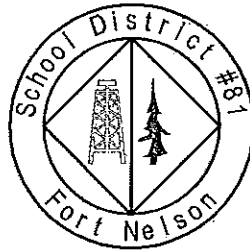


# School District #81 (Fort Nelson)

## School Growth Plan 2014/2015



### Toad River School

November 2014

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#### 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 10 students, ranging from Grade 2 to Grade 9 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. All instruction for these students is direct instruction.

**2013/2014 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 2013/14 School Year, all students Grades 1-8 received instruction in all subject areas from the teacher.
- Math Makes Sense materials continued 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 Fontas and Pinnel Benchmarks reading assessments and additional resources, including leveled books and Reading A-Z/RAZkids license
- Teacher collaborated with other teachers in the ‘in town’ schools.
- The implementation of iPads as tools to support our current growth plan goals allowed for increased independent activities/practice and provided opportunities for student to explore areas of personal interest.
- iPads continue to be integrated as a tool for learning in a wide range of subjects.
- Ms. Burt worked with students on some lessons technology and iPad activities and projects.
- Using the iPad Student completed project-based assignments on a variety of themes accessing a variety of resources (print, visual or persons).
- We supported our senior student with continued contact with NBCDE regarding assignment completion and the student accessed to the teacher and principal for assistance as required. This Grade 12 student was cross-enrolled with FNSS in the spring term and joined those students for Graduation in June 2014.

## School District #81 (Fort Nelson) 2014/2015

- Student/Parent/Teacher interviews were introduced, students set personal goals for the year. Parents noted that having the student present for part of the meeting and sharing their work was valuable.

## School Growth Plan 2014/2015

Summary of Processes used in the Development of the 2014/2015 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, and October. (June update, was not completed due to Job Action) Student achievement was discussed individually with parents following school-based assessments and following FSA and Provincial Exams. Staff met regularly 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 and planning.

Some parents expressed a need for students to connect with teachers and students in Fort Nelson. We want to continue to seek out opportunities for our teacher and upper elementary students to collaborate and interact with RLA/FNSS 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 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 one-to-one use of iPads will continue as tools to support student learning and to support our growth plan goals, allowing increasing independent activities/practice and providing opportunities for students 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 not all students are at least minimally meeting on fall assessments

**Specific Performance Targets for 2014/2015**

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-9
- 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
- Introduce and encourage the use of Khan academy for additional visual and direct instruction and practice of math concepts.

**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. Current strategies should be continued.

**Specific Performance Targets for 2014/2015**

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

**Monitoring/Evaluation**

- SMART writing assessment to be completed with all students Grade 2-9, in September and June
- Benchmarks Reading Assessments
- Diagnostic Reading Assessment (DRA)
- Foundation Skills Assessment (FSA) Grades 4 and 7

**Strategies:**

- Individual student work and assessment data used to drive instruction and review
- Teacher directed Language Arts instruction for all students, Grades 2-9
- Use of Words their Way, with all students
- Use of Benchmarks and Fontas and Pinnell leveled reading materials
- Reading A-Z/Raz Kids programs for all students.
- Home Reading Program/practice, to promote sustained independent reading
- 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
- 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 strategies and instruction, including the use of rubrics to assess and for students to self assess
- Students will be given opportunities to write for authentic audiences, 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 engage in lessons and activities designed to learn about and develop self-regulation.

### **Analysis/Rationale**

Personalized learning and the focus on differentiated instruction in the classroom as a reality and a necessity at Toad River School. The 1-1 iPads were introduced as a tool to support personalized learning and allows students to engage in self-directed, inquiry-based learning opportunities.

Along side teacher directed instruction, the use of iPad provides students individual access to resources, learning and practice activities. As a tool students are using the iPads to explore their world, practice basic skills and to express themselves. Many of the activities result in students working collaboratively, with a partner, problem solving, and critical thinking.

It is equally important that student become self aware and self-managing.

Research shows that social and emotional skills play an integral role in academic and life success. As students enter the Graduation Program years (Gr. 10-12) more of their program is offered via distance education; it is important that students be not only independent but also self-regulated learners.

In the past this has solely been accomplished through correspondence coursework offered through NBCDE, we want to continue to explore ways to allow students to connect with Fort Nelson Secondary for lectures, tutorials and to participate in projects with other classes and students.

To assist in making connections between Toad River and Fort Nelson students activities such as; providing opportunities for students to visit in town classes, hosting 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.

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

All students will participate in the MindUp program.

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

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

### Monitoring/Evaluation

Completion of various directed and individual activities, that demonstrate increased understanding of the brain and learning to think about their thinking. Individual goals will be reviewed with students at reporting periods, and revised as necessary.

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

Observation of Student engagement

Student/parents comments

### Strategies:

- Ensure the classroom organization and set up allows for additional opportunities for group work and individualization at all levels
- All students will participate in the MindUp program
- 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?)
- Provide self directed and independent learning activities in mathematics and literacy
- 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
- Encourage project based, inquiry learning- work with students to personalize topics and areas of individual student interest
- Use iPads to document written, verbal, audio, video and pictorial evidence of student learning.
- During 3 way interviews (parent/ teacher/ student conferences) Students will identify strengths/ challenges and set goals for their learning and share their learning with parents, teacher and peers (paper-based and electronic portfolios)
- 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
- Continue to investigate ways to ensure a variety of options particularly for secondary students; including online/technology based delivery, face-to-face instruction and BAA options

**Budget**

- \$ 1500.00 Purchase additional resources, including leveled books, Reading A-Z license and mathematics resources, MindUp or other social emotional learning resources.
- \$ 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 LYNNE MACNEIL L. MacNeil

Teacher Shawn Wilson Shawn Robert Wilson

Parent LYNN TIEDEMANN Lynn Tiedemann

Parent Nathaniel Steward Nathaniel Steward

Parent \_\_\_\_\_

Student \_\_\_\_\_

Date November 20/14.

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**Recommended Approval by Superintendent**

D. Samchuck D. Samchuck  
(Superintendent) (Signature)

Date: Dec. 2, 2014

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**Board Approval**

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

Date: Dec. 2, 2014