

# School Improvement Plan School District # 73 (Kamloops/Thompson)

**Dallas Elementary**  
**296 Harper Road,**  
**Kamloops, B.C. V2C 4Z2**  
**250-573-3261**  
**<http://dallas.sd73.bc.ca>**



## School Mission Statement

The Dallas Staff, in partnership with parents and students, aims to provide a learning environment that encourages all students to become lifelong learners and caring and responsible citizens.

### School Goals for 2015 - 2016

1. Students will develop the necessary skills/strategies, attitudes and knowledge for success in **LITERACY**.
2. Students will develop the necessary skills/strategies, attitudes and knowledge for success in **NUMERACY**.

## **SCHOOL HISTORY**

Dallas Elementary School has a catchment area that includes many distinct areas: the immediate neighbourhood near the school, the area of the Dallas community that is separated from the vicinity of the school by the Trans-Canada Highway and the railway tracks, and many smaller residential areas that spread eastward along the highway such as Del Oro, East Shuswap Road/Rivershore Golf Course, the Campbell Creek development by the Wildlife Park, and the Monte Creek area. Many students rely on the school bus as transportation to attend our school. Student placement tends to necessitate an organization with many multi-grade classes. Over the last few years, class sizes overall have been very close to contractual maximum which resulted in a number of grades having no room for future growth. Some families were placed on a wait list for entrance to our school as they moved into our community. We're excited with the new growth and development of residential housing in our area.

## **SCHOOL CONTEXT**

- Dallas Elementary is a neighbourhood school supporting approximately 369 students.
- Approximately 11% of our school population are First Nations.
- We have approximately 6% of our students on Individual Education Plans to support their learning needs.
- Our Parent Advisory Council is valued, supportive and active in the school.
- Our School Planning Council provides input and is supportive of our School Goals.
- Dallas Elementary is a Community School with a number of programs that are operated out of the attached Community Centre.
- We are experiencing growth in our community with many new families joining the school/community.
- Dallas has a very active Dallas Community Society that is often involved with the school during the year.
- Our Emergency Evacuation Plan has full support of our neighbours to the east of the school as well as the Kamloops Wildlife Park.
- Our school grounds are among the largest of any elementary school in the District and are used by numerous community groups.
- Our Safe School Travel Program is ongoing with the partnership between the School District and the City of Kamloops continuing to make a positive influence on safe travel by students to and from school.
- We have a very active sports program at Dallas with students having the opportunity to take part in sports ranging from cross-country running to flag football. Dallas students have always supported these programs and have performed well at Zone and District events.

## **STUDENT ENROLMENT**

*(As of September 30<sup>th</sup>)*

<b>Year</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>TOTAL</b>
03/04	31	39	38	47	57	38	43	44	<b>337</b>
04/05	30	30	40	42	49	50	39	45	<b>325</b>
05/06	24	30	29	45	41	46	54	42	<b>311</b>
06/07	34	25	32	36	46	46	47	57	<b>323</b>
07/08	41	40	28	32	38	45	50	42	<b>316</b>
08/09	36	39	48	28	33	41	46	51	<b>322</b>
09/10	41	36	37	50	32	35	43	40	<b>314</b>
10/11	45	44	37	45	51	39	40	39	<b>340</b>
11/12	44	50	45	41	46	54	44	44	<b>368</b>
12/13	48	47	53	45	41	47	59	43	<b>383</b>
13/14	43	50	42	57	49	44	43	54	<b>382</b>
* 14/15	27	44	55	44	61	50	47	41	<b>369</b>

\* (As of October 31, 2014)

## **STUDENT DEMOGRAPHICS**

	<b>School #</b>	<b>School %</b>
<b>NUMBER OF STUDENTS AT DALLAS * 2014-2015</b>	<b>369</b>	<b>100%</b>
Male	191	51.7%
Female	178	48.3%
Aboriginal	42	11.3%
Aboriginal students with special needs	5	1.3%
French Immersion	0	0.0%
Special Needs	23	6.2%
Physically Dependent (A)	1	0.2%
Deaf/Blind (B)	0	0.0%
Moderate to Severe/Profound Intellectual Disability (C)	0	0.0%
Physical Disability/Chronic Health Impairment (D)	6	1.6%
Visual Impairment (E)	0	0.0%
Deaf or Hard of Hearing (F)	1	0.2%
Autism Spectrum Disorder (G)	5	1.3%
Intensive Behaviour Interventions/Serious Mental Illness (H)	1	0.2%
Mild Intellectual Disability (K)	1	0.2%
Gifted (P)	0	0.0%
Learning Disability (Q)	7	1.9%
Moderate Behaviour Support/Mental Illness (R)	1	0.2%
English Language Learner (ELL)	8	2.1%
Students whose home Language is not English	8	2.1%

## **ABORIGINAL PROGRAMS**

<b>YEAR</b>	<b>TOTAL NUMBER OF ABORIGINAL STUDENTS IN PROGRAMS</b>	<b>NUMBER OF ABORIGINAL MALE STUDENTS</b>	<b>NUMBER OF ABORIGINAL FEMALE STUDENTS</b>
<b>2003-2004</b>	23	10	13
<b>2004-2005</b>	16	7	9
<b>2005-2006</b>	19	9	10
<b>2006-2007</b>	21	11	10
<b>2007-2008</b>	36	14	22
<b>2008-2009</b>	27	11	16
<b>2009-2010</b>	32	11	21
<b>2010-2011</b>	30	15	15
<b>2011-2012</b>	38	22	16
<b>2012-2013</b>	43	24	19
<b>2013-2014</b>	43	31	12
<b>2014-2015</b>	42	27	15

## **MEETING THE NEEDS OF OUR SCHOOL POPULATION**

Dallas Elementary offers a myriad of programs that complement and support the BC School Curriculum and Curriculum Learning Outcomes. Within the prescribed curriculum, teachers address the needs of each student in a manner that maximizes their learning potential. Individual student needs are addressed through adaptations, modifications and in some cases the development of Individual Education Plans. Throughout the modification process, stakeholders such as parents, the Learning Assistant teacher, school support workers and District support personnel provide valuable input as to a realistic and relevant course of action.

Program modifications are reviewed and addressed on a regular basis through personal parent contact, internal and external school based team meetings.

To enhance the learning needs of identified students and to promote continued learning, Learning Assistant support coupled with classroom support through school support is also available.

Our focus with our First Nations students is in the areas of Language Arts and Math. Several First Nations receive instruction through the Learning Assistant teacher as well as support through in-class involvement by school support staff. Individual and small group instruction has had a very positive impact on ensuring that our First Nations population is meeting the learning outcomes of the curriculum in which they are receiving support.

## **OUR SCHOOL**

Dallas Elementary is a vibrant, enthusiastic learning centre! Staff, students, parents and neighbours throughout the community support the school. Having a Community Centre attached to the school ensures that events and activities in either facility are highly visible and supported throughout the community.

The staff at Dallas is tenacious in ensuring our school year begins as quickly as possible upon a return in September. We pride ourselves on having classes organized and up and running on the second or third day of school. Parents and guardians are particularly pleased that we are able to settle into a new school year so quickly.

The fall months are a very important time for students and staff at Dallas. Considerable time, energy and effort goes into ensuring that classroom routines are clearly established and students understand what is expected specific to school work, homework, behaviour, dress, attendance and punctuality.

September/October are also times to celebrate our great school at assemblies. It is during our fall assemblies that school-wide goals are highlighted, school-wide expectations are outlined, new students and staff are introduced and classes have the opportunity to share what they are doing to ensure that their year will be successful. Skits, individual performances and school teams are also recognized and acknowledged.

The fall is also the time of year that our PAC has their first formal meeting, welcoming new members and setting goals and direction for the new school year. Fall calendars are reviewed with dates confirmed in regards to PAC support and involvement. PAC also spends considerable time reviewing requests from teachers for the purchase of resource materials to support their classes.

