



**School District No. 59 (Peace River South)
Rolla Traditional School
School Growth Plan 2009/2010**



School and Community Context

Unique Features

Rolla is a small rural school located 5 km east and 16 km north of Dawson Creek. Many of the residents of Rolla are from farming and ranching backgrounds and tend to live by the work ethic and traditional rural values. Honesty, integrity and courtesy are not only common practice, but expected of area residents. Neighbors help each other out. This spirit of cooperation extends to the town, the community hall, and the school.

Our current enrollment of fifty-five students consists of three multi-grade classrooms. Nineteen percent of our school population is Aboriginal. Our students are happy and cooperative individuals who are actively involved in their school community. Our staff are experienced and dedicated to providing programs and activities to meet the needs of all students.

The promotion of healthy living through proper nutrition and exercise is important at our school. We offer daily physical education classes, a fruit and vegetable program, and a variety of sports teams and clubs. Our Student Leadership team is comprised of volunteer students who organize monthly spirit days, monthly assemblies and provide support to our primary students as lunchroom monitors. We are proud of our school wide recycling initiative led by our “Green Team” which is comprised of students from various grade levels. With an outstanding amount of support from parents and the community, our students are learning the value in contributing positively to the world around them.

We are proud to support and offer the community a variety of early learning opportunities such as PALS, Ready Set Lean, and Welcome to Kindergarten. Rolla Traditional School is looking forward to having a Strong Start Outreach program at the school starting in September.

Guiding Principles

Our programming focuses on traditional values and goals of education and citizenship. The administration and teachers at our school are very focused on consistent teaching programs throughout all the grades, and work together to develop it. Academic excellence is achieved by using the very best of teaching and assessment practices; in accordance with the prescribed learning outcomes outlined by the Ministry of Education.

Our students strive for individual excellence and maximize their individual achievement when high standards and expectations are reinforced both at home and at school. A uniformed dress code exists at our school.

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Our behavioral expectations are clearly defined and communicated in our school code of conduct. We strive to create a school environment in which students act in a respectful and responsible manner. We believe that the goals of our school community are best met when parental involvement is welcomed and the PAC and school work together.

Parental Involvement

Our school has a Parent Advisory Council and School Planning Council that are dedicated and actively involved in our school. Parents run a weekly hot lunch program; support fundraising events, playground fundraising activities, and a yearly community appreciation barbeque. Rolla Traditional School parents are committed to making our school the best place for their children, and to that end support our learning initiatives and school activities.

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Goal 1: To improve the performance level for reading and writing of all students.

Objective 1: To increase reading levels (comprehension and decoding) of all students

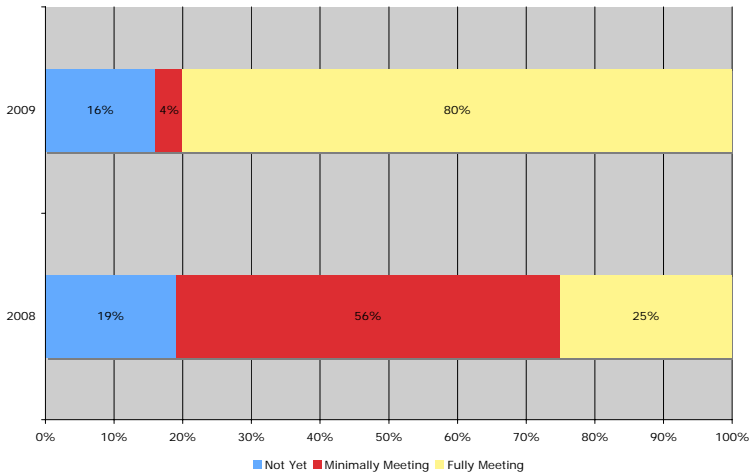
Objective 2: To increase the writing levels of all students

Rationale:

