



EDWARDSBURG PRIMARY SCHOOL 2006-2007 ANNUAL REPORT

DISTRICT MISSION STATEMENT

To Maximize All Students' Potential to be Successful in Life

PHILOSOPHY STATEMENT

At Edwardsburg Primary School we create a caring environment where children feel secure and find learning fun. Academics, creative expression, and positive character traits are promoted in daily activities. Being the child's entry point in public education's journey, we design learning experiences to enhance these formative years, encouraging success for all students.

Belief Statements

1. We believe all students are unique and can learn.
2. We believe individual successes should be recognized.
3. We believe a safe, caring, and orderly environment promotes learning.
4. We believe honesty, respect, and responsibility are essential in life and learning.
5. We believe quality instruction is the heart of education.
6. We believe excellence is a standard not to be compromised.
7. We believe education is a partnership of family, school, and the entire community.
8. We believe students need to be aware of and adapt to the ever-changing world.
9. We believe students should be encouraged to be lifelong learners.

GOALS 2006-2007

NORTH CENTRAL ACCREDITATION TARGET AREA GOALS

1. All students will increase their reading ability across the curriculum.
2. All students will increase their mathematical ability across the curriculum.

EDUCATIONAL GOALS

- Pilot a gender-specific K-1 Looping Program.
- Implement new Math curriculum.
- Study and develop the Differentiated Instructional model to meet the diverse educational needs of our student population.
- Extend and expand our "at risk" reading intervention program with Literacy Instructor using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data as the benchmark.
- Foster an atmosphere where children feel safe and secure.
- Continue our Eddies' Book Club enrichment program for all students.

ACCREDITATION STATUS

The 2006-2007 Primary School "Education Yes" grade is an "A" and the school met "Adequately Yearly Progress" as defined by the State. The Primary continues to be accredited by NCA. One hundred (100) percent of the professional staff is highly qualified as defined by federal guidelines in "No Child Left Behind" legislation.

CURRICULUM

STUDENT OUTCOMES

Edwardsburg Public School students will demonstrate that they are:

- complex thinkers who identify, assess, analyze, and use available information and resources to reason, make decisions, and solve problems in a variety of contexts.
- self-directed lifelong learners who value knowledge, are motivated to learn, set priorities and achievable goals, create options for themselves, and assume responsibility for their actions.
- respectful of self and others and they exhibit self confidence, have the courage to take risks, contribute their time, energies, and talents to improving the welfare of self and others.
- collaborative workers who use effective communication, leadership and group skills to develop and manage positive interpersonal relationships within culturally and organizationally diverse settings or communities.
- quality producers who create and share intellectual, artistic, practical, and physical products, which reflect originality and high standards.

CURRICULUM IMPLEMENTATION

All curriculum and instruction at the Primary School has been aligned with the Michigan Curriculum Framework with its standards and benchmarks as determined by the Michigan Department of Education. The core curriculum includes the areas of Language Arts, Mathematics, Science and Social Studies. Curriculum committees with teacher representatives from Kindergarten through Twelfth Grade analyze data and research, standards, and programs to align with required State Standards and select the best materials to meet the needs of our students. This team creates the district curriculum which is board approved. The Primary teachers developed brochures explaining to parents the goals and expectations for children in the various programs in the school.

Language Arts: The District uses the McGraw-Hill reading program in grades K-6. The program ensures continuity in skill presentation. Teachers also use many other resources to present concepts, including Zoo Phonics, Guided Reading, and Reading Renaissance.

Mathematics: The District adopted Everyday Mathematics-McGraw-Hill, Wright Group beginning in the 2006-2007 school year. Students use kinesthetic approach by using manipulatives when learning new concepts. Students use computer software and math games to improve and strengthen skills. Teachers use a variety of research-based strategies including Touch Math and A.D.D. (Arithmetic Developed Daily) to ensure student understanding. There is a building-wide math vocabulary that aligns with current research, standardized tests, benchmarks, and State Grade Level Content Expectations (GLCE's)

Science: The school district uses The FOSS Science Program. The Primary's science program is an active, hands-on learning curriculum. First hand interactions provide an opportunity for students to make observations, discuss their findings, and ask questions about their experiences. The FOSS kits provide lessons focusing on the scientific process.

Social Studies: The focus for youngsters at the Primary is that of understanding time and chronology, the components of the environment in which they live, goods and services, maps and the globe, importance of rules in a community, and conflict resolution that aligns with democratic values. A collection of materials helps the educator to meet these objectives.

Support Curriculum: Certified specialists are employed to work in the areas of Library Science, Music, Physical Education, Literacy, and Special Education. Computers are available in both the classroom and a lab setting.

STAFF DEVELOPMENT

The Edwardsburg Primary staff attended a broad spectrum of professional development opportunities with the majority focused on literacy and literacy skills. Workshops and seminars included Six Traits Writing K-2, Guided Reading, Early Childhood mini-conference, Gender Specific Training, Touch Math, Autism, and the many facets of Differentiated Instruction. Teachers attended these workshops to gain knowledge of new techniques and best practices in their core subject areas. These individuals shared the information with colleagues at staff meetings.

