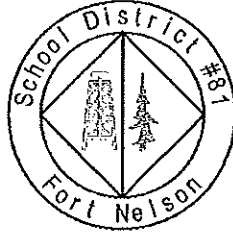


School District #81 (Fort Nelson)

School Growth Plan

2012/2013



R. L. Angus Elementary School

District Vision Statement

*"As a community of learners we embrace opportunities
to build successful futures."*

School/Community Context

R.L. Angus Elementary School is a grade 5 – 7 school of approximately 178 students. The school serves the residential areas of the town of Fort Nelson and all outlying areas serviced by our busses. Approximately 25% of our students are aboriginal.

This year's School Growth Plan continues to focus attention and effort in the areas of literacy and numeracy. This focus is supported by Ministry of Education Parent Satisfaction Survey data indicating parents believe improving writing, numeracy and reading skills to be very important.

R.L. Angus has a Parent Advisory Committee. Our PAC supports the school's fruit program, fundraises for fieldtrip bussing, teacher classroom games and provides a monthly hot lunch for students. In addition, two members of the PAC sit on the SPC and many parents volunteer for school activities.

Our staff works hard to ensure the school is a positive and productive place. Support-staff continue to specifically target reading, writing, ESL and math remediation. We are fortunate to have a full-time Aboriginal Educational Assistant and Youth and Family Worker to provide extra, targeted assistance to aboriginal students needing academic and life skills support.

Because we believe that all students should be improving in their learning, we are pleased to be able to, again this year, offer the Elementary Challenge Program. This program is for those students who may already be exceeding expectations, but would benefit from further enrichment of their educational programming.

New for 2012-13: Precision Reading that uses curriculum relevant stories is now being used for Great Leaps at all grades.

Purchase of relevant resources to support student learning is fundamental to implementing the strategies of our SGP and therefore funds have been earmarked for this purpose.

Although the R.L. Angus School Growth Plan does not specifically target social responsibility goals, we have a number of ongoing programs and activities to meet learning outcomes in this area. (Please see attached overview.)

School Growth Plan 2012-2013

The School Planning Council developed the 2012-2013 School Growth Plan during the Spring of 2012. The council met to examine incoming data and information and revise goals and targets from last year's growth plan.

The School Planning Council relied on May 2012 data from standardized tests (Foundation Skills Assessment), school based assessments (D.R.A., Smart writing assessment and the VIN Math Assessment) and Ministry Satisfaction Surveys.

The 2012-2013 academic goals were selected based on the school's performance in relation to the 2011-2012 goals, and on historical areas for growth.

Specific Literacy Performance Results:

According to May 2012 school-based Smart Assessment for Writing: the following percentage of students fully meet (3) or exceed (4) expectations:

- 10% of grade 5's 34% of grade 6's 35% of grade 7's.

According to the May 2012 School Based Smart Assessment for Writing: the following percentage of students minimally (2) to moderately (2.5) meet expectations:

- 72% of grade 5's 55% of grade 6's 51% of grade 7's

According to the May 2012 D.R.A. data: the following percentage of students read independently (3) or advanced (4) on grade level materials.

- 76% of grade 5's 76% of grade 6's 75% of grade 7's

According to the May 2012 D.R.A. data: the following percentage of students read instructionally (2) on grade level materials.

- 12% of grade 5's 16% of grade 6's 20% of grade 7's

Goal #1

All Students will fully meet expectations in Literacy by the end of each Grade. (By fully meet, we mean that students will score at the Independent level on the DRA and at level 3 on the writing assessment.)

Objective:

To **increase** the number of students at each grade reading at an independent level on year-end D.R.A. Reading Assessments.

To **increase** the number of students writing at level 3 or higher, on the year-end School-wide Write.

To continue high participation rates for all school-based literacy assessments.

Analysis/Rationale:

Data indicates that reading fluency is an area for improvement in all grades. Last year 35% of students received Great Leaps reading fluency assistance. An End of Year (2012) Great Leaps Report is attached. Participation in the Great Leaps program enables students to become more confident in their reading abilities.

As data drives instruction at RLA we believe having all students assessed is an important tool. Participation rates on school-based assessments were 99% for reading and 97% for writing.