Sports teams get themselves up and running, literally! Dallas has historically had one of the largest cross-country teams in the District! It's not uncommon to have 40-50 students taking part in the running series between September and the end of October.

Report cards and parent/teacher interviews help set the tone for the school year as meetings are held during November. Discussions are informative and beneficial for both teachers and parents as student progress is the centre of focus. Parent support has always been a key factor in the success of our students!

The winter months bring a renewed focus on the academics as students move into the second reporting period. Expectations for continued success are clearly outlined by teachers with the "bar of excellence" being raised during this period.

We continue to highlight our school goals through assemblies as well as having class, individual and group presentations during these monthly get-togethers. The year's Restitution focus has been evident both in classes and throughout the school.

The cold weather brings our sports teams into the gym with the challenge of juggling schedules that allow for our volleyball teams, skipping team and a Christmas concert all vying for gym time. It's an exciting time of year!

Field trips, visiting groups, Young People's Concert, Performing Artists, Student Council, PAC meetings, Blazers, RCMP are just a few of the myriad of activities that impact our student body.

Late winter and early spring bring another exciting dimension to Dallas school life! Sports roll over to gymnastics, skiing, swimming, indoor and outdoor track and field. May and June are the big push to year end with daily life at Dallas consisting of a strong focus on academics while at the same time trying to juggle the many events and activities that are synonymous with this time of year.

Along with the educational field trips during this time, the Grade 7's also put their energies together in preparation for the move to Grade 8. The annual year-end celebration ensures that our grade 7's leave the school with many fond memories of their year at Dallas.

Our Year-End Assembly brings together "all the best" that has made the year so successful. We say good-bye to our 7's and good luck to those staff members who have worked so hard supporting students throughout the year.

We close the doors for the students at the end of June with many of the staff returning in early July to catch their breath, review the year and set direction for a new school year in a little over two months.



## **GOAL #1**

Students will develop the necessary skills/strategies, attitudes and knowledge for success in **Literacy**.

### **DISTRICT GOAL**

To improve students' literacy skills, Kindergarten to Grade 12.

### **RATIONALE (2009-2010 School Year)**

Dallas students have consistently met the learning outcomes at both the District and Provincial levels in literacy. There are a significant number of students who are experiencing difficulty in this area. We intend to continue to work to improve the achievement of all our students through teacher intervention and school-wide interventions.

### **RATIONALE (Revised 2010-2011 School Year)**

A further review of FSA results indicate that Grade 4 students (males and females) at Dallas Elementary for the school years of 2007-2008 and 2008-2009 score somewhat significantly below the district and provincial results for reading achievement. While it is difficult to identify why the results are low (computer skills, test taking skills, reading comprehension, etc.), it is data that is difficult to ignore. Staff agree that literacy is an important measure for school and life success. As a result, a systematic and consistent approach to collecting and disaggregating data to plan for instruction and improve the reading success for all students will be a focus in the upcoming years.

### **PERFORMANCE INDICATORS**

- FSA Results (Grade 4 and Grade 7)
- Ministry Satisfaction Surveys (Grade 4 and Grade 7)
- Report Card Results (Primary/Intermediate)
- School and District Year-End Reading Levels (Primary)
- PM Benchmarks (Primary)
- Whole Class Reading Assessment (Intermediate)
- Numeracy Pre-and Post Assessments (Intermediate)

### **PERFORMANCE TARGETS**

#### ***FSA RESULTS***

- To improve the reading levels of ALL students to be at or above the district and/or provincial level

#### ***MINISTRY SATISFACTION SURVEYS***

- To have 90-100% of students report they are 'feeling good about reading' and 'getting better at reading'

#### ***REPORT CARD RESULTS (2009)***

- To have 90-100% of ALL students to be at or above reading expectations

#### ***SCHOOL AND DISTRICT YEAR-END PRIMARY READING LEVELS \* Primary (2009)***

- To have 90-100% of students to be at or above reading expectations

#### ***PM BENCHMARKS AND WHOLE CLASS READING ASSESSMENTS \* (2009)***

- To have 90%-100% of students to be at or above reading expectations in June of the same school year

## PROGRESS REPORTS

YEAR ONE * 2009 - 2010		
Strategy/Structure	Review Date	Action
Review Language Arts IRP, Resources, and Assessments	2009 - 2010	<ul style="list-style-type: none"> <li>In Progress</li> </ul>
Maintain Early Childhood Initiatives	2009 -2010	<ul style="list-style-type: none"> <li>Mother Goose Program</li> <li>Ready, Set, Learn Session</li> </ul>
Review Adrienne Gear materials	2009 - 2010	<ul style="list-style-type: none"> <li>In Progress</li> </ul>
Establish "school-wide" Reading Events	2009 - 2010	<ul style="list-style-type: none"> <li>Battle of the Books</li> <li>CanSpell Contest in January 2010</li> </ul>
Decide on best data to collect for planning and guiding instruction for student success	2009 - 2010	<ul style="list-style-type: none"> <li>Done</li> </ul>

### SUMMARY COMMENTS ON RELEVANT DATA AND PROGRESS (YEAR 1 \* 2009 – 2010)

- All data results shared at staff meetings for discussion, input, intervention and instruction
- All data disaggregated to identify baselines and trends (*Gender, Aboriginal, Grade level*)
- FSA DATA**
  - Grade 7 FSA results (2009) higher than the district and provincial results
  - Grade 4 FSA results (2009) lower than the district and provincial results
  - Grade 4 and Grade 7 FSA results (2010) showed improvement from 2009 (especially with Grade 4 students – 57% (2009) → 70% (2010))
- MINISTRY SATISFACTION DATA**
  - Students report that they are 'getting better at reading'
  - (Grade 4 @ 91% and Grade 7 @ 81% → 2009)
  - Students not confident with their reading (results showed improvement)
  - (Grade 4 @ 75% and Grade 7 @ 56% → 2010)
- REPORT CARD DATA** *December \* Term 1 \* (2009)*
  - Overall grade level data strong
  - Grade 2 data for males (Aboriginal and non-Aboriginal) low
  - Aboriginal data for males in Intermediate grades low
- SCHOOL AND DISTRICT YEAR-END PRIMARY READING LEVEL DATA \* (2009)**
  - Grade 1 data – % of Males and Aboriginal students not meeting expectations high
  - Grade 2 data – % of all students not meeting expectations high
  - Grade 3 data – % of Males and Aboriginal students not meeting expectations high
- PM BENCHMARKS AND WHOLE CLASS READING DATA** (*School Level*) *December (2009)*
  - Overall grade level data strong
  - Grade 4 data for males (Aboriginal and non-Aboriginal) low
- Establish structured timetable for Aboriginal students with a Support Worker
- Differentiated Instruction for Specific students – Males and Aboriginal Males/Grade levels
- Emphasis on oral language to help improve reading through school wide activities
- Use portion of LART time for library and/or reading support and improvement
- Update and/or purchase resources to improve or motivate reluctant readers
- Look at ways to increase parent involvement

**Overall Summary:** *The main effort this year was to establish a baseline with our reading data. To achieve this, we needed to decide on the best data to use. Now that this has been done, we will be able to monitor progress toward our goal, examine our strategies to see if they are working and adjust accordingly by looking at our teaching practices and intervention strategies for our 'at-risk' students. Our data will be disaggregated to look at the needs/successes of all our students (Boys, Girls, Aboriginal Boys, Aboriginal Girls, etc.)*

