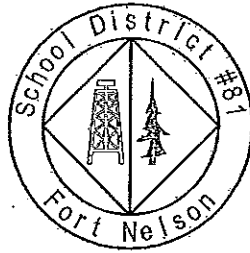


School District #81 (Fort Nelson)

School Growth Plan 2013/2014



Toad River School

November 2013

District Vision Statement

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

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 45 individuals. There are currently 11 students, ranging from Grade 1 to Grade 12 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 individual needs of every learner in our school. Ten of the 11 students are in Grades 1-8; all instruction for these students is direct instruction. The student in Grade 12 has courses that are delivered mainly through distance learning.

2012/2013 School Growth Plan Progress to Date

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

- FSA Grade 4 and 7, met expectations in Reading, Writing and Math.
- In the 2012/13 School Year, all students received Language Arts instruction from the teacher.
- Math Makes Sense materials continue to be supplemented with Jump Math.
- Spelling Materials; Words their Way used with all students
- Ready Set Learn, information was provided to parents for working on pre-reading/writing skills with preschool children.
- Purchased Diagnostic Reading Assessment (DRA2+) and additional resources, including leveled books and Reading A-Z/RAZkids license
- Teacher collaborated with other teachers in all of the 'in town' schools and met with district technology committee to discuss and contribute ideas for APPs and other tools.
- All students were provided with an iPad for in-school use.
- Specific lessons were developed using a variety of Apps, over a wide range of curriculum. Ms. Burt worked with students on some lessons.
- Using the iPad Student completed project-based assignments on a variety of themes (e.g. pioneers, dinosaurs, field trip record, stop motion movies)- accessing a variety of resources (print, visual or persons)

School Growth Plan 2013/2014

Summary of Processes used in the Development of the 2013/2014 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, June and October. Student achievement was discussed individually with parents following school-based assessments and following FSA and Provincial Exams. Staff met to discuss individual progress of students. Using student work and assessments to guide and individualize instruction is resulting in student improvement. It is desired that we continue direct teacher instruction, with the instructional needs of all students considered within the daily schedule.

To continue to provide effective support and structure for Distance Education courses with our senior student, we continue to be in contact with NBCDE regarding assignment completion and the student will be provided access to the teacher and principal for assistance as required. This Grade 12 student would like to cross enroll with FNSS in the spring term and join those students for Graduation.

Parents expressed a need for students to connect with teachers and students in Fort Nelson. We want to seek out opportunities for our teacher and upper elementary students to collaborate and interact with RLA students and teachers, allowing students to “work” and interact with other learners and to develop cross-curricular connections and transferable skills.

In preparation for the students as they enter the Graduation Program (Grade 10) students need to become able to work independently so as a school we need to teach skills and strategies to support increasing independence and organization. We need to continue to explore ways to ensure a variety of options for our students; including online/technology based delivery, face-to-face instruction and BAA and dual credit options.

The implementation of iPads as tools to support our current growth plan goals and for student usage allowed for increased independent activities/practice and provided opportunities for student to explore areas of personal interest.

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 and encourage Toad River students to become independent and self-regulated learners.

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.

Analysis/Rationale

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

Specific Performance Targets for 2013/2014

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

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-8
- Use additional Ministry recommended resources used to support instruction and to achieve IRP outcomes (Jump Math, Great Leaps Math) and increase use of manipulatives to aid understanding.
- Use of "Mathletics" program at each students' level
- Hands on and activities using manipulates during "centre time"
- Continue to focus on basic computation skills at the elementary level
- Teach and practice problem solving skills
- Use of "Math" Apps on iPad, during Math Centres for individual practice and to support and enhance basic math skills at all levels

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. Literacy is the area that we are seeing the most success for our students as a result of our current strategies. Current strategies should be continued.

