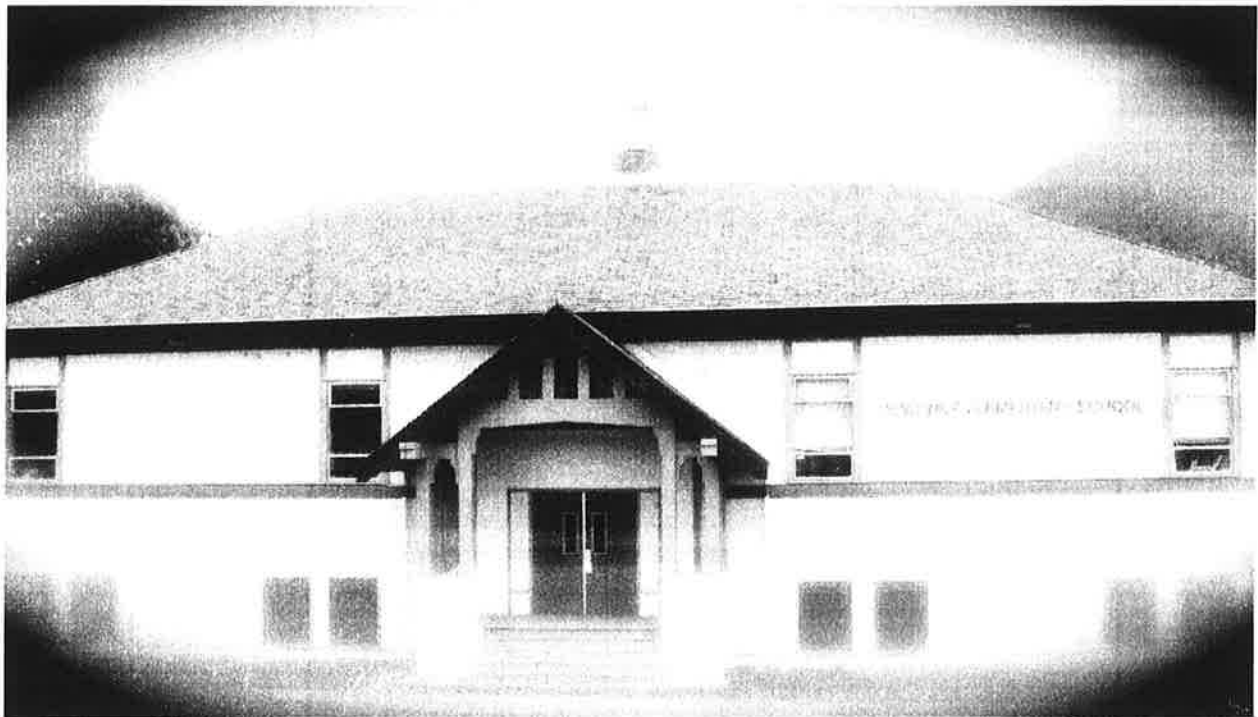




Dewdney Elementary Growth Plan 2010-2011





Dewdney Elementary Growth Plan 2010-2011

School and Community Context - Unique Features

Dewdney Elementary School is one of the oldest schools in Mission with the original section of the school being built in 1924. The school is located just outside of the District of Mission and has a large catchment area. Dewdney Elementary's enrollment is 165 students in 7 divisions. Nine teachers are supported by nine FTE Educational Assistants and many parent volunteers. Numerous itinerant staff such as ESL Teachers, Hearing and Language Support Teachers, an Aboriginal Liaison Worker as well as District Counselors also support Dewdney Elementary.

Dewdney Elementary has a very dedicated and student centered staff. They involve themselves in promoting high academic achievement and global citizenship. Dewdney parents work very hard to assist staff in encouraging students to develop to their fullest potential. An important feature of Dewdney Elementary is our canteen run by parent and student volunteers. On average, the canteen serves over 50 hot lunches on Mondays, Wednesdays and Fridays.

Dewdney Elementary is steeped in tradition, as we are seeing third and fourth generation Dewdney students walk through our halls. The Fine Arts, Band and Athletic Programs attract many students and families to Dewdney School. Dewdney has a wonderful Fine Arts program with a very strong music program and a Beginner and Advanced Band. Grade five through seven students at Dewdney Elementary School have the option of participating in the school band. Dewdney Elementary School has also always participated in and competed at the highest level in all athletic programs and activities offered by the Mission School District.

