



**SCHOOL GROWTH PLAN
FOR
HILLSIDE ELEMENTARY**

2005 - 2006

ANNUAL REPORT FOR IMPROVING STUDENT ACHIEVEMENT

GOAL 1. Increase students' ability to understand and carry out socially responsible behaviors.

OBJECTIVES:

- To see an increase in students' self-reported levels on Social Responsibility skills as measured by interim reports issued Fall and Spring
- To reduce number of behaviors requiring office intervention
- Student responses to written scenarios will fully meet expectations for their grade level

RATIONALE:

Hillside has been committed to working on this goal, realizing it is the critical element in creating a safe and positive culture where all children, staff and parents feel valued. We know we need to continue to focus on this goal in order to ensure it is securely implemented, and woven into the fibre of Hillside community. We anticipate that this focus will continue for years.

PERFORMANCE INDICATORS/EVIDENCE:

- Social Responsibility Interim reports
- Staff, student and Parent surveys issued by Ministry of Education
- Scenario questions and holistic prompts
- Windale Office referral data

PERFORMANCE TARGETS (Expected Results)

- general upward trend, over time and from Fall to Fall and Spring to Spring
- looking for more consistent parent response to Social Responsibility surveys
- continue to see High to Very High Satisfaction from students, staff and parents on Ministry of Education survey
- establish baseline office referral data (first year data will be completed June 2005)

STRATEGIES:

- teach Kid-Friendly Social Responsibility Standards
Status: Continuing
- use scenarios as problem-solving tool
Status: Continuing. Development of new scenarios for all grade levels is also continuing.
- use teaching materials from Barbara Coloroso's book, *The Bully, the Bullied and the Bystander*
Status: Continuing. This information has been used several times to assist students in resolving interpersonal conflicts, working in small groups with teaching and admin. staff.
- send team to Michelle Borba workshop on the Virtues Project
Status: Completed/Continuing. Information from this workshop was used to design a year-long plan, which focused on teaching the following:
 - **Active Listening – The S.O.L.E.R. strategy**
 - **Anger Management – The Spotlight strategy**
 - **Problem-Solving – “I” Messages**Next year we plan to review the above three strategies during the fall term, and add two new strategies during the winter and spring term.
- coordinate with RCMP Constable Sexton on presenting Anti-Bullying workshop
Status: Not completed. Cst. Sexton has left the district, and this particular workshop is not available.
- Noon Hour Games Coordinator; teaching variety of free play activities

- Status:** Not completed 04/05. (Was in place Spring '04) Parks & Recreation was unable to find a staff person to fill this position. We continue to seek ways to provide a play facilitator for the noon hour.
- Revise, develop and teach new Hillside Code of Conduct according to new Ministry standards.
Status: Nearly complete. The development of the Code of Conduct has been a long-term and inclusive project. Staff and parents will meet to finalize the draft during the Spring, and we anticipate full implementation of the revised Code of Conduct in the fall.
 - Continue to seek ways to involve students in making a difference in their world.
Status: Continuing. Opportunities provided this year have included participation in the Terry Fox Run, Jump Rope for Heart, Adopt-a-Family& Christmas Bureau, and whole school efforts for Tsunami Relief.
 - use literature as a tool to illustrate Social Responsibility concepts
Status: Continuing. We continue to add to a targeted collection in our library. We are collecting both novels and read-aloud books which assist in enriching understanding of Social Responsibility. As we add to this collection, we are also developing a bibliography of titles and the strands they support.

Additional Strategies:

- Revision of the Social Responsibility Interims. Given that the interims in use were developed several years ago, staff felt that it was time to update and clarify wording on these documents, in order that the completed interims could give us better information. Teams of primary and intermediate teachers worked on these revised interims, which will be used for the first time this Spring. This means that the data gathered can no longer be compared to that of previous years. However, we are confident that the data we will be gathering through these new interims will give us a more accurate picture of our student's understanding of Social Responsibility expectations.
- Book Club. This strategy was recommended by Michelle Borba at the workshop attended by the team in November. Staff have selected the book Choice Words as the educational theory book which will be read, discussed and used by all staff members. This book will help us be strategic and purposeful about the language we use to communicate with students.