## YEAR TWO \* 2010 - 2011

Strategy/Structure	Review Date	Action
Set-up a formal timetable for school-wide Buddy Reading	March 2011	<ul style="list-style-type: none"> <li>• Not done school-wide</li> <li>• Buddy Reading sessions set-up by individual classrooms</li> </ul>
Increase of computer time for Grade 3 students around FSA's and process involved with test taking and keyboarding skills	March 2011	<ul style="list-style-type: none"> <li>• In-progress</li> <li>• Looking at programs (Dance Mat Typing) for practice of keyboarding skills for primary students</li> </ul>
FSA Practice Tests Grade 4 – 7	December 2010 - January 2011	<ul style="list-style-type: none"> <li>• Done prior to testing</li> </ul>
Maintain One-to-One Reading	March 2011	<ul style="list-style-type: none"> <li>• Done</li> </ul>
Maintain Early Childhood Initiatives	2010 - 2011	<ul style="list-style-type: none"> <li>• Mother Goose Program</li> <li>• Ready, Set, Learn Session</li> </ul>
Differentiated Instruction For Specific Groups by LART	September 2010 - March 2011	<ul style="list-style-type: none"> <li>• Done and is also done in individual classrooms</li> </ul>
Oral Language and Vocabulary Development	Ongoing	<ul style="list-style-type: none"> <li>• Done in classrooms and with teacher-librarian</li> <li>• Scheduled Speech pathologist visits</li> </ul>
Develop school-wide common language in curriculum areas	Ongoing	<ul style="list-style-type: none"> <li>• Done in classrooms and with teacher-librarian</li> </ul>
Look at reading programs and resources to improve reading comprehension and success	September 2010	<ul style="list-style-type: none"> <li>• Nelson program purchased by PAC – Grade 2 – 7</li> <li>• Adrienne Gear</li> <li>• Looking at Early primary programs</li> </ul>
Continue to disaggregate data for intervention of 'at-risk' students	September 2010 - June 2011	<ul style="list-style-type: none"> <li>• Done and ongoing</li> <li>• FNESW involved with all Aboriginal students</li> <li>• LART meetings - ongoing</li> </ul>
PM Benchmarks and Whole Class Reading Assessments given to students 'FOR' Learning	September 2010 - June 2011	<ul style="list-style-type: none"> <li>• Ongoing (2 to 3 times per year)</li> <li>• Data shared at staff meetings</li> </ul>
Professional Development sessions will contain a reading component	September 2010 - June 2011	<ul style="list-style-type: none"> <li>• Done and ongoing</li> <li>• Smart Learning/Adrienne Gear</li> <li>• Literacy Co-ordinator</li> </ul>



## **SUMMARY COMMENTS ON RELEVANT DATA AND PROGRESS (YEAR 2 \* 2010 – 2011)**

- Data results indicated that our students are improving in reading.
- All data results continue to be shared at staff meetings for discussion, input, intervention and instruction
- All data continues to be disaggregated to identify baselines and trends (*Gender, Aboriginal, Grade level*)
- **FSA DATA**
  - Grade 4 FSA results (2011) higher than the district results (*provincial results not yet published*)
  - Grade 7 overall FSA results (2011) lower than the district results (*provincial results not yet published*)
  - Grade 7 FSA results (2011) for male students (76%) are lower than 2010 results (87%)
- **MINISTRY SATISFACTION DATA**
  - Students report that they are fairly satisfied with their attitude towards reading (especially at the Grade 7 level (Grade 7 @ 74% in 2011 compared to 59% in 2010))
- **REPORT CARD DATA** *December \* Term 1 \* (2010)*
  - Overall grade level data strong
  - Aboriginal data for males low-Kindergarten (1 student); Grade 3 (1 student); Grade 6 (1 student)
- **SCHOOL AND DISTRICT YEAR-END PRIMARY READING LEVEL DATA \* (2010)**
  - School data is better than district results (2010)
  - Improvement in our school data from 2009 to 2010 in all grades
  - Male student data is high (Grade 1 = 10%; Grade 2 = 5%; Grade 3 = 4%)
- **PM BENCHMARKS AND WHOLE CLASS READING DATA** (*School Level*)  
*December (2010)*
  - Overall grade level data strong
  - Grade 4 data for aboriginal males low (75%)
  - Grade 6 data for aboriginal males low (67%)

### **Things we did this year**

- PAC purchased school-wide Nelson Reading program (Grade 2 – Grade 7)
- Many Pro-d sessions around reading and assessment (Adrienne Gear/Smart Learning)
- Battle of the Books and CanSpell Program continued
- Literacy Week was done (Pirate Theme)
- Cooperative Planning was increased with the teacher-librarian

### **Overall Summary:**

*In the 2009 – 2010 school year, the main goal was to establish a baseline with our reading data and to decide which data was the best to use in an effort to improve the reading scores of our students. We want our data to help drive teaching strategies and programs in reading. Our goal was to have 90% to 100% of our students 'at or above reading expectations' from data obtained from FSA results, Satisfaction Surveys, Report Cards, School and District year-end reading levels, and our PM Benchmarks and Whole Class Reading Assessments.*

*The 2010 - 2011 school year saw improvement in our reading results and in the way our school is using data to decide on programs and to implement strategies in the classroom. The data is helping to drive instruction and improve reading scores. Our Grade 4 FSA scores improved. At the Grade 7 level, we need to work with our male students to improve reading. We have identified our 'at risk' students and are providing support for them through our LART and SSW's or FNESW. We have done the same for our Grade 4 students. We have also increased support for our 'at risk' aboriginal students who have been identified through our data and observation (Grade 4 and Grade 6 Whole Class Reading and Year-End Primary Reading Data). And finally, regarding our internal data, we are wondering if the 'bar' should be set higher. For example, our working data for primary around the PM Benchmarks is set at 'approaching' (rather than meeting); and for Whole Class reading, data is collected for those students 'minimally meeting or above' (rather than fully meeting). For Intermediate Report Cards, data is collected for those students who receive a C or better (rather than a C+). These are important considerations that the staff will be looking at in the 2011-2012 school year.*

## YEAR THREE \* 2011 - 2012

### *JOB ACTION*

## YEAR FOUR \* 2012 - 2013

Strategy/Structure	Review Date	Action
Continue with classrooms and buddy reading programs	September 2012	<ul style="list-style-type: none"> <li>Buddy Reading sessions set-up by individual classrooms</li> </ul>
Set up school-wide reading activities using multi-grade groupings	September 2012	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Resource teacher hired	September 2012	<ul style="list-style-type: none"> <li>Pull-out and in-class support for 'at risk' students</li> <li>Social strategies taught to 'at risk' students</li> </ul>
Increase of computer time for Grade 3 students around FSA's and process involved with test taking and keyboarding skills	September 2012	<ul style="list-style-type: none"> <li>Looking at programs (Dance Mat Typing) for practice of keyboarding skills for primary students</li> </ul>
FSA Practice Tests Grade 4 – 7	December 2012	<ul style="list-style-type: none"> <li>Done prior to testing</li> </ul>
Maintain One-to-One Reading	September 2012	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Maintain Early Childhood Initiatives	2012 - 2013	<ul style="list-style-type: none"> <li>Mother Goose Program</li> <li>Welcome to Kindergarten Program</li> </ul>
Differentiated Instruction For Specific Groups by LART	September 2012- June 2013	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Oral Language and Vocabulary Development	Ongoing	<ul style="list-style-type: none"> <li>Scheduled Speech pathologist visits</li> </ul>
Develop school-wide common language in curriculum areas	Ongoing	<ul style="list-style-type: none"> <li>Done in classrooms and with teacher-librarian</li> </ul>
Look at reading programs and resources to improve reading comprehension and success	September 2012- June 2013	<ul style="list-style-type: none"> <li>"Read Well" program</li> <li>Reading committee being established</li> </ul>
Continue to disaggregate data for intervention of 'at-risk' students	September 2012- June 2013	<ul style="list-style-type: none"> <li>Ongoing</li> <li>FNESW involved with all Aboriginal students</li> <li>LART meetings</li> </ul>
PM Benchmarks and Whole Class Reading Assessments given to students 'FOR' Learning	September 2012- June 2013	<ul style="list-style-type: none"> <li>Ongoing (2 to 3 times per year)</li> <li>Data shared at staff meetings</li> </ul>
Professional Development sessions will contain a reading component	September 2012- June 2013	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Literacy Co-ordinator</li> <li>Smart Boards used to support learning</li> </ul>