Community Partnerships/Initiatives

- Dewdney Elementary has partnered with Durieu and Deroche Elementary schools to offer 3 Art-Starts performances.
- Dewdney belongs to Actions School BC and the Fruit & Vegetable Program.
- A Community BBQ - Halloween Celebration - Santa Breakfast – Burger Nights and Spaghetti Dinner are examples of community type activities and fund-raisers that occur each year at Dewdney School.
- Dewdney Elementary targets preschool and primary students to help encourage the love of reading through the Strong-Start Program, the Ready, Set, Learn Program and the Books for Bedtime Program.
- Dewdney Elementary has received assistance from various business and community groups (eg. Dewdney Fire Hall, Sasquatch Lions Club) to help provide funds for playground equipment and school activities.



Dewdney Elementary Growth Plan 2010-2011

Parent Involvement

- Dewdney Elementary Parent Advisory Council is very active in supporting activities that happen in and around Dewdney School.
- Parents help set the goals and direction of the school by being active members on the School Planning Council. The SPC is also involved in the allocation of the school's budget that supports Dewdney's goals.
- The parents have played an active role in the library. Parents volunteer in the library and have helped update the circulation with respect to leveling all of our AR books.
- The Parent Advisory Council helps with book fairs to help raise money for the library.
- The PAC also supports our reading goal by helping fund the on-line Accelerated Reader Program which allows the Dewdney students to access over 110,000 reading quizzes from school.
- Parents play an active role in the athletic program at Dewdney.
- Parents support the Dewdney Strong-Start Program.
- Dewdney Elementary offers a nutritious canteen program.
- A Community BBQ - Halloween Celebration - Santa Breakfast, Burger Nights and Spaghetti Dinner are examples of community type activities and fund-raisers that occur each year at Dewdney School.
- Dewdney Elementary targets preschool and primary students to help encourage the love of reading through the Strong-Start Program, Ready, Set, Learn Program and the Books for Bedtime Program.
- Parents actively help with our Band and Choral Performance Programs, such as Christmas Concert/Pageants and Spring Musicals each year.
- PAC also supports our S.T.A.R. Reading Assessment Program.
- Two parents from the PAC also coordinate and lead a very strong band program.



Dewdney Elementary Growth Plan 2010-2011

Current Data & Evidence of Change

Goal 1: Improve The Literacy Skills Of All Dewdney Students

A. Reading/Writing Objectives (Specific Areas of Focus)

Objective 1: To improve the early literacy skills of all primary students.

Objective 2: To improve the reading comprehension skills of all intermediate students.

Objective 3: To improve the writing skills of all K-7 students.

Rationale (Evidence Based)

*A meeting with Dewdney staff and SPC occurred to choose school goals for the 2010-11 academic year. The committee took the opportunity to reflect on the successes (strengths) and challenges (areas requiring further development) over the past year. Dewdney's specific focus for the coming year was determined as a result of these discussions.

*On review of the DRA data that was collected, the overall DRA results varied from the year before. The results did indicate the boys outperformed the girls on the DRA. Our concern is approximately 30% of the K-2 students are still considered "at risk" and are not meeting expectations in reading.

*On the DART assessment, the girls had better results overall than the boys. And although 95% of students meet/exceed expectations in Reading (DART), a significant number of students (55%) continue to only minimally meet expectations in this area.

*An analysis of the trends from FSA Reading results averaged over the past three years showed the Grade 4's at 75% and the Grade 7's at 54%. The results also showed the girls in Grades 4 and 7 outperformed the boys on the FSA Reading Assessments. Finally, the FSA assessment indicated that approximately 20 % of the Grade 4 students and 40% of the Grade 7 students were not meeting expectations.

*Although 89% of students meet/exceed expectations in Writing (SWW), a significant number of students (41%) continue to only minimally meet expectations in this area.

*On review of the FSA Writing data that was collected, it showed the boys' performance was lower than the girls for both Grades 4 and 7. An analysis of the trends last year for FSA Writing also showed the Grade 4 students and Grade 7 boys were below the Grade 7 girls. As well, the average over the last 3 years indicted that approximately 20 % of the Grade 4 students and Grade 7 girls and 30% of the Grade 7 boys were not meeting expectations in Writing.



