

# School Growth Plan



Ferndale Elementary School  
2005/06

## Ferndale School Mission

Our mission is to provide a safe and caring learning environment that is relevant and challenging for all students.

We encourage our students to reach for personal best performance academically, emotionally and physically. We understand that students learn in many ways and we strive to accommodate their varied learning styles. We adapt and modify instruction to suit individual learning needs.

We guide our students to develop the attitudes, skills and knowledge necessary to become responsible, caring and successful citizens.

### **Goal #1: Numeracy**

- a) Increase success in solving word problems
- b) Improve mastery of basic skills for each curricular strand
- c) Increase understanding and application of mathematics as it relates to the real world

### **Goal #2: Literacy**

- a) Improve reading fluency and comprehension
- b) Maintain and improve basic writing skills
- c) Increase critical thinking skills

### **Goal #3: Social Responsibility**

- a) Increase knowledge and use of strategies to solve problems in a peaceful way
- b) Accepting and appreciating differences

**Analysis/Rationale**

- FSA scores and school-based assessments for Numeracy over the past four years indicate this is an area of concern
- Targeting both reading comprehension and solving word problems together may be beneficial
- In Numeracy, improving basic computational skills for each grade level will provide students with greater ease in problem solving
- Reading Assessments (DRA and DART) indicate that students require assistance with developing greater critical thinking and independent thinking skills
- Social Responsibility performance standards assessments indicate that over the last three years, 6% of our students are below expectations
- Pre/Post school-based math and writing assessments suggest areas for special targeting

**Goal #1: Numeracy**

- a. Increase success in solving word problems
- b. Improve mastery of basic skills for each curricular strand
- c. Increase understanding and application of mathematics as it relates to the real world

**Performance Indicators/Evidence:**

- **FSA data**
- **School-based pre/post math tests**
- **Year End letter grades in intermediate grades**
- **Student Attitude Survey**
- **Grade 8 report card marks for math**

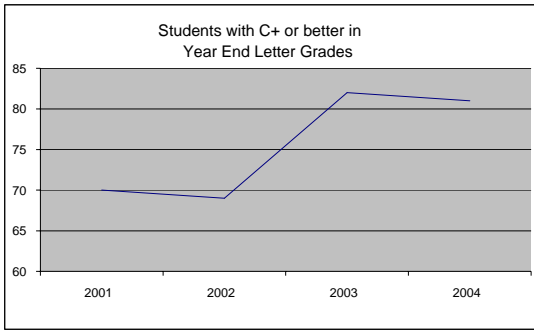
**Performance Targets:**

FSA Numeracy Results  
Grade 4 and 7

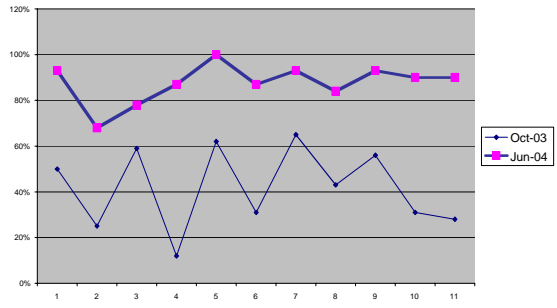
Target		95%
2000/01	Gr.4	58%
	Gr.7	79%
2001/02	Gr.4	*
	Gr.7	80%
2002/03	Gr.4	68%
	Gr.7	92%
2003/04	Gr.4	94%
	Gr.7	89%
2004/05	Gr.4	
	Gr.7	
2005/06	Gr.4	
	Gr.7	