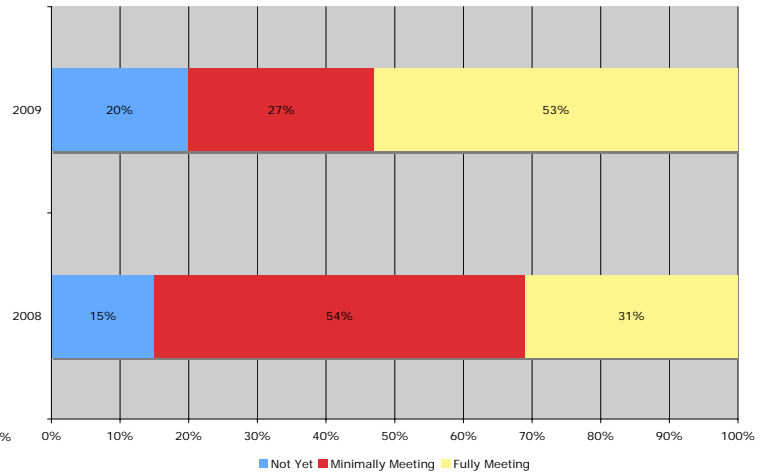
- Students in grades 1-3 have made a tremendous amount of growth in reading this year. 80% of students in grades 1-3 are fully meeting compared to 25% in 2008.
- Students in grades 5-7 have also shown noted improvements. 53% are fully meeting expectations compared to 31% in 2008.
- These improvements are credited to a number of school wide programs and teaching practices: implementation of Reading Recovery program for our grade 1 students, Great Leaps program for all struggling readers, guided reading throughout all grade levels, school wide implementation of Words Their Way, and the use of the Write Genre writing program throughout all grade levels

READING AND WRITING STUDENT ACHIEVE DATA - JUNE 2009

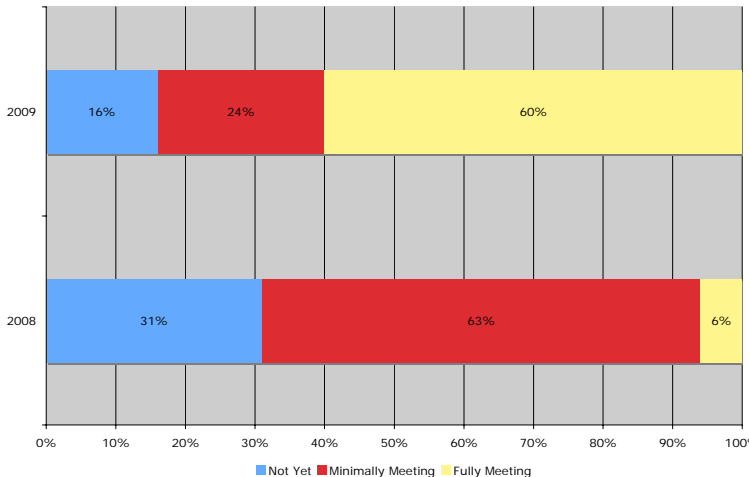
SD 59 Achieve Data Reading Grades 1-3



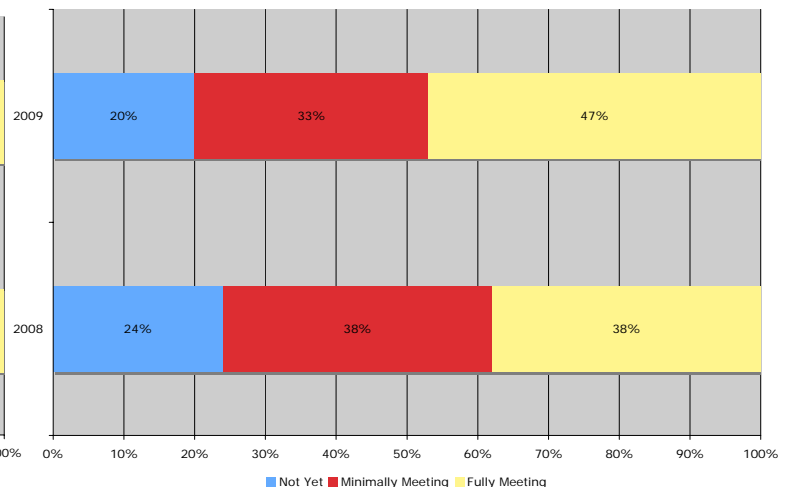
SD 59 Achieve Data Reading Grades 4-7



SD 59 Achieve Writing Grades 1-3



SD 59 Achieve Data Writing Grades 4-7



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Indicators:

- District DRA Reading Level Assessments Grades 1-3
- District Reading Screening DRAT Grades 4-7
- Report Card assessments
- SD 59 Achieve Data

Targets:

- To increase the number of students in all grades who are fully meeting expectations in reading
- To increase the number of students in all grades who are fully meeting expectations in writing
- Students working on individualized education programs will achieve mastery of individualized goals by June 2010.

Interventions:

- Continue to offer the Reading Recovery Program to our grade one students
- Continue to provide GREAT LEAPS programming to support our struggling readers.
- Continue with school wide Guided Reading program
- Continue with the use of Words Their Way and the Write Genre writing program
- Work with the District Literacy Helping Teacher to improve our writing program
- Continue to implement AFL strategies throughout the Language Arts curriculum
- Receive support from the District Literacy Helping Teacher to coach support staff and teachers on reading recovery strategies
- Continue to assess and address the learning needs and gather more information about students who are minimally meeting grade level expectations

Staff Responsible:

- Donna Chmelyk, Andrea Tarkington, Marnie Storie , Lisa Tenta, and Renee Jensen

Review Dates:

- September 2009, January 2010, and June 2010.

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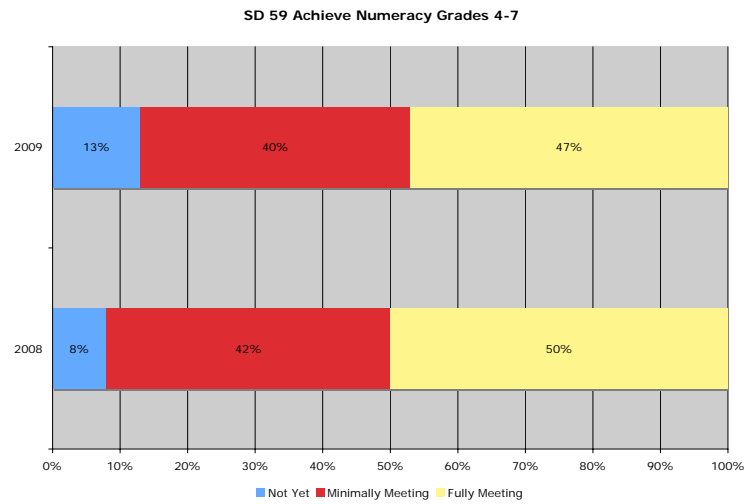
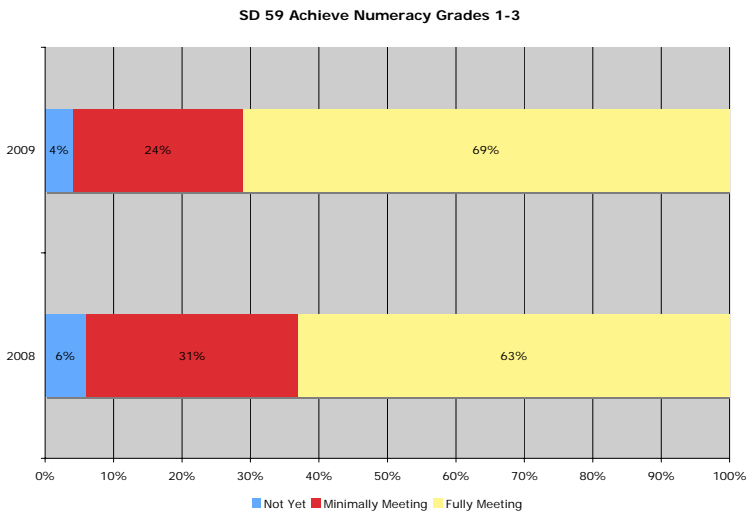
Goal 2: To improve student achievement in Numeracy

Objective 1: To increase the number of students who are fully meeting expectations in Numeracy

Rationale:

- In Numeracy for grades 1-3 there is an increase of 6% of students who are fully meeting grade level expectations.
- In Numeracy for grades 4-7 very little change has been noted from 2008 to 2009.