## **SUMMARY COMMENTS ON RELEVANT DATA AND PROGRESS (YEAR 4 \* 2012 – 2013)**

- Data results indicated that maintaining literacy as a school goal continues to be important
- All data results continue to be shared at staff meetings for discussion, input, intervention and instruction
- All data continues to be disaggregated to identify baselines and trends (*Gender, Aboriginal, Grade level*)
- **FSA DATA**
  - Grade 4 FSA results (2013) same as (2012) results: marginally lower than district results (*provincial results not yet published*)
  - Grade 7 FSA results (2013) declined from (2012) – 75% compared to 80% (*marginally lower than district results*)
- **MINISTRY SATISFACTION DATA**
  - Grade 4 students report that they are 'getting better at reading' (80%)
  - Grade 7 students report that they are 'satisfactorily getting better at reading' (70%)
  - Grade 4 results (85%) higher than the district (83%)
- **REPORT CARD DATA**
  - Overall grade level data continues to be strong
  - Grade 4 results of Aboriginal students declined greatly (94% compared to 77%)
- **SCHOOL AND DISTRICT YEAR-END PRIMARY READING LEVEL DATA \* (2012)**
  - Grade 1 data – % of Female students (8%) not meeting is a concern
  - Grade 2 data – % of Males (23%) and Aboriginal students (38%) not meeting expectations high
  - Grade 3 data – % of Males (9%) not meeting expectations high
- **PM BENCHMARKS AND WHOLE CLASS READING DATA (School Level)**  
*December (2012)*
  - Overall grade level data continues to be strong
  - Grade 2 Aboriginal results declined
  - Grade 4 Aboriginal results continue to be low (67%)

### **Overall Summary:**

*School results continue to show the need to maintain our literacy goal. We have many support programs and resources in place but still have not reached our goal to improve the reading levels of ALL students to be at or above the district and/or provincial levels. FSA results for Aboriginal students in Grade 4 (June 2012) significantly lower than (June 2011). Those students have been identified and support provided for them in the 2012-2013 school year. Whole Class Reading results for year-end (2012) continue to be strong. Grade 4 Aboriginal results (67%) in June 2012 lower. Support in place for the 2012-2013 school year as well.*

## YEAR FIVE \* 2013 - 2014

Strategy/Structure	Review Date	Action
Continue with classrooms and buddy reading programs	September 2013	<ul style="list-style-type: none"> <li>Buddy Reading sessions set-up by individual classrooms</li> </ul>
Set up school-wide reading activities using multi-grade groupings	September 2013	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Resource teacher hired	October 2013	<ul style="list-style-type: none"> <li>Pull-out and in-class support for 'at risk' students</li> </ul>
Teacher Library time	November 2013	<ul style="list-style-type: none"> <li>Focus on working with Primary classes on Literacy</li> </ul>
Increase of computer time for Grade 3 students around FSA's and process involved with test taking and keyboarding skills	September 2013	<ul style="list-style-type: none"> <li>Looking at programs (Dance Mat Typing) for practice of keyboarding skills for primary students</li> </ul>
Maintain One-to-One Reading	September 2013	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Maintain Early Childhood Initiatives	2013 - 2014	<ul style="list-style-type: none"> <li>Mother Goose Program</li> <li>Welcome to Kindergarten Program</li> </ul>
Differentiated Instruction For Specific Groups by LART	2013 - 2014	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Oral Language and Vocabulary Development	Ongoing	<ul style="list-style-type: none"> <li>Scheduled Speech pathologist visits</li> </ul>
Develop school-wide common language in curriculum areas	Ongoing	<ul style="list-style-type: none"> <li>Done in classrooms and with teacher-librarian</li> </ul>
Participate in Battle of the Books	Ongoing	<ul style="list-style-type: none"> <li>Battle teams were managed by 2 teachers and participated in zone competitions</li> </ul>
Look at reading programs and resources to improve reading comprehension and success	2013 - 2014	<ul style="list-style-type: none"> <li>"Clicker 6" grant received and use initiated</li> <li>iPad technology introduced with reading support</li> <li>Reading committee being established</li> </ul>
Continue to disaggregate data for intervention of 'at-risk' students	2013 - 2014	<ul style="list-style-type: none"> <li>Ongoing</li> <li>FNEW involved with all Aboriginal students</li> <li>LART meetings</li> </ul>
PM Benchmarks and Whole Class Reading Assessments given to students 'FOR' Learning	2013 - 2014	<ul style="list-style-type: none"> <li>Ongoing (2 to 3 times per year)</li> <li>Data shared at staff meetings</li> </ul>
Professional Development sessions will contain a reading component	2013 - 2014	<ul style="list-style-type: none"> <li>North Shore Literacy PD Sessions (Faye Brownlee)</li> <li>Literacy Co-ordinator</li> <li>Smart Boards used to support learning</li> </ul>

## **SUMMARY COMMENTS ON RELEVANT DATA AND PROGRESS (YEAR 5 \* 2013 – 2014)**

- Data results indicated that maintaining literacy as a school goal continues to be important
- All data results continue to be shared at staff meetings for discussion, input, intervention and instruction
- **FSA DATA**
  - Grade 4 FSA results (2014) increased from 2013 results: marginally higher than district results (*provincial results not yet published*)
  - Grade 7 FSA results (2014) increased significantly – 89% compared to 75% (*marginally higher than district results*)
- **MINISTRY SATISFACTION DATA**
  - The number of students that feel they are 'getting better at reading' is down slightly for grade 4 and up slightly in grade 7.
- **REPORT CARD DATA**
  - Overall grade level data continues to be strong
  - Grade 4 results of Aboriginal students rebounded (2011 - 94%, 2012 - 77%, 2013 – 94%)
- **WHOLE CLASS READING ASSESSMENT (previously PM Benchmarks) DATA**  
(*School Level*)
  - Overall grade level data continues to be strong
  - Aboriginal results fluctuate greatly due to relatively small sample size

### **Overall Summary:**

*School results continue to show the need to maintain our literacy goal. We have many support programs and resources in place but still have not reached our goal to improve the reading levels of ALL students to be at or above the district and/or provincial levels.*

<b>YEAR SIX * 2014 - 2015</b>		
<b>Strategy/Structure</b>	<b>Review Date</b>	<b>Action</b>
Continue with classrooms and buddy reading programs	October 2014	<ul style="list-style-type: none"> <li>Late start-up due to Job Action</li> </ul>
Set up school-wide reading activities using multi-grade groupings	October 2014	<ul style="list-style-type: none"> <li>In progress</li> </ul>
Resource teacher hired	October 2014	<ul style="list-style-type: none"> <li>Pull-out and in-class support for 'at risk' students</li> </ul>
Teacher Library time	October 2014	<ul style="list-style-type: none"> <li>In Progress</li> </ul>
Maintain One-to-One Reading Come Read With Me Program	October 2014	<ul style="list-style-type: none"> <li>Done</li> <li>Done</li> </ul>
Maintain Early Childhood Initiatives	2014 - 2015	<ul style="list-style-type: none"> <li>Mother Goose Program</li> <li>Welcome to Kindergarten Program</li> <li>Reading Corner set up in Library</li> <li>Daily 5 (Primary); Reading Power (Intermediate)</li> </ul>
Differentiated Instruction For Specific Groups by LART	2014 - 2015	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Oral Language and Vocabulary Development	Ongoing	<ul style="list-style-type: none"> <li>Scheduled Speech pathologist visits</li> <li>Looking at purchasing more Leveled Reading books</li> </ul>
Develop school-wide common language in curriculum areas	Ongoing	<ul style="list-style-type: none"> <li>Reading Power</li> <li>A – Z Reading Resource purchased</li> </ul>
Participate in Battle of the Books	Ongoing	<ul style="list-style-type: none"> <li>Battle teams were managed by 2 teachers and participated in zone competitions</li> </ul>
Look at reading programs and resources to improve reading comprehension and success	2014 - 2015	<ul style="list-style-type: none"> <li>Kurzweil</li> </ul>
Continue to disaggregate data for intervention of 'at-risk' students	2014 - 2015	<ul style="list-style-type: none"> <li>Ongoing</li> <li>FNEW involved with all Aboriginal students</li> <li>LART meetings</li> </ul>
PM Benchmarks and Whole Class Reading Assessments given to students 'FOR' Learning	2014 - 2015	<ul style="list-style-type: none"> <li>Ongoing (2 to 3 times per year)</li> <li>Data shared at staff meetings</li> </ul>

