

**SCHOOL GROWTH PLAN  
SILVERDALE ELEMENTARY SCHOOL  
2005 - 2006**

**GOAL #1 LITERACY-READING:** To improve student performance in Reading

**OBJECTIVES (Specific areas of focus):**

- \* To improve student reading comprehension through the teaching and practice of strategies in Reading 44
- \* To improve student attitude towards reading

**RATIONALE:**

An analysis of the Reading FSA results over the past 3 years for Grade 7 and last year for Grade 4 indicates that Reading is an area of concern. Approximately 20 % of the Grade 7 students and 30% of the Grade 4 students were not meeting expectations. Research indicates that beginning around Grade 5, students fail to continue to read at the same rate as they did in primary grades. Coupled with the fact that many forms of reading (newspapers, popular authors, etc.), are written at a grade 5/6 level or below, does not foster students to strive to read at a higher level. We need to address this issue in our school and classrooms in order to encourage students to read challenging material so they can continue to improve their reading abilities. We will also begin to look at other strategies we can implement in our classrooms in order to assist all students in becoming successful readers.

**PERFORMANCE INDICATORS/EVIDENCE:**

- \* FSA Reading results for Grades 4 & 7
- \* Developmental Reading Assessments: DRA (K to Grade 2) and DART (Grades 3 to 7)
- \* Early Success (Identification of At Risk Students)
- \* STAR Reading (which is an assessment tool)

**PERFORMANCE TARGETS (EXPECTED RESULTS):**

The performance targets listed below have been established with consideration of specific strategies for improving student achievement. The performance targets are connected to established goals and objectives. The following numbers represent the percentage of students who are meeting Ministry expectations.

EVIDENCE	00/01	01/02	02/03	03/04	04/05	05/06
					Target	
FSA Gr.4	100	93	95	68	80	
FSA Gr.7	96	78	73	76	78	
DRA K to Gr.2				85	87	
DART Gr.3 to 5				85	87	

**STRATEGIES:**

- \* To dialogue about best practices (staff or team meetings)
- \* Read material on teaching various comprehension strategies (e.g. Reading 44)
- \* To teach a Reading strategy school-wide once a month and to publish it in our monthly newsletter
- \* Books for Lunch and Ready, Set, Learn Programs
- \* Buddy Class Activities
- \* Attend Early Success and Late Literacy meetings
- \* To attend workshops (inservice) on STAR Reading and the Accelerated Reader Program

**STRUCTURES:**

- \* We will realign schedules and timetables again to continue our “1 1/2 hour” uninterrupted Literacy Block for our Kindergarten to Grade Three classrooms
- \* We will realign schedules and timetables to commence a “1 1/2 hour” uninterrupted Literacy Block for our Grade Four to Seven classrooms
- \* We will continue our Teacher-Librarian literacy lessons
- \* USSR/DEAR/Read Aloud time will occur once per day in all classrooms
- \* School professional development will make literacy (Reading) a priority
- \* Provide staff with the opportunity to attend enhanced Literacy Professional Development Workshops (eg. Barry McDonald)
- \* Commence setting up STAR Reading (which is an assessment tool)
- \* Commence setting up the Accelerated Reader Program
- \* Extend the classroom and library book collection

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**GOAL #2 NUMERACY:** To improve students' skills, understanding and knowledge related to Numeracy

**OBJECTIVES (Specific areas of focus):**

- \* To improve the acquisition of basic skills by all students
- \* To improve students' abilities to solve problems
- \* To improve student attitude towards Numeracy

**NUMERACY RATIONALE:**

The staff, PAC and SPC took the opportunity to reflect on the successes of the past and challenges for continued improvement in the future for numeracy. We looked at improving basic skills and problem solving as essential pieces in the concept of numeracy.

Improving basic skills and problem solving are goal areas we need to focus on. This is based on trends from FSA results for Grades 4 and 7, PAC and SPC recommendations, classroom teacher observations and assessments and the school-wide numeracy problems that have been given each spring.

This year we will begin to assess students' problem solving skills by providing a Process Problem for each grade level, administering the same grade appropriate problem to our students both in the Fall and in the Spring. We will team code our problems using the Numeracy Performance Standards. We will look to analyze our results focussing on areas of strength as well as areas needing further improvement.

The implementation of the new Math Program (Math Makes Sense) was also discussed. Staff felt that it was important to learn the intricacies of the new program. It was agreed that we should continue focussing on the implementation of the new Math Program at Grades 1, 2, 4 & 5.

We will also continue to review the Numeracy Performance Indicators to extend our understanding of students' ability to demonstrate their numeracy skills at all grade levels.

**NUMERACY PERFORMANCE INDICATORS:**

- \* FSA results for Grades 4 and 7
- \* Grade specific school-wide problem solving assessments in the Fall and in the Spring
- \* Grades 4 to 7 report card results (Refers to the percentage of students who received either an A or B as a final letter grade)

**NUMERACY PERFORMANCE TARGETS (EXPECTED RESULTS):**

The performance targets listed below have been established with consideration of specific strategies for improving student achievement. The performance targets are connected to

established goals and objectives. The following numbers represent the percentage of students who are meeting Ministry expectations.

EVIDENCE	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
						Target		
FSA Gr. 4	100	100	95	84	86			
FSA Gr. 7	100	96	86	93	93			

Baseline data for the Grade specific school-wide problem solving assessments in the Fall and in the Spring and the Grades 4 to 7 report card results will be established during the 2005-2006 school year.

**NUMERACY STRATEGIES:**

- \* To improve the acquisition of basic skills by using classroom assessments to guide our numeracy teaching practice
- \* To focus on process problems by teaching a Math problem solving strategy school-wide once a month and to publish it in our monthly newsletter
- \* Providing a Process Problem for each grade level, administering the problem to our students both in the Fall and in the Spring
- \* Implementation of the new Math Program (Math Makes Sense) at Grades 2 & 5
- \* Continue the implementation of the new Math Program (Math Makes Sense) at Grades 1 & 4

**NUMERACY STRUCTURES:**

- \* Will provide staff with the opportunity to attend enhanced Numeracy Professional Development Workshops (eg. Kim Sutton)
- \* Learning Resource funds will be allocated towards the purchase of new materials
- \* School professional development will make Numeracy a priority