Dewdney Elementary Growth Plan 2010-2011

*Consequently, reading and writing continues to be an area of concern that staff and SPC wish to work on because of the trends the data is indicating. We need to improve students' reading comprehension and to focus on literacy specifically designed to motivate students to read. We also need to improve writing achievement for all students. Thus, we will continue to investigate other strategies that can be implemented to assist students in becoming successful readers and writers.

Data to support Reading/Writing Goal:

- ❖ Developmental Reading Assessment (DRA) (Grades K-2)
- ❖ DART Reading Assessment (Grades 3-7)
- ❖ Foundation Skills Assessment (Reading) Grades 4 & 7
- ❖ School/District Wide Write (Grades 1-7)
- ❖ Foundation Skills Assessment (Writing) Grades 4 & 7

Data Sources:

School / District Based Assessments

Assessment: K-2 DRA Reading Comparison Spring 2009

Percent of Students Meeting Expectations

# at each level	Kindergarten		Grade 1		Grade 2	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Male</i>	82%	Mask	64%	Mask	80%	Mask
<i>Female</i>	72%	Mask	55%	Mask	50%	Mask
<i>Total Participation #</i>	18	Mask	22	Mask	18	Mask

Assessment: Kindergarten DRA Reading Comparison 2006-2009

Percent of Students Meeting Expectations

# at each level	2005-06		2006-07		2007-08		2008-09	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Male</i>	72%	Mask	64%	Mask	89%	Mask	82%	Mask
<i>Female</i>	75%	Mask	72%	Mask	90%	Mask	72%	Mask
<i>Total Participation #</i>		Mask		Mask	19	Mask	18	Mask



Dewdney Elementary Growth Plan 2010-2011

Assessment: Grade 1 DRA Reading Comparison 2006-2009

Percent of Students Meeting Expectations

# at each level	2005-06		2006-07		2007-08		2008-09	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Male</i>	42%	Mask	20%	Mask	37%	Mask	64%	Mask
<i>Female</i>	50%	Mask	93%	Mask	0%	Mask	55%	Mask
<i>Total Participation #</i>		Mask		Mask	18	Mask	22	Mask

Assessment: Grade 2 DRA Reading Comparison 2006-2009

Percent of Students Meeting Expectations

# at each level	2005-06		2006-07		2007-08		2008-09	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Male</i>	55%	Mask	54%	Mask	56%	Mask	80%	Mask
<i>Female</i>	74%	Mask	70%	Mask	88%	Mask	50%	Mask
<i>Total Participation #</i>		Mask		Mask	25	Mask	18	Mask

Assessment: Grades 3-7 DART Reading Comparison Spring 2009

# at each level	Not Yet Meeting		Min. Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Male</i>	Mask	Mask	61%	Mask	34%	Mask	Mask	Mask
<i>Female</i>	Mask	Mask	50%	Mask	42%	Mask	8%	Mask
<i>Total Participation #</i>		Mask	67	Mask	46	Mask	5	Mask



Dewdney Elementary Growth Plan
2010-2011

Assessment: Grades 3-7 DART Reading Comparison Spring 2009

	Not Yet Meeting	Min. Meeting	Fully Meeting	Exceeding
Grade 3	Mask	19%	67%	10%
Grade 4	Mask	80%	20%	Mask
Grade 5	Mask	42%	54%	Mask
Grade 6	Mask	69%	27%	Mask
Grade 7	Mask	60%	28%	8%

Assessment: Grades 3-7 DART Reading Comparison 2005-2009

	Not Yet Meeting	Min. Meeting	Fully Meeting	Exceeding
School 2005	Mask	43%	47%	8%
School 2006	9%	47%	43%	Mask
School 2007	Mask	59%	36%	Mask
School 2008	10%	56%	32%	Mask
School 2009	Mask	55%	38%	Mask

Provincial Based Assessments

Assessment: Grade 4 FSA Reading Comprehension 09

	Not Yet Meeting	Meeting or Exceeding
All Students	19%	81%
Male	33%	67%
Female	Mask	100%
Aboriginal	Mask	Mask
Total Participation #	5	21