Specific Performance Targets for 2013/2014

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
- Benchmarks Reading Assessments
- Diagnostic Reading Assessment (DRA)
- Foundation Skills Assessment (FSA) Grades 4 and 7
- Provincial Exams at the Grade 12 level

Strategies:

- Individual student work and assessment data used to drive instruction and review
- Teacher directed Language Arts instruction for all students, Grades 1-8
- Use of Words their Way, with all elementary students
- Use of Benchmarks and Fontas and Pinnell leveled reading materials
- Reading A-Z/Raz Kids programs
- Home Reading Program/practice, to promote sustained independent reading
- Ready Set Learn activities for preschool children (to prepare for K)
- For our emerging and developing readers and writers the iPad will be used to provide opportunities to expand and demonstrate literacy skills (interactive story programs, early reading applications and iBooks to assist in developing reading skills at all levels)
- Using the iPads' microphone students will make a digital recording of their oral reading to assess and show improvement

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- Use of iPad Apps to assist with various literacy concepts, including sight words, spelling, sentence structure, written language and reading
- Great Leaps instruction for Elementary Students as needed
- 6 Traits of Writing – and use of rubrics to assess and self assess
- 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

Goal #3

To support personalized learning and encourage Toad River students to become independent and self-regulated learners.

Objective

Students will identify their individual strengths and struggles and create a goal to strive for over the year.

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. In order to support personalized learning and empower students to take charge of their learning students need to be taught skills, strategies and language to assist them. By providing them with 21st century skills supported by technology we are putting our students at a learning advantage. The 1-to-1 use of iPad technology is a tool that allows for individual access to resources and information globally; removing isolation and breaking down barriers of size and distance. This technology empowers students to engage in self-directed, inquiry-based learning opportunities. Into the future, students may be able to connect with Fort Nelson for lectures, tutorials and to participate in projects with other classes and students.

To assist in making connections with Fort Nelson students activities such as; encouraging students to visit in town classes, the FNSS Band visit to Toad River and having intermediate students to attend RLA sports day will give opportunities for students to meet a variety of other students.

Last year one of our strategies was to complete at least one “project” with an in town school, student-to-student, or class-to-class. This was not achieved but we hope to pursue in the future, potentially working with P. Burt and L. Gilbert. This will help to move us in the direction of providing interaction with other learners.

As our students enter higher grades. Investigations will continue into ways to ensure a variety of options particularly for secondary students; including online/technology based delivery, face-to-face instruction and BAA options.

Specific Performance Targets for 2013/2014

All students will complete a self-assessment of strengths/struggle and a goal to strive for, and share this with the teacher and his/her parent.

Digital Portfolios will be created with iPads, 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.

At least one "project" with an in town school, student-to-student, or class-to-class project will be implemented.

Monitoring/Evaluation

Individual goals will be reviewed with students at reporting periods, and revised as necessary.

Student demonstration to parents of iPad "projects"

Collection/portfolio of materials produced with use of iPad by individual students.

Observation of Student engagement

Student/parents comments

Strategies:

- Change the classroom organization and set up; the students in Grades 5-8 working in the senior classroom, to allow for additional opportunities for group work and individualization at all levels.
- Continue to integrate one to one iPad use across a variety of subject areas allowing students to work independently while the teacher/EA work with others
- Teach students strategies to "ask" themselves good questions. (For example in math; What is the operation? What is the next step? How do I know my answer is reasonable?)
- 3 way interviews, parent/ teacher/ student conferences - having students identify strengths/ struggles and set goals for their learning.
- Provide self directed and independent learning activities in mathematics and literacy
- Students to choose to access "Homework club", a time for re-teaching and additional individual instruction or help
- Use iPads to document written, verbal, audio, video and pictorial evidence of student learning. Students will share their learning with parents, teachers and peers
- 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
- Expose students to other learners and styles of learning
- Project based, inquiry learning- work with students to personalize topics and areas of individual student interest

Budget:

- \$ 1500.00 Purchase additional resources, including leveled books and Reading A-Z license
- \$ 500.00 Purchase of "Apps" at various grade levels
- \$ 1000.00 Teacher to attend district math and/or literacy workshops and 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	<u>LYNNE MAGNELL</u>	<u>[Signature]</u>
Teacher	<u>Susan J. Hoy</u>	<u>[Signature]</u>
Parent	<u>Nathaniel Stewart</u>	<u>[Signature]</u>
Parent	<u>Lynn TIEDERMANN</u>	<u>[Signature]</u>
Parent	_____	_____
Student	_____	_____
Date	_____	_____

Recommended Approval by Superintendent

[Signature]
(Superintendent) (Signature)

Date: Nov. 13/13

Board Approval

Linda Eden (Board Chair) [Signature] (Signature)

Date: 13-Nov-13

