationale:

- Analysis of reading results in **Grade 1** indicated that 50% of students are not meeting grade level expectations.
- Analysis of reading attitude survey in **Grade 1** indicate that 13% of students dislike or strongly dislike reading.
- Analysis of reading results in **Grade 2** indicated that 22% of students are not meeting grade level expectations.
- Analysis of reading attitude survey in **Grade 2** indicate that 10% of students dislike or strongly dislike reading.
- Analysis of reading results in **Grade 3** indicated that 33% of students are not meeting grade level expectations.
- Analysis of reading attitude survey in **Grade 3** indicate that 26% of students dislike or strongly dislike reading.
- Analysis of reading results in **Grade 4** indicated that 48% of students are not meeting grade level expectations.
- Analysis of reading attitude survey in **Grade 4** indicate that 32% of students dislike or strongly dislike reading.
- Analysis of reading results in **Grade 5** indicated that 41% of students are not meeting grade level expectations.
- Analysis of reading attitude survey in **Grade 5** indicate that 13% of students dislike or strongly dislike reading.
- Analysis of reading results in **Grade 6** indicated that 58% of students are not meeting grade level expectations.
- Analysis of reading attitude survey in **Grade 6** indicate that 26% of students dislike or strongly dislike reading.

As a result of our reading results and the information we learned from our Reading Survey, we have continued with the same objectives. We did not meet our reading improvement targets but we improved our achievement levels in some grades from last year. We will need to continue to focus on improvement at all grade levels and we also tried to set more realistic targets for next year. We did meet our targets for improving student motivation to read in most grade levels. We re-wrote the Reading Attitudes Survey to make it more applicable to all forms of reading so it is difficult to compare to last year, but the results were significantly improved. While focusing on increasing the motivation to read and the enjoyment of reading for all students, we will continue to include boy friendly instructional methods for the teaching of reading. We will also have a school wide focus on providing guided reading instruction for those students who are not reading at grade level.

Performance Indicators/Evidence

Performance Standards in reading (November, February, June).
 FSA Grades 4 & 7 (once per year in May).
 Benchmarks Grades 1-3 (once per year in May).
 Gates MacGinitie Grades 3-7 (once per year in May).
 Jerry Johns or Alberta Diagnostic as needed throughout the year.
 Reading Attitude Survey (January)

Performance Targets and Expected Results.

- Grade 2 - To achieve 60% meeting or exceeding expectations in reading.
 - To achieve 97% of students who like reading.
- Grade 3 - To achieve 83% meeting or exceeding expectations in reading.
 - To achieve 90% of students who like reading.
- Grade 4 - To achieve 86% meeting or exceeding expectations in reading.
 - To achieve 81% of students who like reading.
- Grade 5 - To achieve 64% meeting or exceeding expectations in reading.
 - To achieve 74% of students who like reading.
- Grade 6 - To achieve 70% meeting or exceeding expectations in reading.
 - To achieve 90% of students who like reading.
- Grade 7 - To achieve 52% meeting or exceeding expectations in reading.
 - To achieve 75% of students who like reading.

Edgehill Students Meeting or Exceeding Grade Level Expectations in Reading.

Evidence	Actual 03/04	Actual 04/05	Actual 05/06	Actual 06/07	Target 07/08	Target Met	Actual 07/08	Target 08/09
Benchmarks						n/a	All Gr. 1 50% N=36	All Gr. 2 60%
Benchmarks						n/a	Gr. 1 Boys 40% N=20	n/a
Benchmarks						n/a	Gr. 1 Girls 63% N=16	n/a
Benchmarks				All Gr. 1 60% N=22/37	All Gr. 2 80%	Not Met	All Gr. 2 79% N=41	All Gr. 3 83%
Benchmarks				Gr. 1 Boys 55% N=11/20	n/a	n/a	Gr. 2 Boys 81% N=21	n/a
Benchmarks				Gr. 1 Girls – 64% N=11/17	n/a	n/a	Gr. 2 Girls 75% N=20	n/a