RLA FSA improved against the BC average in the meeting category but was lower in the exceeding category. RLA February 2012 grade 7 Foundation Skills Assessment results in reading are 72% meeting and 6% exceeding expectations. The provincial average was 54% meeting and 10 % exceeding.

RLA February 2012 FSA results in writing show 91% meeting and 6% exceeding expectations. The provincial average was 64% meeting and 7 % exceeding. (Foundation Skills Data Sheets attached at end of this document.)

Specific Performance Targets for 2012/2013:

Increase to 90% the number of students reading at an independent or advanced level.

Increase to 95% the number of students fully meeting or exceeding writing expectations.

Actions

- Use Grade Group staff meetings to collaborate on The Six Traits strategies.
- Guided Reading a minimum of three times per week in all grades.
- 15-20 minute blocks of silent reading using leveled Accelerated reader texts to be implemented in January 2013.
- Continue school-wide use of D.R.A. reading assessment tool in May/October.
- Use Benchmark Assessment kit for students who are not yet meeting grade level expectations.
- Inferring and summarizing have been identified across all grades as needing improvement. "Reading Power" and "Smart" teaching tools will be used by all teachers to teach these strategies.
- Targeted in-class support for not-yet meeting to minimally meeting students in Guided Reading by SSRT's, EA's and Youth & Family. A variety of materials, including: Trios (Leveled Literacy Development Program), Book Treks, Milestones leveled readers, Reading A-Z program and leveled novels.
- "Great Leaps" five times per week for any aboriginal students not meeting expectations in reading at grade on the D.R.A. (Using Precision Reading stories.)
- "Great Leaps" support three to five times a week for any students not reading independently at grade level on the D.R.A. (Using Precision Reading stories.)
- Continue classroom visits for newer staff members to staff expert classrooms to view best practice programs in action and to assist in implementation of programs in their classrooms.
- Use Smart Writing Assessment to determine needs for classroom instruction.
- Use Smart Writing and 6 Traits of Writing strategies to teach a variety of writing forms such as: informative, expository, narrative and poetry.
- Continue grade group consults and planning sessions focused on reading and writing.
- Writing rubrics will be used to set clear expectations, provide students with the knowledge of how their mark will be assigned and show how they can improve.
- SSRT personnel and classroom teachers develop and implement support plans for students not meeting expectations on school and provincial assessments in writing. Specific strategies used include: direct teaching of correct punctuation, spelling strategies, vocabulary building, and quick writes. Students work in small groups with immediate informative feedback.
- May 2012 data showed conventions and style as two cross-grade areas needing further improvement. Therefore every grade will receive one term of Library teacher support using The Writing Portfolio (BER), 6 Traits of Writing or Smart Writing Strategies.
- Principal, Head Teacher and SSRT attend District Literacy meetings and promote all district literacy initiatives.
- Use of The Learning Centre for students not yet meeting expectations to receive extra practice and for those exceeding to complete enrichment activities.

Monitoring/Evaluation

- Collect D.R.A. reading inventory data in October and May of the School Year.
- Collect D.R.A. reading inventory for students not meeting expectations in January.
- Collect Smart Writing assessment results in October and May.
- Collect IEP number of students in fall and spring.
- Calculate grade level results with IEP's included.
- Collect and evaluate Foundation Skills Assessment results.
- Collect and evaluate Satisfaction Survey Results.

Budget

TOC costs for grade level marking, DRA/Smart Write Approx 3 days= \$2000

Additional reading materials to support the Accelerated Reading program & licensing costs - \$2500.

Raz Kids licenses - \$500

Specific Numeracy Performance Results:

VIN data will be used to drive instruction in the classroom for the 2012-2013 year to improve achievement.

Spring 2012 VIN data showed the following:

48% of grade 5's 65% of grade 6's 58% of grade 7's

had a score of fully meeting (3) or exceeding (4) expectations.

Spring 2012 VIN data showed the following:

33% of grade 5's 25% of grade 6's 29% of grade 7's

had a score of moderately to minimally meeting (2).

Goal #2

All Students will meet or exceed expectations in Mathematics by the end of **each** Grade.

Objective:

Use base-line data from the May 2012 VIN Math Assessment to drive classroom instruction and achieve IRP outcomes.

September 2012, focus on review and improvement of basic computation skills for all grades.

