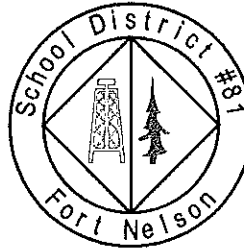


# School District #81 (Fort Nelson)

## School Growth Plan

2014/2015



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 160 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. We believe there needs to be an importance place on improving writing, numeracy and reading skills.

Last year we changed our assessment practices and educational approaches in reading and writing. These changes were beneficial and they aligned the practices of three elementary schools. In reading we are using the Fountas and Pinnell Benchmark Leveling systems along with a guided reading approach both in the classes, and in the SSRT department. We are also using the Fountas and Pinnell Leveled Literacy Intervention Program for struggling readers in conjunction with our SSRT department. The Write Traits program will continue to be explored and developed throughout the year. Although there is no official writing goal, we will be again collecting data and monitoring our students' writing.

R.L. Angus has a Parent Advisory Committee. Our PAC supports the school's fruit program, provides classroom allowances for 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.

Although the R.L. Angus School Growth Plan does not specifically target social responsibility goals we are working as a school community this year to improve school culture. All staff and students are equal shareholders in defining who we are as a school and last year we reflected and created standards of "how we do business" at R.L. Angus. We believe that a positive school culture has a direct impact on social responsibility.

## School Growth Plan 2014-2015

The 2014-2015 School Growth Plan was developed based on last year's school goals. 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 2014 data from standardized tests (Foundation Skills Assessment), school based assessments (F&P Reading Levels, Write Traits writing assessment and the VIMA Math Assessment) and Ministry Satisfaction Surveys.

The 2014-2015 academic goals were selected based on the school's performance in relation to the 2013-2014 goals, and on historical areas for growth. Note that we changed our assessment practices in Reading and Writing.

### Specific Literacy Performance Results:

#### **June 2014 F&P Benchmark**

*Instructional Benchmarks (First Year Data using Benchmarks)*

*Fully Meeting and Exceeding*

*Grade 5: 73% (S-V)*

*Grade 6: 43% (V-Y)*

*Grade 7: 20% (X-Z)*

#### **FSA Reading Results Feb 2014**

Reading	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
	#	%	#	%	#	%	#	%	
	All Students	4	7	7	12	39	67	8	14
	Male	4	13	4	13	19	63	3	10
	Female	0	0	3	11	20	71	5	18
	Aboriginal	3	14	2	10	13	62	3	14
	ELL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

## June 2014 Write Traits

*First Year Data using Write Traits*

*Fully Meeting and Exceeding*

*Grade 5: 48%*

*Grade 6: 49%*

*Grade 7: 53%*

## FSA Writing Results



### Goal #1

To have all grade five through seven students fully meeting or exceeding as determined by the Fountas and Pinnell Benchmark Reading Assessment.

### Objective:

At each grade, all students will be reading and comprehending, at or above grade level, as indicated by the Fountas and Pinnell text gradient Benchmark Assessment System.

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

### Analysis/Rationale:

-According to the 2014 F&P, Some students are reading at grade level; and, there are a number of students who need targeted instruction and practice in reading.

-As data informs instruction at RLA, we believe having all students assessed is an important tool.

-The Grade 7 FSA showed that RLA students were above the provincial average in reading. Results in reading were 67% meeting and 14% exceeding expectations. The provincial average was 57% meeting and 13 % exceeding.

- The Grade 7 FSA showed that RLA students were above the provincial average in writing. RLA Results in writing show 72% meeting and 5% exceeding expectations. The provincial averages were 65% meeting and 6 % exceeding.

**Specific Performance Targets for 2014/2015:**

To have all grade five through seven students Fully Meeting or Exceeding as determined by the Benchmark Reading Assessment.

**Actions (On Going)**

- Guided Reading a minimum of three times per week in all grades.
- Continue school-wide use of the Benchmark Reading Assessment three times per year.
- Comprehension has been identified across all grades as needing improvement. "Reading Power" will be used by all teachers to teach these strategies.
- Targeted support for at risk readers using the Fountas and Pinnell Leveled Literacy Intervention kit by SSRTs.
- "Great Leaps" five times per week for any aboriginal students not meeting or minimally meeting expectations in reading.
- "Great Leaps" support three to five times a week for any students not meeting or minimally meeting expectations in reading.
- 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 6 Traits Writing Assessment to determine needs for classroom instruction.
- Use 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.
- 6 Traits 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.
- Continuation of Lexia Reading program for at risk readers.