Gates-MacGinitie			All Gr. 1 43% N=11/26	All Gr. 2 90% N=25/28	All Gr. 3 90%	Not Met	All Gr. 3 68% N=31	All Gr. 4 86%
Gates-MacGinitie			Gr. 1 Boys – 35% N=5/14	Gr. 2 Boys – 86% N=12/14	n/a	n/a	Gr. 3 Boys 67% N=15	n/a
Gates-MacGinitie			Gr. 1 Girls – 50% N=6/12	Gr. 2 Girls – 92% N=13/14	n/a	n/a	Gr. 3 Girls 69% N=16	n/a
Gates-MacGinitie		Gr. 1- 65% N =28/43	Gr. 2 76% Benchma rks N=32/42	All Gr. 3 – 46% N=19/41	All Gr. 4 69%	Not Met	All Gr. 4 53% N=42	All Gr. 5 64%
Gates-MacGinitie		Boys Gr. 1 - 67% N = 16/24	B. Gr. 2 73% N=16/22	Gr. 3 Boys - 43% N=9/21	n/a	n/a	Gr. 4 Boys 39% N=23	n/a
Gates-MacGinitie		Girls Gr. 1 – 91% N=17/19	Girls Gr. 2 80% N=16/20	Gr. 3 Girls – 50% N=10/20	n/a	n/a	Gr. 4 Girls 69% N=19	n/a
Gates-MacGinitie	All Gr. 1 53% N=19/36	All Gr.2 84% N = 35/42	Gr. 3 53% N=21/40	All Gr. 4 – 63% N=22/35	All Gr. 5 76%	Not Met	All Gr. 5 59% N=37	All Gr. 6 70%
Gates-MacGinitie	Boys Gr. 1 57% N=12/21	B -Gr. 2 77% N = 20/26	B. Gr. 3 47% N=11/23	Gr. 4 Boys – 59% N=13/22	n/a	n/a	Gr. 5 Boys 57% N=21	n/a
Gates-MacGinitie	Girls Gr. 1 47% N=7/15	G. Gr. 2 94% N = 15/16	G. Gr.3 59% N=10/17	Gr. 4 Girls – 69% N=9/13	n/a	n/a	Gr. 5 Girls 63% N=16	n/a
Gates-MacGinitie	All Gr. 2 95% N=34/36	All Gr. 3 55% N =22/40	Gr. 4 54% N=18/33	All Gr. 5 48% N=19/40	All Gr. 6 58%	Not Met	All Gr. 6 42% N=36	All Gr. 7 52%
Gates-MacGinitie	Boys Gr. 2 96% N=21/22	B -Gr. 3 55% N = 15/27	B. Gr. 4 57% N=12/21	Gr. 5 Boys 39% N=9/23	n/a	n/a	Gr. 6 Boys 43% N=21	n/a
Gates-MacGinitie	Girls Gr. 2 92% N=13/14	G-Gr. 3 54% N =7/13	G. Gr. 4 50% N=6/12	Gr. 5 Girls 59% N=10/17	n/a	n/a	Gr. 6 Girls 40% N=15	n/a
Gates-MacGinitie	All Gr. 3 52% N=23/44	All Gr. 4 61% N =26/43	Gr. 5 58% N=24/41	All Gr. 6 66% N=24/36	All Gr. 7 90%	Not Met	All Gr. 7 54% N=35	
Gates-MacGinitie	Boys Gr. 3 29% N=7/24	B-Gr. 4 41% N = 9/22	B. Gr. 5 40% N=8/20	Gr. 6 Boys 53% N=9/17	n/a	n/a	Gr. 7 Boys 37% N=19	
Gates-MacGinitie	Girls Gr. 3 80% N=16/20	G-Gr. 4 81% N = 17/21	G. Gr. 5 77% N=16/21	Gr. 6 Girls – 79% N=15/19	n/a	n/a	Gr. 7 Girls 76% N=16	
Gates-MacGinitie	All Gr. 4 61% N=26/43	All Gr. 5 69% N = 29/42	Gr. 6 59% N=23/39	All Gr. 7 58% N=23/40	n/a			
Gates-MacGinitie	Boys Gr. 4 51% N=13/26	B-Gr. 5 62% N = 15/24	B. Gr. 6 60% N=12/20	Gr. 7 Boys – 53% N=11/21	n/a			
Gates-MacGinitie	Girls Gr. 4 77% N=13/17	G-Gr. 5 78% N = 14/18	G. Gr. 6 58% N=11/19	Gr. 7 Girls 63% N=12/19	n/a			
Gates-MacGinitie	All Gr. 5 76%	All Gr. 6 72%	Gr. 7 47% N=17/36					

	N=24/32	N=24/33						
Gates-MacGinitie	Boys Gr. 5 70% N=14/20	B-Gr. 6 62% N=13/21	B. Gr. 7 30% N=6/20					
Gates-MacGinitie	Girls Gr. 5 85% N=10/12	G-Gr. 6 92% N=11/12	G. Gr. 7 69% N=11/16					
Gates-MacGinitie	All Gr. 6 59% N=28/47	All Gr. 7 69% N=34/49	n/a					
Gates-MacGinitie	Boys Gr. 6 63% N=20/32	B-Gr. 7 65% N=20/31	n/a					
Gates-MacGinitie	Girls Gr. 6 53% N=8/15	G-Gr. 7 78% N=14/18	n/a					

N=the number of students in the cohort group in the assessment year.