To have all students at all grades master the basic facts review.

Targeted math support in grade 7 for problem solving.

Analysis/Rationale:

Data indicates that problem solving and basic facts are areas for improvement in all grades. SSRT, EA and Youth & Family staff time is targeted to students not yet or minimally meeting expectations. Through this additional support we anticipate data will show improvements.

Foundation Skills Assessment results in numeracy for the last school year for which we have data, (2012) are 76% meeting and 3% exceeding expectations. The Provincial results are 51% meeting and 9% exceeding.

(See the 2012 Foundations Skills Data sheets attached at the end of this document.)

As data drives instruction at RLA we believe having all students assessed is an important way to determine where to target interventions. Participation rates on school-based

numeracy assessments are 99%. (All Modified students are counted as 1's – not yet meeting expectations). Participation rates on the FSA are 96-97%. (Modified students (3-4%) do not write the FSA.)

Specific Performance Targets for 2012/2013

- 90% of students will meet or exceed expectations in math at all grade levels..
- All students will demonstrate mastery of the basic facts review in all operations.
- Improve Participation rates to 100% for all numeracy assessments.
- Improve achievement by 10% on the Numeracy component of the Foundation Skills Assessment.

Actions

- Use VIN data to direct instructional needs. Trends show all grades need instruction in: basic facts, number sense, math specific vocabulary, decimals, fractions and problem solving.
- Administer VIN in May.
- Use the "Math Make Sense" and "Jump Math" texts.
- Continued use of manipulatives, accessing prior knowledge and exploration when learning new concepts.
- Continued use of basic fact review such as; All The Facts You Need to Know, math minutes, mental math, etc.
- SSRT's will collaborate with classroom teachers to develop strategies for students not meeting expectations on school and provincial numeracy assessments. Interventions used, include a leveled math program such as Jump Math, repetitive drills, manipulatives and targeted EA support.
- May 2012 FSA results indicated intervention in the area of problem solving is needed. SSRT and Principal time will be allocated to modeling and developing a variety of problem solving strategies. Each grade 7 class will receive 2 blocks of targeted support.
- Track the success of IEP students on all assessments and intervene as appropriate.
- Use of TLC for struggling/enrichment students.
- Use of technology for intervention: iPads, laptops, and Kerzwell software .
- Use of Mathletics in all classes as a teaching/assessment tool for mathematics.
- Promote the use of classroom visits for staff members to staff expert classrooms to view best practice programs in action and to assist new staff in implementation of programs in their classrooms.

Monitoring/Evaluation

- Collect VIN results in May.
- Review VIN results in September and May.

- Collect IEP number of students in fall and spring.
- Collect and evaluate Foundation Skills Assessment results.

Budget

Replacement of math texts and manipulatives will come from Learning Resources for the 2012-13 school year and therefore no SGP funds have been targeted for this area.

Submitted by School Planning Council

	Name	Signature
Principal	_____	_____
Teacher	_____	_____
Parent	_____	_____
Parent	_____	_____
Parent	_____	_____
Student	_____	_____
Date	November 13, 2012	

Recommended Approval by Superintendent

(Superintendent) (Signature)

Date: _____

Board Approval

(Board Chair) (Signature)

Date: _____

School District #81 (Fort Nelson)
RL Angus School Growth Plan 2012/2013

R. L. Angus 2012-2013
Social Responsibility Activities/Initiatives

The R. L. Angus school community of students, staff, parents and volunteers is proud of the many Social Responsibility activities undertaken at our school and throughout the Fort Nelson community such as

School Spirit Days

Physical Activity Pilot

Student set up and take down of AV equipment for assemblies

Ha Ha So -- Anti-bullying strategies

- Pink Day

Implementation of "Mind Up" curriculum -- all grades

Library open at lunch

Breakfast Program

TLC open at lunch for games & group play

Counseling support from community counselors available during school hours

EA support in classrooms

Youth and Family

- Guided social interaction with behavior students
- Personal grooming
- Modeling of social responsibility
- Academic support
- Social emotional support

Parent Newsletters

Aboriginal Activities

- Recycling program
- Youth & family gym times
- Youth & family room open recess and lunch
- Cooking groups
- Craft groups
- Aboriginal Enhancement committee