\* Indicates less than 7 students in this grade

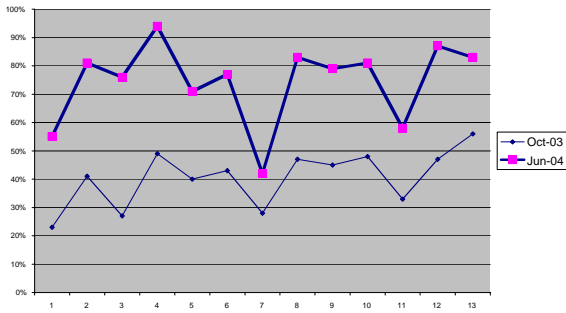
% indicates meeting or exceeding expectations



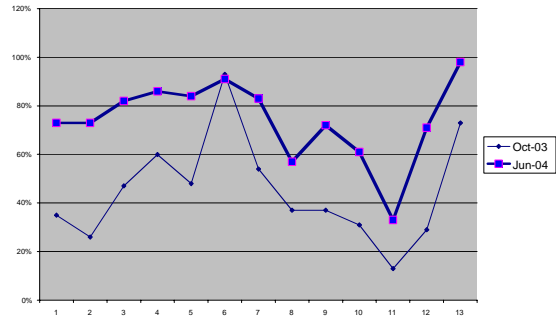
### Grade 1 Math Pre/Post Tests



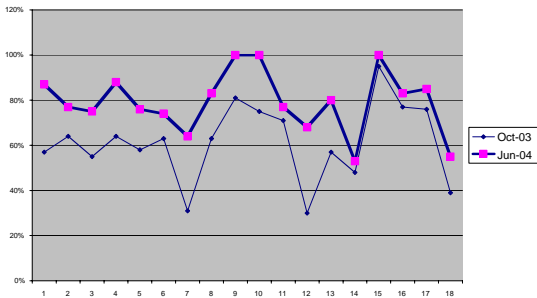
### Grade 2 Pre/Post Math Tests



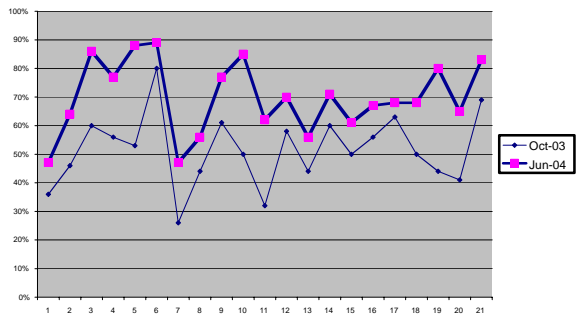
### Grade 3 Pre/Post Math Tests



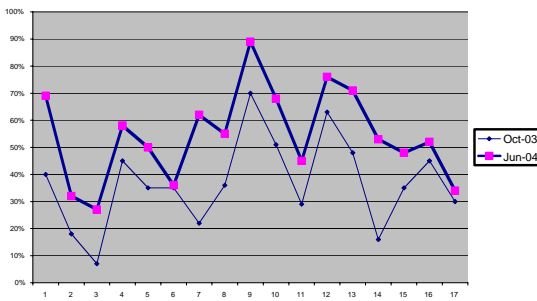
### Grade 4 Pre/Post Tests



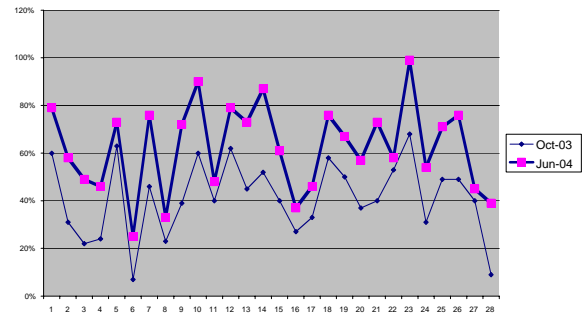
### Grade 5 Pre/Post Tests



### Grade 6 Pre/Post Tests



### Grade 7 Pre/Post Tests



**Average Annual Growth in Pre/Post Math Tests**  
**Tracking the Same Grade Group**

Present Grade	<u>2003</u>	<u>2004</u>	<u>2005</u>
Grade 3	17%	29%	
Grade 4	13%	17%	
Grade 5	14%	18.5%	
Grade 6	11%	17%	
Grade 7	20%	21%	