NUMERACY STUDENT ACHIEVE DATA - JUNE 2009



Indicators:

- 2008 and 2009 District 59 Achieve Data
- Vancouver Island Math Assessments Grades 2-7.
- Report Card assessments

Targets:

- To increase the number of students who are fully meeting expectations in Mathematics in all grade levels
- Students working on individualized education programs will achieve mastery of individualized goals by June 2010.

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Interventions:

This year our staff continued to explore new teaching strategies to help improve student achievement in Numeracy. The teachers attended a Math workshop focused on the new Math IRP. The Math At A Glance for Multi-Grade Classroom was utilized by all staff and proven to be an effective planning tool. This year we will:

- Continue to use the Vancouver Island Math Assessments (Pre and Post) as a tool to gather information to guide our instruction and assess students' needs
- Use Math 44 Teaching for Proficiency Kindergarten, Primary, and Intermediate.
- Use the Math Focus Program as a common resource throughout all grade levels
- Increase the use of *Assessment For Learning* strategies to help students recognize and develop plans for their learning. (Teacher/Student assessment)
- Increase the use of manipulative at all grade levels
- Utilized Power of Ten resources throughout all grade levels to build students understanding of the foundations of Mathematical concepts
- It has been noted that students in grades 4-7 score poorly on multiple-choice assessments. Direct instruction will be provided to increase our students skill set in this area
- Continue to assess and address the learning needs and gather more information about students who are minimally meeting grade level expectations

Staff Responsible:

- Donna Chmelyk, Andrea Tarkington, Marnie Storie , Lisa Tenta,

Review Dates:

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Goal 3: Improve Student Social Responsibility Skills

Over the past two years the district achieve data has documented that 100% of the students at Rolla Traditional School are meeting expectations in the area of Social Responsibility.

Our school community is proud of the effort put forth by students, staff and parents in this area. Over the past two year's, students have been provided with numerous opportunities to take part in community service activities such as our annual Terry Fox Run, community clean up, fundraising for the Leukemia and Lymphoma Society and Jump Rope for Heart. Our students continue to learn the importance and value of becoming a global citizen. Our school celebrates student achievement in the area of Social Responsibility at monthly assemblies. Students are proud to have their certificate displayed on the Social Responsibility "Wall of Fame". The BC Social Responsibility performance standards are used to guide our instruction and assessment practices.

Building student leadership capacity has been our focus over the past two years. Our intermediate students attended "Be the Voice" Leadership conference hosted by CMS in May 2009. Our Student Leadership team is comprised of volunteer intermediate students who organize monthly spirit days, monthly assemblies and provide support to our primary students as lunchroom monitors. We are also very proud of the school wide recycling initiative led by our "Green Team" which is comprised of students from various grade levels. The Green Team participated in Destination Conservation workshops that took place throughout the year. Our team of students began an action research project, "Re-Think Paper Use", to help decrease the amount of paper being used in our building and to decrease Rolla Traditional School's carbon footprint. With an outstanding amount of support from parents and the community, our students are learning the value in contributing positively to our school community and the world around them.

Staff and students have taken a restorative approach to addressing behaviors and conflict within our school. Students participate in circle talk discussions, complete "think papers" while addressing their feelings and the needs and feelings of others. Think papers are sent home in order to help guide discussions between parents and students. The integration of restorative practices has provided both the staff and students of Rolla Traditional School with proactive strategies to help solve problems in peaceful ways.

Through cooperation and dedication, the staff, students and parents of Rolla Traditional that we have achieved success toward reaching our goal of improcial responsibility skills. We will continue to put forth a consisterrd continually make improvements in this area.



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<i>Submitted by:</i> School Planning Council
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This school growth plan has been written, reviewed and supported by:

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