A team of teachers changed our Reading Attitudes Survey this year so our data is not entirely valid. We believed that the old survey did not truly reflect student's attitudes towards reading. A number of surveys were compiled to create a new survey. Next year, we will use the new survey so that the data will be a more valid comparison.

EDGEHILL STUDENTS INDICATING A POSITIVE ATTITUDE TOWARDS READING

Evidence	Actual Jan 06	Actual Jan 07	Target 07/08	Actual Jan 08	Target Met	Target 08/09
Reading Attitudes Survey				Grade 1 87% N=38	n/a	Gr. 2 97%
Reading Attitudes Survey		Grade 1 84% N=33	Grade 2 90%	Grade 2 90% N=39	Met	Gr. 3 90%
Reading Attitudes Survey	Grade 1 81% N=22	Grade 2 25% N=24	Gr. 3 29%	Grade 3 74% N=31	Met	Gr. 4 81%
Reading Attitudes Survey	Grade 2 58% N=31	Grade 3 45% N=38	Gr. 4 70%	Gr. 4 67% N=37	Not Met	Gr. 5 74%
Reading Attitudes Survey	Grade 3 53% N=34	Grade 4 53% N=34	Gr. 5 63%	Gr.. 5 88% N=40	Met	Gr. 6 90%
Reading Attitudes Survey	Grade 4 50% N=32	Grade 5 42% N=36	Gr. 6 68%	Gr. 6 73% N=38	Met	Gr. 7 75%
Reading Attitudes Survey	Grade 5 56% N=43	Grade 6 39% N=37	Gr. 7 59%	Gr. 7 63% N=35	Met	n/a
Reading Attitudes Survey	Grade 6 52% N=33	Grade 7 34% N=41	n/a			
Reading Attitudes Survey	Grade 7 41% N=34	n/a	n/a			

Strategies for Improvement:

- Guided Reading will be used in all classrooms.
- Timetabling/scheduling to provide additional class support during guided reading

- Ensure that all students have reading materials at their level
- Implement the school generated template that tracks student's reading levels year by year to look for trends
- Select school wide reading strategies after summer Professional Development
- Focus Professional Development plans around Reading (Reading Power)
- Conduct reading survey to assess motivational levels among students
- Continue school wide reading incentives (Reader's Theatre, Literacy Days, Read for the Top, etc.)
- Continue PAL's Program to connect with and educate parents. Pilot implementation of PAL's into one of our grade one classrooms.
- Focus on methods to differentiate instruction for all learners to succeed.

Structures:

Schedule uninterrupted morning Language Arts times. Try to timetable Primary Music, P.E. and Library times after recess where possible. Investigate primary platooning.

Goal 2: To improve student achievement in the Problem Solving strand of numeracy

Objective 1: Grade 2

- To increase the number of Grade 2 students meeting or exceeding grade level expectations in problem solving by 5%.

Objective 2: Grade 3

- To maintain the number of Grade 3 students meeting or exceeding grade level expectations in problem solving.

Objective 3: Grade 4

- To increase the number of Grade 4 students meeting or exceeding grade level expectations in Problem Solving by 2%.

Objective 4: Grade 5

- To increase the number of Grade 5 students meeting or exceeding expectations in Problem Solving by 7%.

Objective 5: Grade 6

- To increase the number of Grade 6 students meeting or exceeding expectations in Problem Solving by 14%.

Objective 6: Grade 7

- To increase the number of Grade 7 students meeting or exceeding grade level expectations in Problem Solving by 10%.

Rationale:

- Analysis of **Grade 1** Math testing results in Problem Solving indicate that 16% of students are not meeting or exceeding expectations.
- Analysis of **Grade 2** Math testing results in Problem Solving indicates that 5% of students are not meeting or exceeding expectations.
- Analysis of **Grade 3** Math testing results in Problem Solving indicate that 16% of students are not meeting or exceeding Grade level expectations.
- Analysis of **Grade 4** Math testing results in Problem Solving indicate that 19% of students are not meeting or exceeding expectations.
- Analysis of **Grade 5** Math testing results in Problem Solving indicate that 36% of students are not meeting or exceeding expectations.
- Analysis of **Grade 6** Math testing results in Problem Solving indicate that 24% of students are not meeting or exceeding expectations.
- Analysis of **Grade 7** Math testing results in Problem Solving indicated that 29% of students are not meeting or exceeding expectations.