**Strategies and Structures:**

- School-based Pre/Post Math Tests given in October and June
- Math Jeopardy problem solving – school-wide event
- Learning Assistance targeting students needing remedial work in basic skills or missed learnings
- Staff meetings dedicated to professional development and sharing of successful classroom strategies
- Collaborative Planning Time for teachers
- Attending Pro D Workshops in numeracy
- Learning resources funds allocated to purchase of math texts for all remaining grade levels
- Incorporate district math assessment tool and use to inform instruction
- Teacher inservice for scope and sequence of math curriculum

**Goal #2: Literacy**

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|--|
| <ul style="list-style-type: none"> <li>a) Improve reading fluency and comprehension</li> <li>b) Maintain and improve basic writing skills</li> <li>c) Increase critical thinking skills</li> </ul> |
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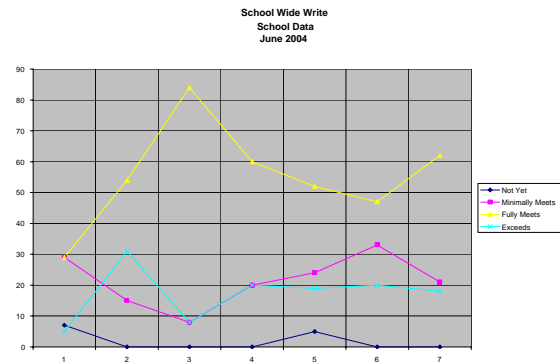
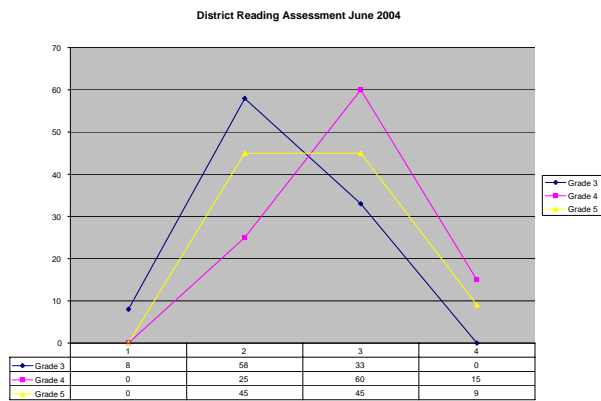
**Performance Indicators/Evidence:**

- FSA reading data Gr 4&7
- DART grades 3-7
- DRA/PM Benchmarks K-2
- Year End letter grades Grade 8 report card marks for Humanities English
- School Wide Writes in October and June
- District Speech Screening for Kindergarten
- Home Reading program participation
- Library Circulation Numbers
- Alberta Diagnostic

**Performance Targets:**

FSA Reading Results  
Grade 4 and 7

Target		95%
2000/01	Gr.4	79%
	Gr.7	84%
2001/02	Gr.4	*
	Gr.7	59%
2002/03	Gr.4	68%
	Gr.7	77%
2003/04	Gr.4	95%
	Gr.7	71%
2004/05	Gr.4	
	Gr.7	