STRUCTURES:

- Buddy Class activities
- Peer Tutoring Program
- Classroom meetings and discussions
- Second Step lessons
- The Real Game Series
- Students' Council
- "Notice & Naming" Whiteboards: These boards, installed in each classroom, provide a designated space to record examples of students caught in the act of carrying out targeted actions and strategies.



**SCHOOL IMPROVEMENT PLAN
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ANNUAL REPORT FOR IMPROVING STUDENT ACHIEVEMENT

GOAL 2. Increase students' understanding and application of math concepts in solving process problems

OBJECTIVES:

- To see student achievement reach level 3 or 4 on process problems
- Steady improvement in numeracy achievement at Grade 4 and 7, measured on FSA
- Develop positive attitudes towards math problem-solving, at all grade levels

RATIONALE:

Hillside has been working on implementing process problems as an integral component of our Math Program. We understand that we must create a climate where students are comfortable struggling with the process, as we know that it is through the struggle that the learning occurs. We are hopeful that we have developed these attitudes in students and staff, and that students see problem-solving as the critical element in being successful in math.

PERFORMANCE INDICATORS/EVIDENCE:

- FSA Numeracy data
- Math attitude survey
- Grade specific Exemplar problems

PERFORMANCE TARGET (Expected Results):

FOUNDATION SKILLS ASSESSMENT

- Gr. 4 Target 2004: Improvement
- Gr. 4 Target 2005: Our average score over the previous four years is 82%. Our long term goal is to reduce the range of scores and to see a consistent upward trend.
By the year 2008, student scores will be 83%.
This means an increase of 2% each year from the 2004 level.
- Gr. 7 Target 2004: 90%
- Gr. 7 Target 2005: Our average score over the previous four years is 84%. Our long term goal is to reduce the range of scores and to see a consistent upward trend.
By the year 2008, student scores will be 87%.
This means an increase of 2% each year from the 2004 level.

Percentage of Students Meeting or Exceeding Expectations:

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Grade 4 FSA	78	83	89	76	75				
Grade 7 FSA	78	88	80	91	79				

ATTITUDE SURVEY

- 2004 target: continued cohesion between staff, student and parent responses
- 2005 target: continued improvement in student attitude scores in all 4 dimensions

Dimension:

1 – Attitude

Primary students with a positive to very positive attitude towards math problem-solving =
2004: 79% 2005: xxx

Intermediate students with a positive to very positive attitude towards math problem-solving =
2004: 56% 2005: xxx

2 – Willingness to try

Primary students who are willing to try math problem-solving =

2004: 77.5% 2005: xxx

Intermediate students who are willing to try math problem-solving =

2004: 79% 2005: xxx

3 – Belief in Ability

Primary students who believe they are good at math problem-solving =

2004: 84% 2005: xxx

Intermediate students who believe they are good at math problem-solving =

2004: 79% 2005: xxx

4 – Persistence

Primary students who believe they do not give up until they have a solution =

2004: 86% 2005: xxx

Intermediate students who believe they do not give up until they have a solution =

2004: 82% 2005: xxx

EXEMPLARS PROBLEMS

Percentage of Hillside Students Achieving Level 3 or 4 by the Spring

Grade	2002	2003	2004	2005	2006	2007	2008
One	23	52	58				
Two	80	89	94				
Three	35	71	71				
Four	41	61	83				
Five	44	68	73				
Six	48	26	60				
Seven	8	59	42 *				

- Gr. 7 data – one class only

2005 Target: 75% or higher achieving at Level 3 or 4, in all grade levels by the year 2008

STRATEGIES:

- Continue to use Exemplars problems to teach problem-solving as a school-wide focus
Status: Continuing
- Large quantity of well-organized, easily accessible math manipulatives
Status: Continuing
- Implementation of new math program Math Makes Sense
Status: Continuing. Implementation completed at Grade 1 and 4. Implementation begins next year for Grades 2,3 and 5. In addition, Gr. 6 teachers will have access to a supplementary resource called “Math to the Max” which will enable them to ensure inclusion of all learning outcomes until the Gr. 6 text for Math Makes Sense is published.
- Attend math inservice when offered next year (ie: John VandeWalle, Kim Sutton)
Status: Continuing. Whole staff attended Kim Sutton workshop, and a team of 5 attended John VandeWalle inservice. In addition, the school arranged for an interactive demonstration lesson/discussion day focused on math problem-solving led by Ken Harper, one of the authors of Math Makes Sense.

