



FERNWOOD
Elementary School

School District 64 • Gulf Islands
School Growth Plan
2008-09

FERNWOOD

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| <p>GOAL 1 “What?”</p> <p>Goal statements help to focus priorities for improving student learning.</p> <p>Objectives help to focus goals into more specific areas of attention.</p> | <p>Numeracy: To increase the numbers of students fully meeting expectations.</p> <p>Objectives:</p> <p>1a. Students at each grade level will be able to achieve efficiency and accuracy with math facts. 1b. Students will improve their recall of “facts”.</p> <p>2. Students will improve their ability to solve math problems.</p> <p>3. Students will feel positive about their abilities in math.</p> |
| <p>Rationale “Why?”</p> <p>A rationale is a thorough and connected set of reasons, based on evidence, for the selection of goals and objectives.</p> | <p>Data suggests a fluctuation in student performance in math. There is a gap between students minimally meeting and fully meeting grade level expectations.</p> <p>Recent changes in math curriculum has a greater emphasis on problem solving and more emphasis on using contextual based math programmes.</p> <p>Intermediate teachers feel that fewer students come to grade 4/5 with secured basic facts.</p> <p>In the past four years the number of grade 4 students who feel they were getting better at math has continued to decline.</p> |
| <p>Performance Indicators/ Evidence “Data”</p> <p>Performance Indicators are measures used to indicate progress towards attainment of goals and objectives.</p> | <p>Grade 4 Student Satisfaction Surveys.</p> <p>June report card (performance standard) data.</p> <p>Students entering Grade 4 will have a firm understanding of grade appropriate basic facts.</p> <p>Grade 4 FSA results.</p> |
| <p>Performance Targets “What do we want to achieve?” for next year and beyond...</p> <p>Clearly articulated expectations for short-term and long-term results support district planning for enhanced student performance.</p> | <p>The numbers of Grade 4 students who feel that they are showing improvement in mathematics will increase.</p> <p>The gap between the numbers of students minimally meeting and fully meeting numeracy expectations will decrease.</p> <p>September diagnostic tests will show students leaving Grade 3 understand multiplication and division related to facts 5x5.</p> <p>Grade 4 FSA results will be at or above the district and provincial averages.</p> |

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| <p>Strategies “With what & how?”</p> <p>Clearly articulated strategies connect district efforts and activities with desired student results. Strategies are presented as succinct statements outlining actions and activities, directed toward student learning, that clearly link to achieving district goals and objectives.</p> | <p>Encourage students and parents to see math as fun by: having a school wide math activity, sharing math activities that can be done at home or when travelling, hosting a family math night/fair, using the Math Playground, teaching to incorporate a wider variety of learning styles in math time.</p> <p>Incorporate the best practices from differentiated instruction: eg student self evaluation, peer observation and reflection, students to write and evaluate their own problems.</p> <p>Host student lead conferences.</p> <p>Share strategies and structures used to teach basic facts (Bev Fournier and Janis Bruce) with parents in September.</p> <p>Use naturally occurring opportunities to make math relevant: e.g. waterwalk, weather data, school-wide votes. field trips.</p> <p>Display and celebrate students math work in the classroom and in the hallways.</p> |
| <p>Structures “With what?”</p> <p>Structures focus on activities that align district resources, time, personnel and organizational planning to support achievement of goals and objectives</p> | <p>Common math time.</p> <p>SEA blocks to support math.</p> <p>Diagnostic testing (INTEL) at the beginning of each year as formative assessment to plan instructional focus.</p> <p>Examine the structure of delivery of the curriculum in 4 days e.g. perhaps have more than one math time per day.</p> <p>Use Pro. D. days to share strategies and to investigate new approaches in math.</p> <p>Use common math language throughout the school and at home. Offer math workshops for parents.</p> <p>Visit other schools to observe math classes.</p> |

Achievement of Performance Targets up to this year...

Achievement, or progress towards achievement, of established performance targets informs ongoing district planning.