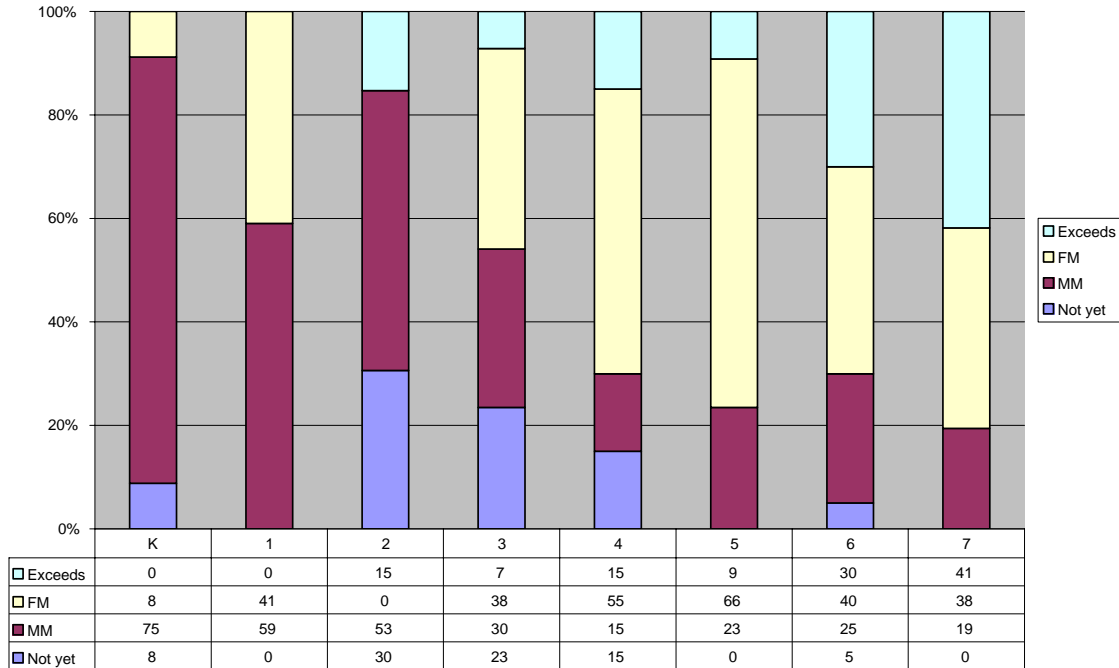
## Strategies and Structures:

- Direct teaching of classroom strategies
- Literature Circles
- Reading 44
- Shared reading – Primary
- Reading Buddies
- Book Talks – School-Wide
- Attend Pro D Opportunities
- SMART Reading Practises
- Home Reading Program – school wide
- Guest Speakers – Librarian, book store owner
- PAC Book Sale
- Books for Breakfast and Ready, Set, Learn for preschoolers
- Classroom Silent Reading Program
- Early detection and intervention for primary students in reading delivered by Learning Assistance Teacher
- Allocation of resources for classroom and library
- Teacher release time for collaboration
- Authors Circle school-wide
- Release time for administering and scoring of reading and writing assessments
- Sharing best practices in dedicated time at staff meetings
- Consider choosing bimonthly school-wide focus areas of reading comprehension, such as summarizing, retelling, graphic organizers, fluency. Share successful strategies at staff meetings.

## Goal #3: Social Responsibility

- a) Increase knowledge and use of strategies to solve social challenges  
 b) Accepting and appreciating differences

Social Responsibility June 2004



**Performance Indicators/Evidence:**

- **Teacher Observation and Assessment**
- **School Student Survey**
- **Parent Satisfaction Survey**
- **Student Satisfaction Survey**
- **Negative/Positive Citations**
- **Ferndale Award Recipients in Social Responsibility category**
- **School-based pre/post social responsibility assessments**

**Performance Targets:**

**Social Responsibility Results K-7**

		<u>May/02</u>	<u>May/03</u>	<u>May/04</u>	<u>May05 Target</u>
<b>Avg</b>	<b>Exceeds</b>	<b>18%</b>	<b>37%</b>	<b>14%</b>	<b>20%</b>
	<b>Fully Meets</b>	<b>43%</b>	<b>35%</b>	<b>35%</b>	<b>45%</b>
	<b>Minimally</b>	<b>37%</b>	<b>22%</b>	<b>37%</b>	<b>35%</b>
	<b>Not Yet</b>	<b>2%</b>	<b>6%</b>	<b>10%</b>	<b>0%</b>