### **SUMMARY COMMENTS ON RELEVANT DATA AND PROGRESS (YEAR 6 \* 2014 – 2015)**

- All data results continue to be shared at staff meetings for discussion, input, intervention and instruction
- FSA DATA**
  - 100% participation by ALL students achieved this year
  - Grade 4 FSA results (2015) declined from (2014) results – 76% compared to 84%
  - Grade 7 FSA results (2015) declined significantly from (2014) results – 68% compared to 85%
  - Grade 7 FSA results at school level in 2015 (68%) in line with district results (71%)
- MINISTRY SATISFACTION DATA**
  - Grade 4 FSA results (2015) declined significantly from (2014) results – 62% compared to 88%
  - Grade 7 FSA results (2015) increased marginally from (2014) results – 78% compared to 75%
  - District results (2015) in literacy for Grade 4/Grade 7 students declined significantly from (2014) results

- **REPORT CARD DATA**
  - Year-end data not available due to BCTF Job Action
  - District Year-End Primary Reading Level Data not available due to BCTF Job action
- **WHOLE CLASS READING ASSESSMENT DATA** \* Grade 4 – Grade 7 (*School Level*)  
Overall grade level data continues to be strong

**OVERALL SUMMARY:**

*Our Performance Targets for Literacy has remained that 90% - 100% of ALL students will be 'at or above' reading expectations and to 'feel good' or 'believe they are getting better at reading'. Since this goal was established during the 2009 - 2010 school year, we have had two Job Actions which may or may not have impacted the learning of our students and/or the inconsistent collection of data. This year at Dallas, we had 100% participation of students and no resistance from parents for their child to complete the FSA's. Regarding the participation of ALL our students, there were challenges. We have a few 'at risk' students with a wide range of academic abilities, test anxiety, and absenteeism. Regardless, all students tried their best and all scores disaggregated. This year, there was a decline in the literacy results of our Grade 7 students. When we looked at that cohort, there was no correlation. As well, since 2009, the student population has grown from 314 to as high as 383. We also noticed that there was a general decline of the Grade 7 literacy scores across the district. We continue to provide resources and/or intervention support for our 'at risk' students. We are committed to improving the literacy skills of ALL students at Dallas and will continue to work towards achieving our goal.*

<b>YEAR SEVEN * 2015 - 2016</b>		
<b>Strategy/Structure</b>	<b>Review Date</b>	<b>Action</b>
Continue with classrooms and buddy reading programs	September 2015	
Set up school-wide reading activities using multi-grade groupings	September 2015	
Resource teacher hired	October 2015	
Teacher Library time	September 2015	
Maintain One-to-One Reading	October 2015	
Maintain Early Childhood Initiatives	2015 - 2016	
Differentiated Instruction For Specific Groups by LART	2015 - 2016	
Oral Language and Vocabulary Development	Ongoing	
Develop school-wide common language in curriculum areas	Ongoing	
Participate in Battle of the Books	Ongoing	
Look at reading programs and resources to improve reading comprehension and success	2015 - 2016	
Continue to disaggregate data for intervention of 'at-risk' students	2015 - 2016	
PM Benchmarks and Whole Class Reading Assessments given to students ' <b>FOR</b> ' Learning	2015 - 2016	

**SUMMARY COMMENTS ON RELEVANT DATA AND PROGRESS (YEAR 7 \* 2015 – 2016)**



## **GOAL #2**

Students will develop the necessary skills/strategies, attitudes and knowledge for success in **Numeracy**.

### **DISTRICT GOAL**

To improve students' numeracy skills, Kindergarten to Grade 12.

### **RATIONALE**

Based on our Grade 4 FSA scores in 2012, results indicated that student achievement and success was low; especially for our male students. Teachers of our intermediate students were also noting that numeracy skills were low and students were struggling with very basic concepts. In September 2012, students established a baseline in numeracy by completing the online district assessment. Results were extremely poor in Grades 3-7. Over the next several years, we want to reverse this trend and increase the numeracy scores and skill success of all our students at Dallas.

### **PERFORMANCE INDICATORS**

- FSA Results (Grade 4 and Grade 7)
- Ministry Satisfaction Surveys (Grade 4 and Grade 7)
- Report Card Results (Primary/Intermediate)
- School District #73 Numeracy Assessment (Intermediate)

### **PERFORMANCE TARGETS**

#### ***FSA RESULTS***

- To improve the numeracy levels of ALL students to be at or above the district and/or provincial level

#### ***MINISTRY SATISFACTION SURVEYS***

- To have 90-100% of students report they are 'feeling good about numeracy' and 'getting better at numeracy'

#### ***REPORT CARD RESULTS***

- To have 90-100% of ALL students to be at or above numeracy expectations

#### ***SCHOOL DISTRICT NUMERACY ASSESSEMENTS***

- To have 90-100% of students to be at or above numeracy expectations

## PROGRESS REPORTS

YEAR ONE * 2012 - 2013		
Strategy/Structure	Review Date	Action
Implementation of new school goal – <b>Numeracy</b>	September 2012	<ul style="list-style-type: none"> <li>• Done</li> </ul>
Differentiated Instruction For Specific Groups by LART	September 2012	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
Differentiated Instruction For Specific Groups by Resource Teacher	September 2012	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Pull-out and in-class support for 'at risk' students</li> <li>• Social strategies taught to 'at risk' students</li> </ul>
SD #73 Assessments given to students ' <b>FOR</b> ' Learning	September 2012	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• (Data shared at staff meetings)</li> </ul>
Professional Development sessions will contain a numeracy component	September 2012	<ul style="list-style-type: none"> <li>• Carole Fullerton (Interactive Numeracy technology)</li> <li>• Numeracy Coordinator</li> </ul>
Set up school-wide Numeracy activities using multi-grade groupings	September 2012	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
Look at numeracy programs and resources to improve skills and success	September 2012	<ul style="list-style-type: none"> <li>• Numeracy program</li> <li>• Numeracy committee being established</li> <li>• Manipulatives per classroom</li> </ul>
Increase of computer time for Grade 3 students around FSA's and process involved with test taking and keyboarding skills	September 2012	<ul style="list-style-type: none"> <li>• Looking at programs (Dance Mat Typing) for practice of keyboarding skills for primary students</li> </ul>
FSA Practice Tests Grade 4 – 7	December 2012	<ul style="list-style-type: none"> <li>• Done prior to testing</li> </ul>
School-wide on-line numeracy program (Mathletics)	December 2012	<ul style="list-style-type: none"> <li>• Purchased by PAC</li> </ul>
Math Family Night (3 sessions) to support parents/students		<ul style="list-style-type: none"> <li>• Done</li> </ul>

## **SUMMARY COMMENTS ON RELEVANT DATA AND PROGRESS (YEAR 1 \* 2012 – 2013)**

- All data results shared at staff meetings for discussion, input, intervention and instruction
- All data disaggregated to identify baselines and trends (*Gender, Aboriginal, Grade level*)
- **FSA DATA**
  - Grade 4 FSA results improved significantly from 2012 (69% compared to 74%)
  - Grade 7 FSA results declined significantly from 2012 (95% compared to 77%)
  - Grade 7 FSA results higher than the district results (77% compared to 71%)
- **MINISTRY SATISFACTION DATA**
  - Grade 4 students feel they are 'getting better at numeracy' (80%)
  - Grade 7 students not confident with their numeracy (71%)
- **REPORT CARD DATA** *Year-End (2011) and (2012)*
  - Overall average grade level data strong
- **SCHOOL DISTRICT NUMERACY ASSESSMENTS**
  - All data from Grade 3 to Grade 7 show low results
- Establish structured timetable for Aboriginal students with a Support Worker
- Differentiated Instruction for Specific students – 'At Risk'
- Look at ways to increase parent involvement