**Actions (Scheduled Review)**

- Schedule Student Services Resource Teacher time with Guided Reading time where appropriate and warranted.
- Schedule Student Services Resource Teacher time with LLI time where appropriate and warranted.
- Provide teacher release time, if TOC available, one day a year to complete formal reading assessments.
- Schedule Aboriginal E.A. on Great Leaps Program five times per week per student where there is a need.
- Continue the process of leveling the library books according to the Fountas & Pinnell leveling system.
- Continue to target students based on school-wide assessments, and provide support

via SSRT assigning appropriate interventions. For example, targeted support through Great Leaps program.

- Hold two meetings to review, collaborate, assess, and interpret student progress in reading.

### **Monitoring/Evaluation**

- Collect formal reading inventory three times a school year (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> reporting periods). In the fall the teachers will be given the end-of-year levels of their students. They will be responsible for assessing any new students, or students for whom classroom observation does not match the assessment from the previous year.
- Collect report card data
- Hold grade group two meetings to review, collaborate, assess, and interpret student progress
- IEP's –collect numbers in fall and spring. Individual IEP's will be monitored.
- Monitor grade level results
- Foundation Skills Assessment Results
- Satisfaction Survey Result

### **Budget**

TOC costs for grade formal reading assessment: \$2000

**Specific Numeracy Performance Results:**

VIMA data will be used to drive instruction in the classroom for the 2014-2015 year to improve achievement.

June 2014 VIMA:

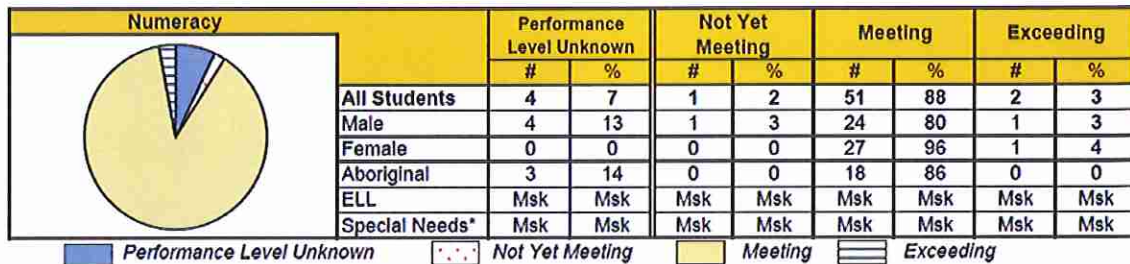
*Fully Meeting and Exceeding*

Grade 5: 38%

Grade 6: 46%

Grade 7: 46%

**FSA Numeracy Results 2014**



**Goal #2**

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

**Objective:**

- Use base-line data from the September 2014 VIMA Math Assessment to drive classroom instruction and achieve IRP outcomes.
- September 2014, focus on review and improvement of basic computation skills for all grades.
- To have all students at all grades master basic facts.

### **Analysis/Rationale:**

- Math facts are essential for student success in mathematics.
- Foundation Skills Assessment results (2014) are above provincial average (91% vs. 68%)
- As data drives instruction at RLA we believe having all students assessed is an important way to determine where to target interventions
- The Vancouver Island Math Assessment employs the Western and Northern Canadian Protocol (WNCP) which aligns the curricular objectives with the assessment.

### **Specific Performance Targets for 2014/2015**

- All 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.

### **Actions (Ongoing)**

- Use VIMA 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 VIMA 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.
- Track the success of IEP students on all assessments and intervene as appropriate.
- 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.

### **Actions (Scheduled)**

- Assess all grade 5-7 students using the VIMA in 1<sup>st</sup> and 3<sup>rd</sup> reporting periods.
- Hold grade group meetings to discuss VIMA results and target areas of success and concern.
- Implement grade group consults and planning sessions focused on student mastery of basic facts and math IRP outcomes.
- Explore guided math groups.





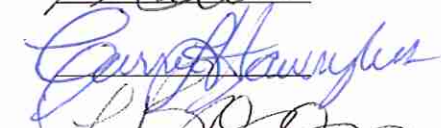
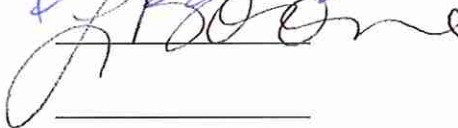
**Monitoring/Evaluation**

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

**Budget**

Collaboration time for grade groups. Approximately \$1000

**Submitted by School Planning Council**

	Name	Signature
Principal	Scott Stephenson	
Teacher	_____	_____
Parent	Kristeen Bruce	
Parent	Carrie Hawryluck	
Parent	Lorrie Boomer	
Student	_____	_____

Date November 13, 2014

**Recommended Approval by Superintendent**

 (Superintendent)	 (Signature)
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Date: Dec. 2, 2014

**Board Approval**

 (Board Chair)	 (Signature)
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Date: Dec. 2, 2014

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