Sports

- Track & Field Day/Moose Run
- Terry Fox Walk
- Grade 7 Baseball tournament
- Swimming for students with low OT/PT reports
- Swimming for grade groups 1-2 times per year
- Volleyball grade 6/7
- Basketball & badminton
- Flag football

Grade 5

- DARE
- Student led assembly for Remembrance Day
- Year end activity

Grade 6 – Picnic

Grade 7 – Social

Homework Club

Green Club

Snowdium – classes invited to help with this community event

Rendezvous – Parent pancake breakfast

- invitation to community members to share Rendezvous activities

Science Expo – school wide presentation plus hosting other schools to view
iWalk to School Week activities in classes

Great Leaps
Report

RL Angus
Elementary
School

June 7, 2012

Submitted by:
Tina MacLean
(SSRT)

Great Leaps Report for the 2011-2012 School Year
RL Angus School

The Great Leaps Reading Program is a supplemental reading program for students with significant reading and/or fluency issues. It aids in developing fluency, intonation and rhythm in reading. It is divided into 3 major areas:

- 1) phonics- involves developing and mastering essential sight-sound relationships and/or sound awareness skills

- 2) sight phrases- involves mastering high frequency words while developing and improving focusing skills and the ability to “chunk” small pieces of meaning

- 3) reading fluency- involves mastering age-appropriate stories specifically designed to build reading fluency, reading motivation and proper intonation

At RL Angus, the Developmental Reading Assessment (DRA), a formal reading assessment, is administered school wide in September. Any student who scores a 1 or 2 on the oral reading section of the DRA is offered reading support through the Great Leaps Program for the year. A score of 1 indicates the student is at an intervention level (slow, with long pauses) for reading fluency. A score of 2 indicates the student is at an instructional level (moderate, with some pauses and repetitions) for reading fluency.

Great leaps is implemented five times a week for Aboriginal students and three times a week for non aboriginal students. Students who are completing a modified program are automatically placed on the Great Leaps program for the entire school year.

Although the reading level growth from September to May could not be conveyed in this report due to job action, it does reflect where the student ended in the program in May, 2012.

Great Leaps- Exit Report May 2012

Grade 5:

Classroom Teacher	Approximate Grade Level for Reading Fluency	Individual Education Plan (IEP)	Aboriginal	Results on May/2012 DRA (Directed Reading Assessment)
***Mr. Scott (see note below)	Middle primer	IEP- "H" code	✓	3-independent (gr 5)
Mr. Scott	Middle primer	Modified IEP- "D"code	-	2-instructional (gr 2)
Mrs. Reimer	Middle grade 1	Modified IEP- ESL	-	NA
Mr. Scott	Middle grade 2	Adapted IEP	✓	2-instructional (gr 4)
Mrs. Reimer	Middle grade 2	Adapted IEP	-	2-instructional (gr 5)
Mr. Scott	Middle grade 2	Adapted IEP	-	3-independed (gr 4)
Mr. Scott	Middle grade 2	-	✓	3-independent (gr 5)
Mrs. Reimer	Middle grade 2	-	-	3-independent (gr 5)
Mr. Scott	Middle grade 2	-	-	2-instructional (gr 5)
Mrs. Reimer	Middle grade 2	-	-	3-independent (gr 5)
Mrs. Reimer	Middle grade 2	-	-	3-independent (gr 5)
Mr. Scott	Beginning grade 3	Adapted IEP	-	3-independent (gr 5)
Mrs. Reimer	Beginning grade 3	Adapted IEP	-	3-independent (gr 5)
Mrs. Reimer	Beginning grade 3	Adapted IEP	-	2-instructional (gr 5)
Mrs. Reimer	Beginning grade 3	-	-	4-advanced (gr 5)
Mr. Scott	Beginning grade 3	-	✓	3-independent (gr 5)
Mr. Scott	Beginning grade 3	-	-	3-independent (gr 5)
Mr. Scott	Middle grade 3	-	-	3-independent (gr 5)
Mr. Scott	Beginning grade 4	Adapted IEP- "K" code	-	3-independent (gr 4)
Mrs. Reimer	Middle grade 4	-	✓	2-instructional (gr 5)
Mrs. Reimer	Beginning grade 5	Adapted IEP- ESD	✓	2-instructional (gr 5)
Mrs. Reimer	Beginning grade 5	-	-	3-independent (gr 5)
Mrs. Reimer	Beginning grade 6	-	✓	4-advanced (gr 5)
Mr. Scott	Middle grade 6	Adapted IEP- ESD	✓	2-instructional (gr 5)

*** This particular student is currently on a Behavior IEP. Although his progress in Great Leaps is minimal, he was able to show progress on the DRA when Miss Condon scribed his responses, which signifies that his reading comprehension is stronger than his reading fluency. He is currently reading 66 words per minute, which is considered an "intervention level" for grade 5.