### **Overall Summary**

*The main effort this year was to establish a baseline with our **numeracy** data. To achieve this, we needed to decide on the best data to use. Now that this has been done, we will be able to monitor progress toward our goal, examine our strategies to see if they are working and adjust accordingly by looking at our teaching practices and intervention strategies for our 'at-risk' students. Our data will be disaggregated to look at the needs/successes of all our students (Boys, Girls, Aboriginal Boys, Aboriginal Girls, etc.)*

**PROGRESS REPORTS**

<b>YEAR TWO * 2013 - 2014</b>		
<b>Strategy/Structure</b>	<b>Review Date</b>	<b>Action</b>
Math Problem of the Week	September 2013	<ul style="list-style-type: none"> <li>Distributed POW from district coordinator, as well as grade 5/6/7 problems from Univ. of Waterloo</li> </ul>
Differentiated Instruction For Specific Groups by LART	September 2013	<ul style="list-style-type: none"> <li>Small group numeracy support</li> </ul>
Differentiated Instruction For Specific Groups by Resource Teacher	September 2013	<ul style="list-style-type: none"> <li>Small group and in class support for numeracy support</li> </ul>
SD #73 Assessments given to students 'FOR' Learning	Fall 2013 & Spring 2014	<ul style="list-style-type: none"> <li>Pre and post district numeracy assessment utilized for grades 4-7</li> </ul>
Professional Development sessions will contain a numeracy component	September 2013	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Set up school-wide Numeracy activities using multi-grade groupings	September 2013	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Look at numeracy manipulatives to support programs	Fall 2013	<ul style="list-style-type: none"> <li>PAC has provided almost \$2000 in funding to purchase</li> <li>PD sessions on effective use</li> </ul>
Increase of computer time for Grade 3 students around FSA's and process involved with test taking and keyboarding skills	September 2013	<ul style="list-style-type: none"> <li>Additional computers moved into grade 3 classroom for dedicated use.</li> </ul>
FSA Practice Tests Grade 4 – 7	December 2013	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
School-wide on-line numeracy program (Mathletics)	2013-2014	<ul style="list-style-type: none"> <li>Staff PD on effective use of resource, and continued PAC support for second year of use (\$4000).</li> </ul>
Math Family Night (3 sessions) to support parents/students	April 2014	<ul style="list-style-type: none"> <li>Done</li> </ul>
Encourage participation in District Numeracy Contest	April 2014	<ul style="list-style-type: none"> <li>Over 30 students participated, with 6 students moving on to district competition</li> </ul>

## **SUMMARY COMMENTS ON RELEVANT DATA AND PROGRESS (YEAR 2 \* 2013 – 2014)**

- **FSA DATA**
  - Grade 4 FSA results improved dramatically from 2013 (92% compared to 61%)
  - Grade 7 FSA results declined for second year (2012 - 95% => 2013 - 82% => 2014 - 77%)
  - Both Grade 4 & 7 FSA results are higher than the district results
- **MINISTRY SATISFACTION DATA**
  - The number of grade 4 and 7 students that feel successful at Math is down to 65% (Gr 4) and 60% (Gr 7) – a considerable decline.
- **REPORT CARD DATA** *Year-End*
  - Overall average grade level is strong, but declining
- **SCHOOL DISTRICT NUMERACY ASSESSMENTS**
  - All data from Grade 3 to Grade 7 show improvements in all grade levels and cohorts

### **Overall Summary**

*The emphasis this year has been on improving access and effective use of Numeracy resources. To this end we have the support of PAC with almost \$2000 of funding for the purchase of manipulatives, and another \$4000 to fund the second year of our Mathletics (online program) access. We have held several workshops and sessions on the effective use of these resources, led by the District Coordinator, our Vice-Principal and other workshop facilitators. Although we made a significant commitment in PD day time to the Faye Brownlee series of workshops, there have been some numeracy components to those sessions that our staff have made a point in attending.*

*In our district numeracy data we have seen significant improvements in our fall (2012) over fall (2013) results, in both the cohort and in the grade level. We are hoping to see similar improvements in the coming spring.*

**PROGRESS REPORTS**

<b>YEAR THREE * 2014 - 2015</b>		
<b>Strategy/Structure</b>	<b>Review Date</b>	<b>Action</b>
Math Problem of the Week	October 2014	<ul style="list-style-type: none"> <li>• Not done this year due to late start-up (Job Action)</li> <li>• Staff will pursue in 2015-2016 school year</li> </ul>
Differentiated Instruction For Specific Groups by LART	October 2014	<ul style="list-style-type: none"> <li>• Ongoing - Small group numeracy support provided</li> </ul>
Differentiated Instruction For Specific Groups by Resource Teacher	October 2014	<ul style="list-style-type: none"> <li>• Minimal support provided for numeracy</li> <li>• Small group and in class support was for literacy support</li> <li>• Will increase next year</li> </ul>
SD #73 Assessments given to students 'FOR' Learning	Fall 2014 & Spring 2015	<ul style="list-style-type: none"> <li>• Pre and post district numeracy assessment utilized for grades 4-7</li> </ul>
Professional Development sessions will contain a numeracy component	October 2014	<ul style="list-style-type: none"> <li>• Minimal</li> <li>• Focus on PBIS and literacy</li> <li>• Staff will pursue in 2015 – 2016 school year</li> </ul>
Set up school-wide Numeracy activities using multi-grade groupings	October 2014	<ul style="list-style-type: none"> <li>• Not done this year due to late start-up (Job Action)</li> </ul>
Look at numeracy manipulatives to support programs	Fall 2014	<ul style="list-style-type: none"> <li>• PAC has provided almost \$2,000 in funding to purchase</li> </ul>
Increase of computer time for Grade 3 students around FSA's and process involved with test taking and keyboarding skills	October 2014	<ul style="list-style-type: none"> <li>• In progress</li> </ul>
FSA Practice Tests Grade 4 – 7	December 2014	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
School-wide on-line numeracy program (Mathletics)	2014-2015	<ul style="list-style-type: none"> <li>• Continued this year but will reduce next year. Funding provided by PAC. Not all classrooms using this on-line resource.</li> </ul>
Math Family Night (3 sessions) to support parents/students	April 2015	<ul style="list-style-type: none"> <li>• Sessions occurred but attendance was minimal. PAC will look at ways to attract parents.</li> <li>• Synervoice suggested</li> </ul>
Encourage participation in District Numeracy Contest	April 2015	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

**SUMMARY COMMENTS ON RELEVANT DATA AND PROGRESS (YEAR 3 \* 2014 – 2015)**

- All data results continue to be shared at staff meetings for discussion, input, intervention and instruction
- **FSA DATA**
  - 100% participation by ALL students achieved this year
  - Grade 4 FSA results (2015) declined significantly from (2014) results – 76% compared to 93%
  - Grade 7 FSA results (2015) increased marginally from (2014) results – 78% compared to 75%
  - Grade 4/Grade 7 results (2015) at school level above the district (2015) results
- **MINISTRY SATISFACTION DATA**
  - Grade 4 FSA results (2015) equal to (2014) results – 76% to 76%
  - Grade 7 FSA results (2015) increased marginally from (2014) results – 65% compared to 62%
  - District results (2015) in numeracy for Grade 4/Grade 7 students declined significantly from (2014) results

- **REPORT CARD DATA**
  - Year-end data not available due to BCTF Job Action
- **SCHOOL DISTRICT NUMERACY ASSESSMENTS**
  - School results indicated the ongoing need to continue with numeracy as a goal
  - Grade 7 FSA results (2015) significantly higher than the overall 'in-house' Fall scores

