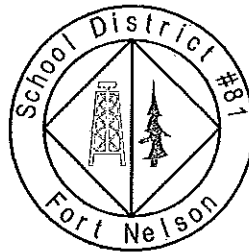


School District #81 (Fort Nelson)

School Growth Plan 2012/2013



Toad River School
November 2012

District Vision Statement

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

10250.05

School/Community Context

Comment on any unique factors for the school and community that may impact the School Growth Plan (size and diversity of student population, Community characteristics, for example).

Toad River is a small rural school located 200 kilometres north of Fort Nelson. The school serves a community of approximately 75 individuals. There are currently 13 students, ranging from Kindergarten to Grade 11 registered at the Toad River School. The school has a staff of 4, one elementary/secondary teacher, one educational assistant/recess & lunch supervisor, the school Principal is itinerant and visits the school biweekly and the school Secretary is stationed at JS Clark School.

Due to the unique multi-grade nature of the Toad River School, personalized learning and the focus on differentiated instruction in the classroom is a reality and necessity. We are committed to meeting the needs of every learner in our school.

Twelve of the 13 students are in Grades K-7; all instruction for these students is direct instruction.

The student in Grade 11 has courses that are delivered through a combination of direct instruction and distance learning strategies. Investigations continue into ways to ensure a variety of options for secondary students; including online/technology based delivery, face-to-face instruction and BAA options.

2011/2012 School Growth Plan Progress to Date

Summarize the progress toward the attainment of performance targets from the previous School Growth Plan.

- FSA Grade 4, met expectations in Reading, Writing and Math.
- English 10 and Foundations of Math and Pre-Calculus Math 10 Provincial exams were passed.
- In the 2011/12 School Year, all students received Language Arts instruction from the teacher.
- Math Makes Sense materials are being supplemented with Jump Math at the Elementary levels.
- Spelling Materials; Words their Way used with Elementary Students
- Ready Set Learn and Kindergarten visitation, information was provided to parents for working on pre-reading/writing skills with 3-6 year olds.

School Growth Plan 2012/2013

Summary of Processes used in the Development of the 2012/2013 School Growth Plan.

Describe the structures and strategies for seeking input in the development of the School Growth Plan. Indicate the process used in the analysis of data, selection of goals and development of the School Growth Plan.

Toad River School is fortunate to have most of the school community members join our School Planning Council meetings. The School Growth Plan was reviewed in March, May and October. Student achievement was discussed individually with parents following school-based assessments and following FSA and Provincial Exam results. The largest proportion of students are in the Elementary Grades so direct teacher instruction will continue to be provided at these grades, however, the instructional needs of all students has been considered and within the daily schedule, direct instructional time is scheduled for the senior student. We will continue to provide effective support and structure for Distance Education courses, so students will successfully complete courses within the school year. We have seen progress in this area and will continue with monitoring and support for students pursuing courses through Distance Education. It is important for the teacher to be in contact with NBCDE regarding assignment completion. We continue to explore ways to ensure a variety of options for secondary students; including online/technology based delivery, face-to-face instruction and BAA and dual credit options.

Parents expressed a need for students to connect with teachers and students in Fort Nelson. The SPC supports the implementation of iPad and other technologies to support our current growth plan goals and as a tool for student usage this will not only allow for increased independent activities/practice for students but also provide opportunities that this technology will allow our students to connect to others.

We will seek out opportunities for our teacher and upper elementary students to collaborate and interact with RLA students and teachers. By using similar technology to RLA, students will develop cross-curricular connections and transferable skills

Goals Selection

1. All students will meet or exceed expectations in Mathematics by the end of each grade.
2. All students will fully meet or exceed expectations in Literacy by the end of each grade.
3. To support personalized learning; interactive communications; math and reading literacy development; and empower students to connect with resources and others.

Goal # 1

All students will meet or exceed expectations in Mathematics by the end of each grade.

Objective

To improve our students' achievement in math using provincially recommended resources, to better prepare students to meet provincial learning outcomes in math. Increase use of manipulatives to aid understanding.

Analysis/Rationale

VIMA data indicates that all students are at least minimally meeting on fall assessments

Specific Performance Targets for 2012/2013

Growth on individual student results as demonstrated on the VIMA, FSA math assessment and Provincial Exams.

Monitoring/Evaluation

Due to the small student numbers, individual assessments/evaluations are used.

Strategies:

- Individual student work and assessment data (VIMA math assessment, and FSA) used to drive instruction and review
- Use Math Makes Sense for all grades K-9
- Use additional Ministry recommended resources used to support instruction and to achieve IRP outcomes (Jump Math, Great Leaps Math)
- Hands on and activities using manipulatives during "centre time"
- Continue to focus on basic computation skills at the elementary level
- Use of "Mathletics" program at each students level
- Use of "Math" Apps on iPad, during Math Centres for individual practice

Goal #2

All students will fully meet or exceed expectations in Literacy by the end of each grade.

Objective

To improve students' achievement in reading, writing and spelling.

Analysis/Rationale

Assessments and student daily work indicates that ongoing direct teaching and monitoring is needed in reading fluency, comprehension, spelling, grammar usage and written work.