After reviewing our results in our Problem Solving goal we choose to continue to focus on problem solving. We are pleased with the improvement we have seen over the past four years. Last year, we increased our mastery level to 60%. Although we didn't meet all of our targets, we were very close and in many cases we improved even with the increased mastery level. We considered eliminating our Math Problem Solving goal and to increase our focus on reading but we want to ensure we can maintain the progress that we have achieved. In addition, the focus on problem solving will assist us to meet the learning outcomes of the new provincial Math curriculum. Our desire is to continue to work on last year's to see improved results with our goal achievement.

Performance Indicators/Evidence

FSA in Grade 4 & 7
Edgehill Assessments Grade 1-7 through out the school year
District Math Tests Grade 5, 6 & 7

Performance Targets (Expected Results)

Grade 2 – To achieve 89% of students meeting expectations in Problem Solving.

Grade 3 – To achieve 95% of students meeting expectations in Problem Solving.

Grade 4 – To achieve 86% of students meeting expectations in Problem Solving.

Grade 5 – To achieve 88% of students meeting expectations in Problem Solving.

Grade 6 – To achieve 78% of students meeting expectations in Problem Solving.

Grade 7 – To achieve 86% of students meeting expectations in Problem Solving.

Students Meeting or Exceeding Grade Level Expectation in Numeracy

Evidence	Baseline June 05	Actual 05/06	Actual 06/07	Target 07/08	Actual 07/08	Target Met	Target 08/09
Edgehill Test					Gr. 1 84% N=37		Gr. 2 89%
Edgehill			Gr. 1	Gr. 2	Gr. 2	Met	Gr. 3

Test			PS – 82% N=29/35	PS – 82%	95% N=41		95%
Edgehill Test			Gr. 1 SS – 100% N=35/35	n/a			
Edgehill Test			Gr. 2 PS – 96% N=27/28	Gr. 3 PS – 96%	Gr. 3 84% N=31	Not Met	Gr. 4 86%
Edgehill Test			Gr. 2 SS – 100% N=27/27	n/a			
Edgehill Test	*	Gr. 2 PS – 88% N= 23/26	Gr. 3 PS – 62% N=26/42	Gr. 4 PS – 82%	Gr. 4 81% N=42	Not Met	Gr. 5 88%
Edgehill Test		Gr. 2 SS -100% N= 26/26	Gr. 3 SS- 100% N=42/42	n/a			
Edgehill Test	PS-90% N=36/40	Gr. 3 PS -89% N= 34/38	Gr. 4 PS – 59% N=20/34	Gr. 5 PS – 70%	Gr. 5 64% N=36	Not Met	Gr. 6 78%
Edgehill Test	SS-97% N=38/39	Gr. 3 SS-100% N=38/38	Gr. 4 SS – 80% N=28/35	n/a			
Edgehill Test	PS-98% N=40/41	Gr. 4 PS-48% N=19/40	Gr. 5 PS -67% N=26/39	Gr. 6 PS – 77%	Gr. 6 76% N=37	Not Met	Gr. 7 86%
Edgehill Test	SS-98% N=40/41	Gr. 4 SS-90% N=36/40	Gr. 5 SS – 80% N=31/39	n/a			
Edgehill Test	PS-56% N=22/39	Gr. 5 PS-73% N=24/33	Gr. 6 PS – 62% N=23/37	Gr. 7 PS – 72%	Gr. 7 71% N=35	Not Met	
Edgehill Test	SS-100% N=39/39	Gr. 5 SS-82% N=27/33	Gr. 6 SS – 87% N=32/37	n/a			
Edgehill Test	PS-62% N=25/40	Gr. 6 PS-78% N=32/41	Gr. 7 PS-56% N=22/39	n/a			
Edgehill Test	SS-68% N=27/40	Gr. 6 SS-66% N=27/41	Gr. 7 SS – 68% N=27/40	n/a			
Edgehill Test	PS-51% N=20/39	Gr. 7 PS-46% N=17/37	n/a	n/a			
Edgehill Test	SS-52% N=21/40	Gr. 7 SS-64% N=25/39	n/a	n/a			

PS = Problem Solving

Strategies for Improvement:

Problem Solving

- Classes to schedule one day a week for problem solving strategies (Primary and Intermediate).
- School-wide Math theme days.
- Continue to implement Edgehill designed assessment tools throughout the year.
- School-wide focus on **five** problem solving strategies
 1. Draw a picture/diagram
 2. Make a table/list
 3. Guess and Check
 4. Look for a pattern
 5. Work Backwards
- Teach parents how to help their children (Meet the Teacher Night)
- Implementation of new curriculum
- Focus Professional Development on implementation of new curriculum.

Structures

- Teacher timetables to include one day a week for problem solving instruction/activities.