**Dewdney Elementary Growth Plan
2010-2011**

Assessment: Grade 7 FSA Reading Comprehension 09

	Not Yet Meeting	Meeting or Exceeding
All Students	44%	56%
<i>Male</i>	56%	44%
<i>Female</i>	22%	78%
<i>Aboriginal</i>	Mask	Mask
<i>Total Participation #</i>	11	14

Assessment: Grades 4 & 7 FSA Reading Comparison 2006-2009

Year	Not Yet Meeting				Meeting or Exceeding				10-11
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	85%
Gr 4 Reading Results FSA	30%	41%	16%	19%	70%	59%	84%	81%	85%
% of Gr 4 Boys M or E on FSA	36%	36%	12%	33%	64%	64%	88%	67%	85%
% of Gr 4 Girls M or E on FSA	22%	45%	20%	Mask	78%	55%	80%	100%	85%
Gr 7 Reading Results FSA	26%	32%	61%	44%	74%	68%	39%	56%	85%
% of Gr 7 Boys M or E on FSA	31%	46%	Mask	56%	69%	54%	Mask	44%	85%
& of Gr 7 Girls M or E on FSA	21%	17%	68%	22%	79%	83%	32%	78%	85%

School / District Based Assessment

Assessment: Grades 1-3 School Wide Write Spring 09

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Male</i>	Mask	Mask	37%	Mask	56%	Mask	7%	Mask
<i>Female</i>	Mask	Mask	57%	Mask	40%	Mask	Mask	Mask
<i>Total Participation #</i>	Mask	Mask	27	Mask	27	Mask	Mask	Mask



**Dewdney Elementary Growth Plan
2010-2011**

Assessment: Grades 4-7 School Wide Write Spring 09

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Male</i>	14%	Mask	46%	Mask	36%	Mask	4%	Mask
<i>Female</i>	18%	Mask	38%	Mask	23%	Mask	21%	Mask
<i>Total Participation #</i>	16	Mask	42	Mask	29	Mask	12	Mask

Assessment: Grades 1-7 School Wide Write Spring 09

	Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeding
Grade 1	Mask	55%	45%	Mask
Grade 2	Mask	44%	56%	Mask
Grade 3	Mask	43%	43%	10%
Grade 4	11%	31%	42%	16%
Grade 5	21%	46%	29%	Mask
Grade 6	12%	60%	24%	Mask
Grade 7	21%	33%	21%	25%

Provincial Based Assessment

Assessment: Grade 4 FSA Writing 09

	Not Yet Meeting	Meeting or Exceeding
All Students	42%	58%
<i>Male</i>	47%	53%
<i>Female</i>	36%	64%
<i>Aboriginal</i>	Mask	Mask
<i>Total Participation #</i>	11	15



Dewdney Elementary Growth Plan 2010-2011

Assessment: Grade 7 FSA Writing 09

	Not Yet Meeting	Meeting or Exceeding
All Students	36%	64%
<i>Male</i>	50%	50%
<i>Female</i>	11%	89%
<i>Aboriginal</i>	Mask	Mask
<i>Total Participation #</i>	9	16

Assessment: Grade 4 F.S.A. Writing Trends

Writing	Not Yet Meeting			Meeting or Exceeding		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
All Grade 4	30%	12%	42%	70%	88%	58%
Grade 4 Females	33%	13%	36%	67%	87%	64%
Grade 4 Males	27%	12%	47%	73%	88%	53%

Assessment: Grade 7 F.S.A. Writing Trends

Writing	Not Yet Meeting			Meeting or Exceeding		
	2006/2007	2007/2008	2008/2009	2006/2007	2007/2008	2008/2009
All Grade 7	26%	64%	36%	74%	36%	64%
Grade 7 Females	Mask	52%	11%	100%	42%	89%
Grade 7 Males	50%	Mask	50%	50%	Mask	50%

Evidence of Change: (Over the past 3 years, percentage of meeting/exceeding, unless otherwise noted)

*There is evidence from the DRA assessment that we are making minimal progress in reducing the number of at risk students in the primary level. Long term DRA results show a varying trend in Kindergarten (67%, 89% and 78%), Grade One (64%, 23% and 59%) and Grade Two (61%, 76%, 67%).

*The DRA K-2 data also indicates varying results for the boys' cohort groups (64%, 37%, 80%) and the girls' cohort groups (72%, 0%, 50%).

*According to the District's 2009 DRA scores, there was an increase in the percentage of students meeting and/or exceeding in Grade 1 and a decline for students in Kindergarten and Grade 2.