The district, in keeping a focus on Differentiated Instruction, offered workshops in Problem Solving/Critical Thinking, Rigor and Relevance, Everyday Math, and Lawrence W. Lezotte: Effective Schools.

BUILDING LEVEL DECISION MAKING

The Edwardsburg Primary staff was directly involved in the development of our goals, building schedule, establishing equipment acquisition priorities, and the budget process. The staff was involved in many aspects of the planning for the 2006-2007 school year, including student class assignments and scheduling of some special classes. Our building school improvement team continues to be involved in the planning for next year. The Parent Advisory Committee met to continue teacher, parent, and community involvement. The Primary School continues with the NCA School Improvement Process. The NCA site visit resulted in an exemplary rating.

PARENT AND COMMUNITY INVOLVEMENT

Volunteers and Collaboration

Over two hundred parents and grandparents volunteered to help the classroom teachers by assisting with activities, projects, and tutoring of students. Edwardsburg Middle School and High School students volunteered to serve as mentors, reading partners and classroom helpers. The Edwardsburg High School Advanced World Language classes presented a six-week language experience in German, French, or Spanish for first grade Primary students. Many Primary classrooms “buddy up” with classes from the other schools to learn together.

PTO

The Parent Teacher Organization (P.T.O.) makes significant contributions to our school. The PTO continued to be an integral part of the Reading Renaissance Program by funding special programs. The group organized spirit-wear sales to promote school pride and sponsored family activities. The group provided volunteer assistance for school-wide and grade level events and programs.

During the 2006-2007 Primary Open House, the PTO sponsored the annual Open House Picnic. Nearly 100% of the Primary families attended this event. The PTO also recognizes the teaching staff during Teacher Appreciation Week with a luncheon and gift certificate for teaching supplies.

The P.T.O.'s fund-raising efforts included the collection of Martin's receipts, General Mill's box tops and Target's "Take Charge of Education" program.

PARENT ADVISORY

The Parent Advisory Group is made up of parents representing the various programs and ages of children at the Primary. The group met with the administrator to discuss topics of interest and concern. Their input helps guide in the decision making process for the Primary School.

STUDENT ACHIEVEMENT AND EVALUATION

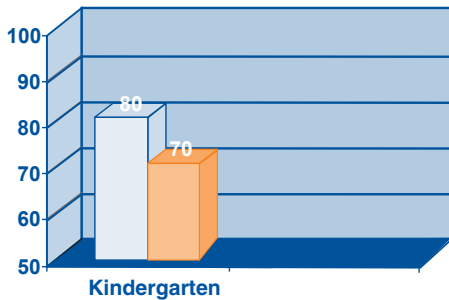
The students' achievements and accomplishments were showcased throughout Edwardsburg Primary School. Student work was proudly displayed both within the classrooms and in the hallways. School achievement was highlighted and celebrated at monthly school assemblies. Our focus was to continue to build on the reputation that the Primary School has earned as an exemplary school. We are committed to maintaining the standard of excellence that has been established and recognized when the State of Michigan named the Primary a Blue Ribbon School in 1999.

Often students are featured at School Board Meetings in order to highlight exceptional student work or programs in the classrooms. The Edwardsburg Primary newsletter "Primary Times", the district newsletter "Eddie-Torial" and classroom updates from teachers communicated students' successes. Both local print and electronic media are used to spread the word about school achievement.

Our school embraces the principles of developmentally appropriate teaching and learning. Edwardsburg Primary staff utilizes student assessment tools that reflect age appropriate measures to meet the needs of the children. Common informal assessments are conducted throughout the year for all students to measure growth in accordance with our NCA plan. These teacher assessments include progress reports, report cards, checklists, rubrics, narratives, portfolios, teacher made tests, informal reading inventories, and daily logs for the reading program. This information is shared with parents during conferences, in written correspondence, parent advisory meetings and in large group meetings such as Open House.

ASSESSMENT DATA

The Primary School utilizes DIBELS (Dynamic Indicators of Basic Early Literacy Skills—University of Oregon) and the Balanced Assessment Program at Harvard University (math) to assess student performance. The Primary School tested 100% of the students.



DIBELS: (Literacy) 80% of students scored at or above satisfactory

Balanced Assessment: (Math) 70% of students scored at or above satisfactory

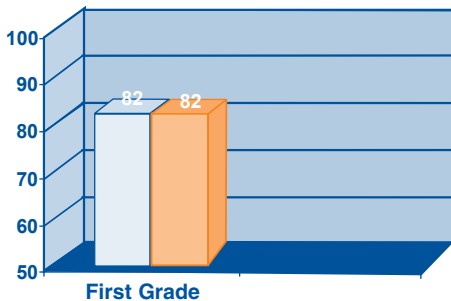


Disaggregated DIBELS Kindergarten results indicate the following percentage of students successfully meeting Benchmark Grade Level Expectations:

Males: 77% Females: 89% Not Econ. Disadvantaged: 82% Econ. Disadvantaged: 77%

Disaggregated Balanced Assessment Kindergarten results indicate the following percentage of students successfully meeting Benchmark Grade Level Expectations:

Males: 70% Females: 73% Not Econ. Disadvantaged: 71% Econ. Disadvantaged: 63%



DIBELS: (Literacy) 82% of students scored at or above satisfactory

Balanced Assessment (Math) 82% of students scored at or above satisfactory



Disaggregated DIBELS First Grade results indicate the following percentage of students successfully meeting Benchmark Grade Level Expectations:

Males: 71% Females: 79% Not Econ. Disadvantaged: 84% Econ. Disadvantaged: 57%

Disaggregated Balanced Assessment First Grade results indicate the following percentage of students successfully meeting Benchmark Grade Level Expectations:

Males: 83% Females: 79% Not Econ. Disadvantaged: 81% Econ. Disadvantaged: 86%

2006-2007 HIGHLIGHTS

- Edwardsburg Primary received NCA (North Central Association) Accreditation.
- The Primary School continues to refine and enhance our Three-Tiered Literacy Intervention Program for “at risk” students using our Literacy Instructor and our Title I aides.
- Staff explored Lucy Calkins Red Cedar Writing Project with possible implementation for the 2007-2008 school year.
- Eddies’ Book Club is a literacy based enrichment program for all students.
- Students celebrate their successes by wearing ribbons for various academic and non-academic achievements.
- A strong support group of student helpers and volunteers worked in the school.
- Life Skill character awards were given on a monthly basis honoring outstanding students displaying these traits.
- Students received Quarterly, Semester, and Yearly Perfect Attendance Certificates.
- Students participated in the annual Jump-A-Thon to raise monies for the Heart Fund.
- Children demonstrated their Life Skill of Caring by collecting canned goods for the community pantry.
- Students celebrated their reading success with our Ready, Set, Go Ribbons for Reading, and enjoyed programs by Healthworks, Fernwood, Story Peddlers and Zippity Two Dads, and Mr. Jim’s Experience the Magic.
- State Representative Rick Shafer read to various classes.
- All students participated in musical performances this year.
- Participation at Parent Teacher Conferences was 100%.
- First Grade participated in the District Summer School Program.
- Behavioral Services provided support to students. These included: Bullying prevention classes, large or small group counseling sessions, and individual counseling sessions.
- The School Readiness Program resides in the Primary School.
- The Primary School earned an “A” on the “Education YES” report card in 2006-2007. Additionally, the school met Adequately Yearly Progress.

SPECIALIZED SCHOOLS AND PROGRAM OPTIONS

Brookside Learning Center

Lewis Cass Intermediate School District operates a specialized school, Brookside Learning Center. This school provides programs to educate birth to 25 year old students whose handicapping conditions are labeled as severely mentally impaired, trainable mentally impaired, or autistically impaired. There are programs for 6 year olds and other students whose handicapping condition qualifies them for a pre-primary classroom. LCISD also operates several specialized classrooms for the purpose of educating some students whose disability is labeled as educable mentally impaired or emotionally impaired.

Edwardsburg Primary School

Programs to address students with special needs in the areas of Speech and Language, Occupational Therapy, Physical Therapy, Educable Mentally Impaired and Learning Disabilities have their services delivered at Edwardsburg Primary School. Resource teachers are available to provide the services needed for these students in the least restrictive manner. These resource teachers work with the classroom teachers to modify and support students in the regular and appropriate curriculum.

Placement in Special Needs Programs

The building level TAT, (Teacher Assistance Team) provides teachers with problem solving assistance to help students who are having difficulty in the classroom with academics or behavioral issues. This group collaborates to provide early intervention and support for the student and teacher. Ultimately the students may be referred for testing for possible participation in a variety of special programs. Special education eligible students are enrolled in the LCISD specialized-school through the Individualized Educational Planning Committee (IEPC) process. Students’ individual needs are discussed and a decision on the appropriate placement into a special needs program is determined.

PROGRAM OPTIONS

Edwardsburg Primary offers parents a variety of program choices. State Grade Level Content Expectations are used as the backbone for assessing all core curriculum studies. The state funded Michigan School Readiness Program is also housed at the Primary. Eligibility for the Readiness Program is based on state guidelines.

Program options at the Primary include: both AM/PM Half-Day Kindergarten, All-Day Kindergarten, Looping K-1, Multiage K-1, and single grade First Grade. We began a pilot for Gender Specific classrooms in our K-1 Looping Program.

Our Title 1 Program continued a Reading Recovery/Guided Reading based Intervention Program under the guidance of our Literacy Instructor. Our highly certified aides provided instructional support in reading.

NONDISCRIMINATION CLAUSE

The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, marital status, or any other legally protected characteristics, in its programs and activities, including employment opportunities.

If any person believes that the Edwardsburg Public Schools District or any of the district's staff has inadequately applied the principles and/or regulations of Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, The Age Act and The Americans with Disabilities Act, she/he may bring forward a complaint to the district's Civil Rights Coordinator, Debra Cripe, Director of Curriculum and Instructional Resources, Edwardsburg Public Schools, 69410 Section Street, Edwardsburg, Michigan 49112 (269-663-1048).