**OVERALL SUMMARY:**

*Our Performance Targets for Numeracy is that 90% - 100% of ALL students will be 'at or above' numeracy expectations and to 'feel good' or 'believe they are getting better at numeracy'. Since this goal was established during the 2012 - 2013 school year, we have had one Job Action which may or may not have impacted the learning of our students and/or the inconsistent collection of data. This year at Dallas, we had 100% participation of students and no resistance from parents for their child to complete the FSA's. As indicated in the Literacy summary, there are numerous challenges that our 'at risk' students face. This year, there was decline in the numeracy results of our Grade 4 students compared to last year. However, when we looked at that cohort, there was a correlation, and we continue to monitor that cohort as students move through the grade levels. One issue that was noticed is around the collection of data for our fall assessments. We are working through the technological challenges so that all students can participate in the pre-assessments 'for learning'. As with Literacy, we will continue to provide resources and/or intervention support for our 'at risk' students. We are committed to improving the numeracy skills of ALL students at Dallas and will continue to work towards achieving our goal.*

**PROGRESS REPORTS**

<b>YEAR FOUR * 2015 - 2016</b>		
<b>Strategy/Structure</b>	<b>Review Date</b>	<b>Action</b>
Math Problem of the Week	September 2015	
Differentiated Instruction For Specific Groups by LART	September 2015	
Differentiated Instruction For Specific Groups by Resource Teacher	September 2015	
SD #73 Assessments given to students 'FOR' Learning	Fall 2015 & Spring 2016	
Professional Development sessions will contain a numeracy component	September 2015	
Set up school-wide Numeracy activities using multi-grade groupings	September 2015	
Look at numeracy manipulatives to support programs	Fall 2015	
Increase of computer time for Grade 3 students around FSA's and process involved with test taking and keyboarding skills	September 2015	
FSA Practice Tests Grade 4 – 7	December 2015	
School-wide on-line numeracy program (Mathletics)	2015-2016	
Math Family Night (3 sessions) to support parents/students	April 2016	
Encourage participation in District Numeracy Contest	April 2016	

**SUMMARY COMMENTS ON RELEVANT DATA AND PROGRESS (YEAR 4 \* 2015 – 2016)**



## APPENDIX A

### GOAL #1

Students will develop the necessary skills/strategies, attitudes and knowledge for success in Literacy.

#### Trend Data

**MINISTRY FSA RESULTS** \* % of students Meeting or Exceeding Expectations in Reading.

#### GRADE 4

YEAR	SCHOOL RESULTS				DISTRICT RESULTS				PROVINCIAL RESULTS			
	ALL %	M %	F %	FN %	ALL %	M %	F %	FN %	ALL %	M %	F %	FN %
2008-2009	57%	61%	53%	0%	75%	71%	78%	60%	67%	64%	71%	53%
2009-2010	77%	67%	83%	Msk	81%	78%	85%	71%	80%	78%	83%	64%
2010-2011	87%	87%	87%	Msk	74%	76%	79%	64%	69%	79%	83%	65%
2011-2012	80%	76%	84%	Msk	75%	69%	81%	62%	70%	66%	73%	53%
2012-2013	77%	74%	84%	Msk	80%	75%	84%	66%	71%	69%	75%	57%
2013-2014	84%	68%	100%	Msk	82%	80%	84%	76%	82%	79%	84%	67%
2014-2015	76%	*	*	*	80%	*	*	*	*	*	*	*
2015-2016												

\* To Be Determined

#### GRADE 7

YEAR	SCHOOL RESULTS				DISTRICT RESULTS				PROVINCIAL RESULTS			
	ALL %	M %	F %	FN %	ALL %	M %	F %	FN %	ALL %	M %	F %	FN %
2008-2009	90%	87%	95%	100%	74%	70%	79%	59%	64%	61%	68%	48%
2009-2010	92%	87%	96%	Msk	79%	73%	85%	72%	78%	75%	81%	60%
2010-2011	82%	76%	94%	Msk	75%	74%	84%	73%	66%	75%	82%	62%
2011-2012	84%	79%	89%	Msk	72%	70%	75%	55%	64%	61%	67%	45%
2012-2013	75%	77%	73%	Msk	77%	73%	81%	65%	66%	63%	68%	48%
2013-2014	85%	73%	93%	Msk	83%	79%	87%	73%	78%	76%	81%	62%
2014-2015	68%	*	*	*	71%	*	*	*	*	*	*	*
2015-2016												

\* To Be Determined

#### MINISTRY SATISFACTION SURVEY RESULTS

% of students reporting "All of the Time" or "Many Times" that they are 'getting better at reading'.

YEAR	GRADE 4		GRADE 7	
	SCHOOL	DISTRICT	SCHOOL	DISTRICT
2009-2010	86%	82%	59%	72%
2010-2011	81%	80%	74%	76%
2011-2012	<i>Job Action</i>	87%	<i>Job Action</i>	79%
2012-2013	85%	83%	70%	75%
2013-2014	88%	83%	75%	75%
2014-2015	62%	68%	78%	64%
2015-2016				

**FINAL YEAR-END REPORT CARD DATA (Average Of Three Terms)**

**PRIMARY (Kindergarten to Grade 3)**

	% of Students Meeting Expectations or Better					
	JUNE 2010	JUNE 2011	JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015
All Students	90%	96%	93%	93%	<i>Job Action</i>	
Males	87%	94%	91%	90%	<i>Job Action</i>	
Females	93%	99%	95%	97%	<i>Job Action</i>	
Aboriginal	90%	94%	77%	94%	<i>Job Action</i>	

**INTERMEDIATE (Grade 4 to Grade 7)**

	% of Students Meeting Expectations (Receiving a C) or Better					
	JUNE 2010	JUNE 2011	JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015
All Students	92%	96%	94%	90%	<i>Job Action</i>	
Males	90%	95%	89%	83%	<i>Job Action</i>	
Females	93%	96%	99%	97%	<i>Job Action</i>	
Aboriginal	77%	93%	100%	95%	<i>Job Action</i>	

**SCHOOL AND DISTRICT YEAR-END PRIMARY READING LEVEL DATA**

**PERCENTAGE OF STUDENTS NOT MEETING READING EXPECTATIONS**

GRADE 1	JUNE 2010		JUNE 2011		JUNE 2012		JUNE 2013		JUNE 2014		JUNE 2015	
	Dallas	District	Dallas	District	Dallas	District	Dallas	District	Dallas	District	Dallas	District
All Students	6%	16%	10%	15%	6%	13%	9%	16%	*	*		
Males	10%	20%	15%	-	4%	16%	11%	17%	*	*		
Females	0%	11%	5%	-	8%	10%	5%	15%	*	*		
Aboriginal	0%	31%	17%	-	0%	27%	0%	28%	*	*		

GRADE 2	JUNE 2010		JUNE 2011		JUNE 2012		JUNE 2013		JUNE 2014		JUNE 2015	
	Dallas	District	Dallas	District	Dallas	District	Dallas	District	Dallas	District	Dallas	District
All Students	2%	8%	0%	11%	15%	12%	9%	10%	*	*		
Males	5%	11%	0%	-	23%	15%	10%	11%	*	*		
Females	0%	5%	0%	-	5%	8%	8%	9%	*	*		
Aboriginal	0%	14%	0%	-	38%	22%	0%	13%	*	*		

GRADE 3	JUNE 2010		JUNE 2011		JUNE 2012		JUNE 2013		JUNE 2014		JUNE 2015	
	Dallas	District	Dallas	District	Dallas	District	Dallas	District	Dallas	District	Dallas	District
All Students	4%	7%	4%	10%	5%	12%	12%	8%	*	*		
Males	4%	9%	9%	-	9%	14%	17%	11%	*	*		
Females	4%	5%	0%	-	0%	10%	6%	5%	*	*		
Aboriginal	0%	16%	17%	-	0%	21%	29%	19%	*	*		