*Our DART data for Grades 3-7 indicates stable results (95%, 88%, 93%) with an improving trend for fully meeting or exceeding (36%, 34%, 42%).



Dewdney Elementary Growth Plan 2010-2011

*The Reading Data for FSA has changed for some of the results from previous years. The boys' achievement level on some Reading assessments is even or below the girls' results again. Two years ago was the first time the Grade 4 boys outperformed the girls on FSA Reading tests. The Reading scores for last year indicated that 81% of Grade 4's and only 56% of the Grade 7's were meeting/exceeding expectations.

*Improving FSA Grade 4 Reading results (59%, 84%, 81%).

*Improving FSA Grade 4 Girls Reading results (55%, 80%, 100%).

*Varying FSA Grade 7 Reading results (68%, 39%, 56%) is due to our participation rates for the Grade 7's having declined over the last 2 years.

*The data for Writing has changed from the previous year. The Grade 4's scores are lower and the Grade 7's are higher. The boys' achievement level on various Writing assessments is at or below most girls' results.

*Stable School Wide Write Grade 1-7 Writing results (94%, 89%, 89%) with (55%, 57%, 49%) fully meeting or exceeding expectations. However, there are few students (7%, 7%, 9%) who achieve exceeding expectations.

*According to our FSA data for writing over the last 3 years, the girls have out-performed the boys.

*Varying FSA Grade 4 Writing results (70%, 88%, 58%).

*Varying FSA Grade 7 Writing results (74%, 36%, 64%). Our participation rate for the Grade 7's has declined over the last 2 years.

*A continuing trend for the DRA, DART, School Wide Write and FSA results indicate there are few students who achieve exceeding expectations and that we need to concentrate in the Literacy area on our growth plan.

Targets (2010-2011):

*K-2 DRA results will indicate that 80% of students in Kindergarten and 85% of students in Grades One and Two will not be at risk.

*Our DART results will indicate a shift from 55% meeting to 55% fully meeting/exceeding.

*We would like to see the Grade 4 and 7 FSA Reading and Writing results show 85% of Dewdney students are meeting or exceeding expectations.

*Looking at our average over the last 3 years for FSA, we need to see a growth of 3% a year for the Grade 4's and 9% a year for the Grade 7's in order to achieve our target of 85%.



Dewdney Elementary Growth Plan 2010-2011

*We believe we can accomplish our objectives by achieving the actions we set out in the Reading and Writing Action Plan.

Comment/Summary of Progress:

The SPC and Primary/Intermediate Team Meetings will be looking at the data on an ongoing basis. Reviewing our Literacy data during our Staff/SPC meeting, we found data scores for Reading and Writing were inconsistent, some areas higher than the previous year and some lower. The Grade 4 and 7 boys' Reading results were much lower than the three year average on the FSA tests. The Grade 4 and 7 girls outperformed the boys on the FSA Reading and Writing tests last year. Overall, girls' scores on teacher, school/district and provincial Reading assessments are fairly close to one another. Writing results for Grades 4 and 7 shows boys are still below girls on many teacher, school/district and provincial assessments. Thus, it was determined that literacy is very important and our goal to improve students' Reading and Writing skills should continue to be our main focus for the 2010-2011 school year.

Reading/Writing Action Plan: These are the actions we believe will accomplish our objectives...

Continuing practices that are working well in our school:

1. Teachers will utilize Reading 44 strategies to develop comprehension.
2. Teachers will promote reading incentive programs (eg. Silver-City Theatre, Matsqui Wave Pool, etc.) involving 'READING AT HOME' (eg. Students will be motivated to read more books using the Accelerated Reader Program).
3. Teachers will provide a variety of reading strategies (rubrics, gender specific, literature circles, guided reading and ability grouping).
4. Teachers will utilize the 4 level rubric to assess writing on the merits of a strong opening and using descriptive language. Teachers will continue to use the Writing Quick Scale as a guide to cover style, form, meaning and conventions.
5. Teachers will commit to providing feedback to students and discussion on how to improve with a focus on assessment for learning. Intermediate teachers will continue to have students peer edit their work.
6. Teachers will continue to check student performance by having Dewdney students complete a School Wide Write twice a year.