NEW STRATEGIES:

- Book Study facilitated by District Math Mentors – invite staff participation

STRUCTURES:

- Learning Resources funds allocated towards purchase of new materials
Status: Completed Gr. 1-5. Grade 6 to be purchased when available.
- Math Platooning: Gr. 6/7 teachers continue to work cooperatively to provide single grade instruction.
Status: Continuing



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ANNUAL REPORT FOR IMPROVING STUDENT ACHIEVEMENT

GOAL 3. Students will leave Hillside as competent readers and writers

OBJECTIVES:

- Reduce the number of students at risk for reading failure at the end of Grade 2
- Improve all students' skills in reading comprehension and critical thinking
- Increase students' confidence and ability in expressing themselves in writing

RATIONALE:

Hillside has been committed to working on development of strong literacy skills for all students. We believe that purposeful early intervention and cohesive teaching strategies for reading and writing will assist all students to reach their individual potential.

PERFORMANCE INDICATORS/EVIDENCE:

- FSA Reading and Writing Grade 4 and 7
- DRA Assessment Kindergarten, Grade 1 and Grade 2
- District/School-Wide Write
- District Speech Screening for Kindergarten
- DART Reading Assessment Grades 3, 4, and 5

PERFORMANCE TARGETS (Expected Results):

FOUNDATION SKILLS ASSESSMENT - READING

- 2004 Target Gr. 4 Rdg.: 80%
- 2005 Target Gr. 4 Rdg.: Our average score over the past four years is 77%. These scores have been relatively consistent. Therefore, our long term goal is to achieve 82% by the year 2008. This means an increase of .5% per year, using 2004 as the baseline.
- 2004 Target Gr. 7 Rdg.: 80%
- 2005 Target Gr. 7 Rdg.: Our average score over the past four years is 73.6%, excluding the data from 2002, when some student tests were lost at the Ministry. Our long term goal is to achieve 80% by the year 2008. This means an increase of 2.25% per year, using 2004 as the baseline.

Percentage of Students Meeting or Exceeding Expectations in Reading:

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Grade 4 FSA Rdg	79	77	80	73	80				
Grade 7 FSA Rdg	82	76	65 * lost data	77	71				

FOUNDATION SKILLS ASSESSMENT - WRITING

- 2004 Target Gr. 4 Wrtg.: 95%
- 2005 Target Gr. 4 Wrtg.: Our average score over the past four years is 92%. Our long term goal is to maintain this average.
- 2004 Target Gr. 7 Wrtg.: 80%
- 2005 Target Gr. 7 Wrtg.: Our average score over the past four years is 78%. Our long term goal is to raise this average. We would like to achieve 88% by the year 2008. This means an increase of .75% per year using 2004 scores as the baseline.

Percentage of Students Meeting or Exceeding Expectations in Writing:

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Grade 4 FSA Wrtg	No data	96	97	93	82				
Grade 7 FSA Wrtg.	No data	72	88	70	85				

DEVELOPMENTAL READING ASSESSMENT (DRA) – Baseline Year 2003

- We do not yet have enough years of data from this assessment to set reasonable targets. However, we are encouraged by the second year’s results, which generally show a reduction in the number of students at risk for reading failure. Particularly encouraging is the grade 1 to grade 2 trend

Students At Risk for Reading Failure

	2003	2004	2005	2006	2007	2008
Kindergarten	10%	11.7%				
Grade 1	24%	14.6%				
Grade 2	20%	7.5%				

DISTRICT-WIDE WRITE –

- Baseline Year 2003: 95% of Hillside students Meeting/Exceeding
- 2004 Results: 94% of Hillside students Meeting/Exceeding
- 2005 Target: Continue to collect and analyze school-wide write data for the purpose of determining instructional focus. Currently, we have spent two years focusing on story-writing, following several years focusing on personal/impromptu writing during school-wide writes.