\* Data not available due to BCTF Job Action

**Working Data - Primary and Intermediate Assessment FOR and OF Learning**

PM BENCHMARKS	% OF STUDENTS APPROACHING OR ABOVE											
	Grade 2						Grade 3					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE
All Students	97%	100%	91%	91%	*		96%	100%	100%	88%	*	
Males	95%	100%	88%	90%	*		100%	100%	100%	83%	*	
Females	100%	100%	95%	92%	*		91%	100%	100%	94%	*	
Aboriginal	100%	100%	75%	67%	*		100%	100%	100%	71%	*	

\* **Data not available due to BCTF Job Action**

WHOLE CLASS READING	% OF STUDENTS MINIMALLY MEETING OR ABOVE											
	Grade 4						Grade 5					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE
All Students	92%	94%	94%	100%	93%		100%	100%	98%	100%	98%	
Males	87%	92%	92%	100%	96%		100%	100%	96%	100%	96%	
Females	95%	96%	96%	100%	95%		100%	100%	100%	100%	100%	
Aboriginal	100%	67%	67%	100%	88%		100%	100%	100%	100%	100%	

WHOLE CLASS READING	% OF STUDENTS MINIMALLY MEETING OR ABOVE											
	Grade 6						Grade 7					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE	JUNE
All Students	98%	100%	96%	92%	100%		100%	93%	93%	93%	98%	
Males	95%	100%	91%	92%	100%		100%	95%	95%	90%	98%	
Females	100%	100%	100%	100%	100%		100%	89%	90%	98%	100%	
Aboriginal	100%	100%	86%	98%	100%		100%	100%	100%	100%	100%	

## GOAL #2

Students will develop the necessary skills/strategies, attitudes and knowledge for success in Numeracy.

### Trend Data

**MINISTRY FSA RESULTS** \* % of students Meeting or Exceeding Expectations in Numeracy.

#### GRADE 4

YEAR	SCHOOL RESULTS				DISTRICT RESULTS				PROVINCIAL RESULTS			
	ALL %	M %	F %	FN %	ALL %	M %	F %	FN %	ALL %	M %	F %	FN %
2009-2010	83%	100%	72%	Msk	78%	79%	76%	64%	76%	77%	76%	57%
2010-2011	98%	95%	100%	Msk	72%	73%	77%	60%	67%	79%	79%	58%
2011-2012	70%	57%	80%	Msk	73%	70%	76%	65%	68%	67%	70%	49%
2012-2013	61%	39%	89%	Msk	72%	71%	73%	55%	68%	66%	69%	47%
2013-2014	93%	82%	91%	Msk	78%	79%	77%	63%	78%	80%	77%	57%
2014-2015	76%	*	*	*	71%	*	*	*	*	*	*	*
2015-2016												

\* To Be Determined

#### GRADE 7

YEAR	SCHOOL RESULTS				DISTRICT RESULTS				PROVINCIAL RESULTS			
	ALL %	M %	F %	FN %	ALL %	M %	F %	FN %	ALL %	M %	F %	FN %
2009-2010	82%	80%	83%	Msk	72%	71%	73%	60%	75%	76%	75%	51%
2010-2011	77%	71%	83%	Msk	69%	68%	70%	53%	74%	74%	74%	50%
2011-2012	95%	95%	94%	Msk	65%	65%	66%	46%	60%	60%	61%	36%
2012-2013	82%	81%	82%	Msk	69%	69%	68%	51%	63%	63%	64%	39%
2013-2014	75%	68%	80%	Msk	73%	71%	74%	62%	74%	75%	74%	48%
2014-2015	78%	*	*	*	70%	*	*	*	*	*	*	*
2015-2016												

\* To Be Determined

### MINISTRY SATISFACTION SURVEY RESULTS

% of students reporting "All of the Time" or "Many Times" that they are 'getting better at math'.

YEAR	GRADE 4		GRADE 7	
	SCHOOL	DISTRICT	SCHOOL	DISTRICT
2009-2010	84%	75%	64%	68%
2010-2011	69%	71%	62%	68%
2011-2012	<i>Job Action</i>	75%	<i>Job Action</i>	79%
2012-2013	80%	73%	71%	69%
2013-2014	76%	76%	62%	70%
2014-2015	76%	68%	65%	63%
2015-2016				

**FINAL YEAR-END REPORT CARD DATA (Average Of Three Terms)**

**PRIMARY (Kindergarten to Grade 3)**

	% of Students Meeting Expectations or Better					
	JUNE 2011	JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015	JUNE 2016
All Students	98%	98%	99%	<i>Job Action</i>		
Males	97%	99%	99%	<i>Job Action</i>		
Females	98%	97%	100%	<i>Job Action</i>		
Aboriginal	92%	85%	94%	<i>Job Action</i>		

**INTERMEDIATE (Grade 4 to Grade 7)**

	% of Students Meeting Expectations (Receiving a C) or Better					
	JUNE 2011	JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015	JUNE 2016
All Students	94%	95%	93%	<i>Job Action</i>		
Males	92%	92%	90%	<i>Job Action</i>		
Females	96%	98%	96%	<i>Job Action</i>		
Aboriginal	85%	100%	91%	<i>Job Action</i>		

**NUMERACY Working Data - Online Numeracy Assessment – FOR and AS LEARNING**

NUMERACY	Grade 4						Grade 5					
	2012-2013		2013-2014		2014-2015		2012-2013		2013-2014		2014-2015	
	FALL	JUNE	FALL	JUNE	FALL	JUNE	FALL	JUNE	FALL	JUNE	FALL	JUNE
All Students	64%	81%	n/a	n/a	81%		59%	53%	72%	73%	N/A	
Males	60%	77%	n/a	n/a	92%		50%	40%	64%	60%	N/A	
Females	67%	93%	n/a	n/a	69%		66%	65%	83%	93%	N/A	
Aboriginal	34%	50%	n/a	n/a	100%		67%	71%	33%	33%	N/A	

NUMERACY	Grade 6						Grade 7					
	2012-2013		2013-2014		2014-2015		2012-2013		2013-2014		2014-2015	
	FALL	JUNE	FALL	JUNE	FALL	JUNE	FALL	JUNE	FALL	JUNE	FALL	JUNE
All Students	58%	52%	76%	65%	76%		32%	71%	62%	75%	64%	
Males	54%	50%	67%	66%	66%		29%	50%	55%	73%	59%	
Females	61%	53%	83%	64%	86%		35%	88%	68%	76%	70%	
Aboriginal	50%	66%	75%	66%	50%		17%	n/a	60%	60%	50%	

# DALLAS ELEMENTARY

## SCHOOL IMPROVEMENT PLAN FOR 2015 - 2016

### SIGNATURES OF SCHOOL PLANNING COUNCIL MEMBERS:

PRINCIPAL:

Linda Hneeda  
(Name)

  
(Signature)

VICE PRINCIPAL:

Chris Wood  
(Name)

  
(Signature)

TEACHER:

Jeanine Wourms  
(Name)

  
(Signature)

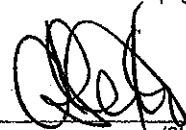
PARENT:

Cami Klohn  
(Name)

  
(Signature)

PARENT:

Crystal Shirk  
(Name)

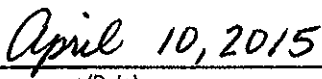
  
(Signature)

PARENT:

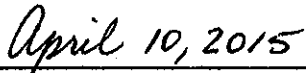
Cheryl Bux  
(Name)

  
(Signature)

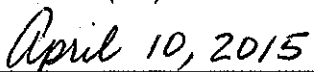
**RATIFIED BY SCHOOL PLANNING COUNCIL:**

  
(Date)

**RATIFIED BY SCHOOL STAFF:**

  
(Date)

**RATIFIED BY SCHOOL PAC:**

  
(Date)