Specific Performance Targets for 2012/2013

Students will achieve at meeting to exceeding grade level literacy expectations.

Monitoring/Evaluation

- SMART writing assessment to be completed with all students Grade 2-7, in September and June
- Use of Yopp Singer Phonemic Awareness assessment with K-1 students
- Provincial Exams at the Grade 10, 11 and 12 levels
- Benchmarks Reading Assessments
- Diagnostic Reading Assessment (DRA)
- Foundation Skills Assessment (FSA) Grades 4 and 7

Strategies:

- Teacher directed Language Arts instruction for all students
- Individual student work and assessment data used to drive instruction and review
- Use of Words their Way, with all elementary students
- Individual assessment of Phonemic Awareness with Kindergarten students, to inform instruction and monitor individual progress
- Teacher monitoring of written work submitted by high school students to Northern B.C. Distance Education School
- Use of Benchmarks and Fontas and Pinnell leveled reading materials
- Reading A-Z/Raz Kids programs
- Home Reading Program
- Use of iPad to assist with various literacy concepts, including sight words, spelling, sentence structure, written language and reading

- Great Leaps instruction for Elementary Students

Goal #3

To support personalized learning; interactive communications; math and reading literacy development; and empower students to connect with resources and others.

Objective

To introduce and integrate one to one iPad use across a variety of subject areas allowing students to work independently while the teacher/EA work with others.

Analysis/Rationale

The majority of our students are in the elementary grades. As they move towards high school we want these students to be more independent and involved in the personalization of their learning. By providing them with 21st century skills supported by state-of-the-art technology we are putting our students at a learning advantage. The 1-to-1 use of iPad technology will allow for individual and equitable access to resources and information globally; removing isolation and breaking down barriers of size and distance. This technology will empower students to engage in self-directed, inquiry-based learning opportunities. Into the future, students will be able to connect with Fort Nelson for lectures, tutorials and to participate in projects with other classes and students.

Specific Performance Targets for 2012/2013

All students will be provided with an iPad for in-school use.
Specific lessons will be developed using a variety of Apps, over a wide range of curriculum.
Project based assignment- accessing resources (print, visual or persons) via iPad.
At least one "project" with an in town school, student-to-student, or class-to-class project will be implemented.

Monitoring/Evaluation

Digital Portfolios created with iPads will allow for ease of documenting written, verbal, audio, video and pictorial evidence of student learning. Students will be able to store and to share their learning with parents, teachers and peers.
Student demonstration to parents of iPad "project"
Collection/portfolio of materials produced with use of iPad by individual students.
Observation of Student engagement

Strategies:

- For our emerging and developing readers and writers the iPad will be used to provide opportunities to expand and demonstrate literacy skills
- Students will be given opportunities to write for authentic audiences, in addition to the teacher and classmates, gaining valuable experience in using correct language and communication skills
- Using iPad interactive story programs, early reading applications and iBooks to assist in developing reading skills at all levels
- Use math “apps to support and enhance basic math skills at all levels
- Provide self directed and independent learning activities in mathematics and literacy
- Provide opportunities to work on math and literacy skills collaboratively and share work with classmates
- Use iPads to document written, verbal, audio, video and pictorial evidence of student learning. Students will be able to store and to share their learning with parents, teachers and peers
- Using the iPads’ microphone students will make a digital recording of their oral reading to assess and show improvement
- The teacher will work with an in town teacher to collaboratively create a “project” (student to student or class to class) that will allow Toad students to connect with Fort Nelson students

Budget:

- \$ 500.00 Teacher attend district math and/or literacy workshops
- \$ 3000.00 Purchase Diagnostic Reading Assessment (DRA2+) and additional resources, including leveled books and Reading A-Z license
- \$ 500.00 Purchase of “Apps” at various grade levels
- \$ 1000.00 Staff to collaborate with in-town teacher (s) to create a “project” that will allow students use distance technology and iPad.

Submitted by School Planning Council

	Name	Signature
Principal	_____	_____
Teacher	_____	_____
Parent	_____	_____
Parent	_____	_____
Parent	_____	_____
Student	_____	_____
Date	_____	_____

Recommended Approval by Superintendent

(Superintendent) (Signature)

Date: _____

Board Approval

(Board Chair) (Signature)

Date: _____

Submitted by School Planning Council

	Name	Signature
Principal	<u>Lynne MacNeil</u>	<u>L MacNeil</u>
Teacher	<u>Susan J. Hay</u>	<u>S Hay</u>
Parent	<u>Amy Kolkert</u>	<u>Amy Kolkert</u>
Parent	<u>Nathaniel Steward</u>	<u>Nathaniel Steward</u>
Parent	<u>Lynn Tiedemann</u> <u>Lynn Tiedemann</u>	<u>Lynn Tiedemann</u> <u>Lynn Tiedemann</u>
Student	_____	_____
Date	<u>Oct 30/12</u>	_____

Recommended Approval by Superintendent

(Superintendent) (Signature)

Date: _____

Board Approval

Lorraine Bomstead Lorraine Bomstead
(Board Chair) (Signature)

Date: Nov 7, 2012