Grade 6:

Classroom Teacher	Approximate Grade Level for Reading Fluency	Individual Education Plan (IEP)	Aboriginal	Results on May/2012 DRA (Directed Reading Assessment)
Miss Dogherty	Beginning grade 2	Modified IEP	✓	2-instructional (gr 3.4)
Mrs. Chaisson	Beginning grade 2	Adapted IEP	-	2-instructional (gr 6)
Miss Dogherty	Middle grade 2	Modified IEP	✓	2-instructional (gr 3)
Miss Dogherty	Middle grade 2	Modified Language Arts	✓	2-instructional (gr 4)
Miss Dogherty	Middle grade 2	Adapted IEP	-	3-independent (gr 6)
Miss Stakelback	Middle grade 2	Adapted IEP	✓	2-instructional (gr 6)
Mrs. Chaisson	Middle grade 2	-	-	3-independent (gr 6)
Miss Dogherty	Beginning grade 3	Modified Lang. Arts-ESL	-	3-independent (gr 3.8)
Mrs. Chaisson	Beginning grade 3	Adapted IEP	✓	2-instructional (gr 6)
Mrs. Chaisson	Beginning grade 3	Adapted IEP	✓	2-instructional (gr 6)
Mrs. Chaisson	Middle grade 3	-	-	3-independent (gr 6)
Mrs. Chaisson	Beginning grade 4	Adapted IEP- "D" code	✓	3-independent (gr 6)
Mrs. Chaisson	Beginning grade 4	-	-	3-independent (gr 6)
Mrs. Chaisson	Beginning grade 4	-	✓	2-instructional (gr 6)
Miss Dogherty	Beginning grade 4	-	-	2-instructional (gr 6)
Miss Stakelback	Beginning grade 5	-	-	3-independent (gr 6)
Mrs. Chaisson	Beginning grade 5	-	-	3-independent (gr 6)

Grade 7:

Classroom Teacher	Approximate Grade Level For Reading Fluency	Individual Education Plan (IEP)	Aboriginal	Results on May/2012 DRA (Directed Reading Assessment)
Mr. Logan	Middle grade 1	Modified IEP- "D" code	-	2-instructional (gr 3)
Mr. Abraham	Beginning grade 2	Modified IEP- "K"code	✓	Did not write- absent
Miss Stakelback	Middle grade 2	Adapted IEP	-	2-instructional (gr 7)
Mr. Logan	Middle grade 4	Adapted IEP- "D" code	-	2-instructional (gr 7)
Miss Stakelback	Middle grade 4	Adapted IEP	-	2-instructional (gr 7)
Mr. Abraham	Middle grade 4	-	✓	2-instructional (gr 7)
Mr. Logan	Beginning grade 5	Adapted IEP- "D" code	-	2-instructional (gr 7)
Mr. Logan	Beginning grade 5	Adapted IEP- ESL	-	3-independent (gr 7)
Miss Stakelback	Beginning grade 5	Adapted IEP	-	2-instructional (gr 7)
Mr. Abraham	Beginning grade 5	Adapted IEP	-	3-independent (gr 7)
Mr. Abraham	Beginning grade 5	Adapted IEP	-	3-independent (gr 7)
Mr. Logan	Beginning grade 5	Adapted IEP	-	2-instructional (gr 7)
Mr. Abraham	Beginning grade 5	-	✓	Did not write (absent)
Mr. Abraham	Beginning grade 5	-	✓	3-independent (gr 7)
Miss Stakelback	Beginning grade 5	-	-	3-independent (gr 7)
Miss Stakelback	Beginning grade 5	-	-	3-independent (gr 7)
Mr. Logan	Beginning grade 5	-	-	2-instructional (gr 7)
Mr. Abraham	Beginning grade 5	-	-	3-independent (gr 7)
Mr. Logan	Middle grade 5	Adapted IEP	-	2-instructional (gr 7)
Mr. Logan	Middle grade 5	-	-	3-independent (gr 7)
Mr. Abraham	Middle grade 5	-	✓	3-independent (gr 7)
Mr. Abraham	Middle grade 6	Adapted IEP	-	3-independent (gr 7)
Miss Stakelback	Beginning grade 8	-	✓	3-independent (gr 7)

Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 68

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	2	3	13	19	49	72	4	6
	Male	1	3	8	23	24	69	2	6
	Female	1	3	5	15	25	76	2	6
	Aboriginal	1	5	6	32	10	53	2	11
	ELL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

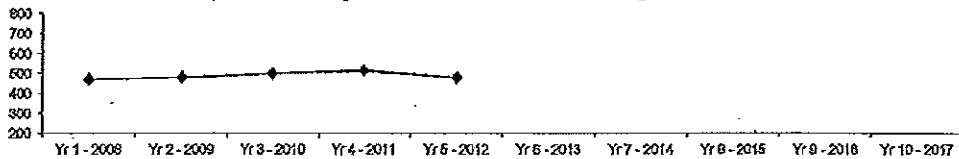
Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	2	3	0	0	62	91	4	6
	Male	1	3	0	0	32	91	2	6
	Female	1	3	0	0	30	91	2	6
	Aboriginal	1	5	0	0	17	89	1	5
	ELL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	3	4	11	16	52	76	2	3
	Male	2	6	5	14	26	74	2	6
	Female	1	3	6	18	26	70	0	0
	Aboriginal	1	6	4	21	13	68	1	5
	ELL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

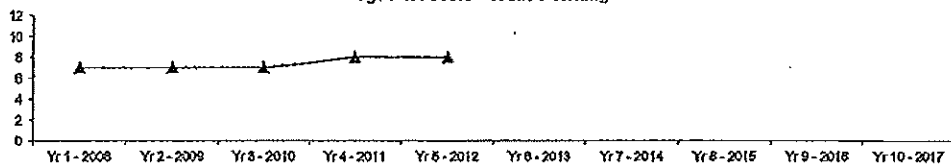
Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

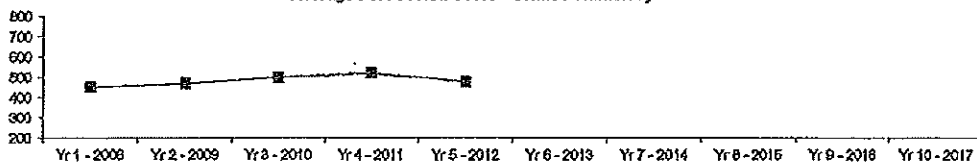
Average FSA Scaled Score - Grade 7 Reading



Average FSA Score - Grade 7 Writing



Average FSA Scaled Score - Grade 7 Numeracy



Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 45,224

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	7,734	17	8,588	19	24,634	54	4,856	10
	Male	4,216	18	4,870	21	12,304	53	1,947	8
	Female	3,518	16	3,718	17	12,330	55	2,709	12
	Aboriginal	1,108	23	1,555	32	2,072	42	154	3
	ELL	1,020	32	878	28	1,176	37	114	4
	Special Needs*	1,109	35	1,009	32	1,001	32	52	2

Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	8,317	18	4,712	10	29,247	64	3,336	7
	Male	4,568	20	3,233	14	14,372	62	1,164	5
	Female	3,749	17	1,479	7	14,875	67	2,172	10
	Aboriginal	1,208	25	1,085	22	2,484	51	112	2
	ELL	1,070	34	350	11	1,663	52	105	3
	Special Needs*	1,205	38	706	22	1,232	39	28	1

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	7,910	17	10,319	23	23,357	51	4,026	9
	Male	4,297	18	5,163	22	11,632	50	2,245	10
	Female	3,613	16	5,156	23	11,725	53	1,781	8
	Aboriginal	1,129	23	1,982	41	1,707	35	71	1
	ELL	957	30	663	21	1,240	39	328	10
	Special Needs*	1,184	37	1,216	38	729	23	42	1

Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