Dewdney Elementary Growth Plan 2010-2011

What things will we do differently?

1. Teachers will implement a variety of literacy strategies that enable all learners. These will include using rubrics, graphic organizers, the smart-board and physical models.
2. Teachers will provide a variety of strategies that enable students to make connections between their experiences and the broader global experience. These will include response logs, comparison charts, discussion groups, role-play, debates, stories, letters, resumes, visualizing and daily journals.
3. Teachers will implement a variety of reading/writing strategies that enable students to develop questioning techniques and attitudes that deepen understanding. These will include critical thinking activities such as knowledge acquisition.
4. Teachers will introduce different genres by reading aloud to class.

How will we provide for staff development and collaboration?

1. Teachers will commit to attend reading and writing workshops (eg. Ruth Sutton, Adrienne Gear, Faye Brownlie).
2. Teachers will meet to discuss reading and writing strategies.
3. Year End Summary Sheets will be completed for each student. Teachers will refer to these sheets during their team and staff meetings.
4. Primary/Intermediate Team Meetings will occur at least once a term. The principal will provide release time for teachers by having classes participate in various activities in the gym while team meetings are occurring.

How will we involve parents?

1. Teachers and parents will continue to support the StrongStart, Ready, Set, Learn and the Books for Bedtime Programs to help target our “at-risk” preschool and primary students because the children enter Kindergarten better prepared.
2. The PAC and SPC also supports our reading goal by helping fund the on-line Accelerated Reader Program which allows the Dewdney students to access over 110,000 reading quizzes from school.
3. Parents are also involved in the library, classrooms, special activities and events, newsletters, Home Reading Program and Spring into Reading Program.



Dewdney Elementary Growth Plan 2010-2011

How will we monitor and adjust our actions?

1. Teachers will begin to use the Reading Quick Scales as a guide to cover strategies, comprehension, response, and analysis.
2. We will refer to our growth plan (look at data as we collect it) during Staff and SPC meetings.
3. Release time for Leadership and Primary/Intermediate Teams to review progress.
4. Teachers will introduce different forms of writing as needed.



Dewdney Elementary Growth Plan 2010-2011

Goal 2: To Improve Students' Numeracy Skills

A. Numeracy Objectives (Specific Areas of Focus)

Objective 1: To improve students' abilities to use appropriate number operations to solve problems.

Objective 2: To improve student mathematics skills at all grade levels.

Objective 3: To improve student use of math vocabulary in everyday language.

Rationale (Evidence Based)

A meeting with Dewdney staff and SPC occurred to choose school goals for the 2010-11 academic year. The committee took the opportunity to reflect on the successes (strengths) and challenges (areas requiring further development) over the past year. Dewdney's specific focus for the coming year was determined as a result of these discussions.

Our school data shows that many students are minimally meeting expectations in numeracy. Our Grade 5 GNAP results show little improvement with fewer students falling within the fully meeting range. We need to improve the number of students who are fully meeting and/or exceeding expectations. Analysis of our FSA results indicates a need to improve Grades 4 & 7 numeracy and problem solving. Also, with low Grade 7 FSA participation rates, the use of additional school problem solving data will be very helpful.

Consequently, numeracy has become an area of concern that staff and SPC wish to work on because of the trends the data is indicating. We need to focus on the teaching of math vocabulary and the reinforcement of basic facts. Improving knowledge in these two areas will raise the comfort and confidence level of our students when they are attempting any types of problems. Thus, we will commence investigating new strategies that can be implemented to help students become more successful in numeracy.

Data to support Numeracy Goal:

- ❖ Grade 5 Assessment (GNAP)
- ❖ Foundation Skills Assessment for Grades 4 & 7
- ❖ Grade specific school-wide problem solving assessments in the Fall and in the Spring (Grades 1-7)



**Dewdney Elementary Growth Plan
2010-2011**

Data Sources:

Assessment: Grade 5 Math (GNAP) Spring 09

School / District Based Assessment

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>	12%	Mask	44%	Mask	44%	Mask	0%	Mask
<i>Male</i>	0%	Mask	50%	Mask	50%	Mask	0%	Mask
<i>Total Participation #</i>	2	Mask	11	Mask	11	Mask	0	Mask

Assessment: Grade 4 FSA Numeracy Spring 09

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	23%	77%
<i>Female</i>	27%	73%
<i>Male</i>	20%	80%
<i>Aboriginal</i>	Mask	Mask
<i>Total Participation #</i>	6	20

Assessment: Grade 7 FSA Numeracy Spring 09

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	44%	56%
<i>Female</i>	55%	45%
<i>Male</i>	37%	63%
<i>Aboriginal</i>	Mask	Mask
<i>Total Participation #</i>	11	14

School based Problem Solving Baseline Data to be collected in the Fall of 2010.