KINDERGARTEN PHONOLOGICAL AWARENESS

Hillside % AT-RISK Kindergarten Students

Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
39.5%	7.5%	58.3%	15.0%	(to be inserted)	

Reduction Fall to Spring: 81% Reduction Fall to Spring: 74% Reduction Fall to Spring:

2004 Potential (tentative) target: Reduction in number of at-risk students from Fall to Spring by 75%
New target:

DISTRICT ASSESSMENT OF READING TEAM (DART)

- **Grade 3, 4, 5 – 2004 Baseline Year**
- **Grade 6,7 – 2005 Baseline Year**

Percentage of Hillside Students Meeting or Exceeding Expectations:

	2004	2005	2006	2007	2008
Grade 3	90%				
Grade 4	79%				
Grade 5	93%				
Grade 6	No data				
Grade 7	No data				

- We do not yet have enough years of data from this assessment to set reasonable targets. We are concerned that ‘assessment fatigue’ may have affected 2004 gr. 4 results, and will be striving to improve accuracy of data at this grade level.

STRATEGIES:

- School-Wide Write focusing on story writing
Status: Continuing. 2005 results will be analyzed to determine next year’s focus.
- Little Readers’ Program for pre-school aged children and families.

- Status:** Continuing. Participation in this program continues to grow, with up to 25 pre-schoolers and their parents attending the weekly sessions. A recent grant from the Mission Early Childhood Development Committee has enabled staff and parent volunteers to assemble a Little Readers Resource Handbook which will be shared with other interested schools.
- Develop tracking system to follow students involved in Little Readers Program after kindergarten entry
Status: Not completed. This spring's DRA results will allow us to begin to look at connections between those children who participated in Little Readers' sessions and their success in kindergarten. A recent informal parent survey indicates strong degree of parent satisfaction with this program.
- Books for Breakfast Program / Ready, Set, Learn
Status: Continuing. Provide regular opportunities for parents of pre-school aged children to learn about ways to support their children's growth and development.
- Attend Early Success and Late Literacy meetings organized by the School District
Status: Continuing. Hillside teachers regularly volunteer their time to attend these sessions, and often also volunteer to share their experiences and stories.
- Teach and assess using Performance Standards
Status: Continuing.
- Establish Guided Reading resource library
Status: Completed. The Guided Reading Resource Library has been established and is being well-used. However, we will need to continue to build our collection during the next several years.
- Teachers to meet in Grade level groups to coordinate instruction using S.M.A.R.T. Reading strategies & others
Status: Continuing. This opportunity to meet and determine cohesive strategy instruction is critical.
- Author's Day (alternate years)
Status: Continuing. (Carried out April 2005. Next event Spring 2007.)
- Implement Peer Tutor handbook and record-keeping system (possibly year-end survey also)
Status: Continuing/Incomplete. We continue to refine the focus of the peer tutor program to maximize its effectiveness for primary literacy. Peer tutors record their activities and share progress with classroom teachers. We have taught and practiced a specific active listening strategy to all peer tutors, who in turn have taught it to their little buddies. Handbook development has not yet begun.
- Buddy class program
Status: Continuing

NEW STRATEGIES:

- Participate in development of instructional strategy materials to use following the Fall DART Assessment.
- Boys' Reading Club. Boys will participate in identification and highlighting of books which appeal to boys, and have opportunities to select new book purchases.
- Marilyn McClinton Readathon. Annual event to take place in September on or near Marilyn's birthday, this event will celebrate Marilyn's dedication to reading, and will assist in raising funds for the Marilyn McClinton Bursary.

STRUCTURES:

- 2 hour Literacy Block for Primary
- In-class Learning Assistance support for primary classes during Literacy block
- Teacher-Librarian literacy lessons
- Peer Tutor Program
- Weekly assemblies to showcase learning
- DEAR Time/Read Aloud Time once per day in all classes
- Extend Intermediate Novel collection
- Extend Guided Reading Resource Library