Dewdney Elementary Growth Plan 2010-2011

Evidence of Change:

A 20% increase from Not Yet to Fully Meeting was shown from 2006 to 2007 with the Grade 5 GNAP and this score has been maintained the last 3 years. The GNAP scores over that time span (from 2007 to 2009) has shown over 90% of students meeting and fully meeting expectations. However, our Grade 5 GNAP results show little improvement with less students falling within the fully meeting range. We need to improve the number of students who are fully meeting and/or exceeding expectations.

During the past couple of years, our Grades 4 and 7 FSA results for Numeracy have been inconsistent. Our results indicate the percentage of students meeting or exceeding expectations has fluctuated from year to year. It is also evident that there are many students who are “Not Yet Meeting” on the Numeracy FSA. This trend will have to be followed and considered in our strategies.

As the FSA is administered in the middle of the year, we will look at this year as our baseline for this assessment. We will be getting a baseline for our Math Exemplar Problems during the 2010-2011 school year.

Targets (2010-2011):

*85% of Grade 5 students will meet or exceed expectations as measured by the GNAP with 40% of students fully meeting/exceeding expectations

*85% of Grade 4 and 7 students will meet or exceed expectations in FSA Numeracy

Comment/Summary of Progress:

We will continue with the implementation of Math Makes Sense for K to Grade 7. Our overall results for GNAP Grade 5 are encouraging, but need to increase the number of students fully meeting and exceeding expectations. We realize there is need for practice of basic facts and knowledge of math language. We will encourage students to find strategies to problem solve. We will also explore ways to provide more efficient and effective problem solving practice opportunities.

Numeracy Action Plan: These are the actions we believe will accomplish our objectives...



Dewdney Elementary Growth Plan 2010-2011

Continuing practices that are working well in our school:

1. Continuing to implement the new Math Curriculum and Math Makes Sense K-7.
2. Platooning Math at the grade 1-4 level.
3. Collaborative Staff Team Meetings to discuss progress and strategies.

What things will we do differently?

1. Promote math language.
2. Develop school based data on problem solving.
3. Teachers will commence using Math Exemplars to assess Math Problem solving skills.
(Grade specific school-wide problem solving assessments will be done in the Fall and in the Spring for Grades 1 to 7 - assessment for learning).
4. Begin a monthly math problem in the newsletter to focus family attention on math using the Exemplar problems.

How will we provide for staff development and collaboration?

1. Professional Development allotment for teachers to attend numeracy conferences and workshops.
2. We will provide opportunities for teachers to work together with a math focus at staff and team meetings (the principal takes students into the gym for various activities providing release time for Primary and Intermediate teachers to attend collaborative planning meetings). These Primary/Intermediate Team Meetings will occur at least once a term.
3. Year End Summary Sheets will be completed for each student. Teachers will refer to these sheets during their team and staff meetings.
4. Staff involvement in Feedback for Learning action research team.



Dewdney Elementary Growth Plan 2010-2011

How will we involve parents?

- *PAC and SPC meetings
- *Monthly newsletters
- *Parent Teacher interviews and student conferences
- *Celebrating at assemblies
- *Family Math Games Night
- *School website

How will we monitor and adjust our actions?

1. Release time for primary/intermediate team leaders to review progress.
2. We will refer to our growth plan during Staff/SPC meetings.
3. Goal review at the end of the school year.
4. We will look at and discuss the data as we collect it.
5. Teachers will share information about successful students' learning at staff meetings so others can adjust and fine tune their classroom practices.



**Dewdney Elementary Growth Plan
2010-2011**

Submitted by:

School Planning Council

This school growth plan has been written, reviewed and supported by:

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Parent Member's Name

Shelley Stevens
Signature

Apr 14 /10
Date

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JIM TOTH
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Jim Toth
Signature

April 14, 2010
Date

Superintendent

Board Chair

Date