

Goal 1

Literacy

School Name:

Rock City Elementary School

GOAL:

To maintain student achievement in reading and writing in all grades

RATIONALE FOR SELECTING GOAL:

The difference between the average performance of students in this school and the average performance of students in this district and the province is not statistically significant.

Our FSA results and report card marks indicate a need to focus more on reading.

Satisfaction Survey results show that parents are less satisfied with student achievement in reading and writing than students.

We believe that our strategic approach to reading instruction (guided reading, SMART reading, etc.) should be continued.

Student learning is enhanced when teachers use the same language/vocabulary when teaching reading and writing skills

Our most at risk students must be closely monitored and provided with appropriate support for their learning

There is no significant difference between the achievement of the Aboriginal students in our school and the non-Aboriginal students.

Grade 4 FSA- Students meeting or exceeding expectations in Writing

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
School	94	95	95	94	96	86	91	93
Males	90	89	89	95	90	87	89	91
Females	100	100	100	94	100	86	93	94

FINAL SCHOOL EDUCATION PLAN

2009-2010

Grade 7 FSA-students meeting or exceeding expectations in Writing

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
School	84	76	87	89	85	85	84	84
Males	88	55	88	84	73	79	77	73
Females	81	96	86	100	100	92	91	90

Final All School Write – (Comparison Spring) – % met or exceeded expectations

	2002	2003	2004	2005	2006	2007	2008
Grade 1	93	94	96	100	100	100	98
Grade 2	95	98	95	96	93	92	77
Grade 3	95	95	93	97	94	93	90
Grade 4	95	91	97	93	95	94	93
Grade 5	85	98	88	83	93	91	69
Grade 6	88	97	91	93	94	93	95
Grade 7	90	96	98	88	92	91	98

Final All School Write Whole School

	2001	2002	2003	2004	2005	2006	2007	2008
% met or exceeded expectations	88	96	93	92	95	94	93	89
% did not meet expectations	12	4	7	8	5	6	7	11

Grade 4 FSA Reading % meeting or exceeding expectations

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08 **
	82	84	69	75	79	73	66	70

**The changes to the 2007/08 FSA render results incompatible with the results of Foundation Skills Assessments conducted in preceding years. 2007/08 represents a new base year for future FSA results.

Grade 7 FSA Reading % meeting or exceeding expectations

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08 **
	86	75	70	74	76	60	67	76

EVIDENCES USED:

FSA test results

School Wide Write using BCPS rubrics

Satisfaction Survey

Report card marks

SPECIFIC PERFORMANCE TARGET:

Monitor 2007/08 and future year FSA scores in reading and writing until a trend can be identified

Maintain the number of students fully meeting expectations in the School Wide Write

Improve grade 4 and grade 7 FSA test results

Establish a baseline for PM Benchmarks data

Establish a baseline for grade 3 and grade 6 DART scores

FOCUSED ATTENTION ON:

Aboriginal students

Boys

Students not yet meeting expectations in the goal areas

DATA USED TO TRACE PROGRESS:

DART grade 3 and grade 6

Report Card marks (begin to gather data on “reads with understanding” strand)

FSA

Benchmarks grades 1-4

School Wide Write using BCPS rubrics

Satisfaction Survey

Goal 2 (see *Guidelines document* for details to complete this document)

Social Responsibility

School Name: _____
Rock City Elementary School

GOAL:

To foster and support the development of socially responsible students

RATIONALE FOR SELECTING GOAL:

Poor performance in this area affects students' ability to function in all subject areas and outside the classroom. Development of social responsibility skills provides students with a better chance for success at school and in life.

A positive attitude towards school gives students an appreciation for their peers and for the larger school community.

The programs which encourage students to accept and implement socially responsible behaviour (High Fives, ABC problem solving model, Teaching Recess, etc.) have been successful in developing a school wide vocabulary and repertoire of socially acceptable behaviours.

There is no significant difference between the behaviour of the Aboriginal students in our school and the non-Aboriginal students.

Boys are responsible for most of the behaviour infractions in the school.

Satisfaction Survey Grade 4 Responses: All the Time or Many Times (in %)

	01/02		02/03	03/04	04/05	05/06	06/07	07/08
At school, do you respect people who are different from you (for example think, act or look different)?	93		96	92	96	90	94	81
Do you like school?	70		67	69	80	60	68	35
Do adults in the school treat all students fairly?	N/A		76	75	90	89	65	44
Do your teachers care about you?	81		91	81	94	97	89	70
Do you feel safe at school?	88		82	78	90	93	84	81
At school, are you bullied, teased, or picked on?	26		16	6	12	0	17	21
Do you know how your school expects students to behave?	N/A		N/A	97	92	87	87	81

Satisfaction Survey Grade 7 Responses: All the Time or Many Times (in %)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08
At school, do you respect people who are different from you (for example think, act or look different)?	91	91	90	93	89	85	96
Do you like school?	22	60	37	64	40	37	54
Do adults in the school treat all students fairly?	N/A	58	46	73	74	43	56
Do your teachers care about you?	48	76	78	75	88	70	88
Do you feel safe at school?	86	63	83	86	84	68	79
At school, are you bullied, teased, or picked on?	5	12	10	5	16	19	9
Do you know how your school expects students to behave?	N/A	N/A	88	93	90	72	96

Satisfaction Survey: Elementary Parent Responses (in %)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Are personal differences respected at your child's school?	76	76	90	78	87	74	80
Are you satisfied that staff treats all students fairly at school?	N/A	85	88	81	89	72	81
Does your child feel safe at school?	85	82	90	89	93	85	88
Is your child bullied, teased, or picked on at school?	13	6	4	11	7	12	6
Does your child's school provide clear expectations for student behaviour in the school?	N/A	N/A	94	95	97	85	91
Are the rules related to behaviour enforced consistently at your child's school?	74	80	92	88	86	77	79

EVIDENCES USED:

- Report cards
- Satisfaction survey
- School office referrals
- Anecdotal observations
- Social Responsibility Committee discussions

SPECIFIC PERFORMANCE TARGET:

- Reduce the number of playground incidents reported by Supervision Aides
- Improve the level of parental satisfaction with student safety and behaviour. (Satisfaction Survey)

FOCUSED ATTENTION ON:

- Boys
- Chronically misbehaving individuals
- Monitor Aboriginal students

DATA USED TO TRACE PROGRESS:

- Report cards
- Satisfaction survey
- School office referrals
- Staff observation
- Social Responsibility Committee observations

Goal 3 (

Numeracy

School Name: _____
Rock City Elementary School

GOAL:

To improve students mathematical and problem solving knowledge, skills and abilities

RATIONALE FOR SELECTING GOAL:

Staff and parents believe that mathematical literacy is important for student success.

We are still in the process of implementing the new math curriculum and the new math program, Math Makes Sense.

Implementation requires a great deal of focus by the staff on the acquisition of appropriate learning resources. This program requires more manipulatives than ever before for Grades K-7.

Many of the skills and strategies associated with problem solving are closely connected with reading comprehension skills.

It is our belief that through individual, buddy, cross-grade activities, games and other activities, we will create safe, supportive, nurturing and fun-filled experiences for children learning math.

There is no significant difference between the achievement of the Aboriginal students in our school and the non-Aboriginal students.

There was a significant drop in grade 4 student achievement in 2007/08 (the new base year). Grade 7 2007/08 results showed a less severe decline. Generally grade 7 FSA scores are lower than grade 4 FSA scores in mathematics.

FSA Test results Students meeting or exceeding expectations (in %)

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08**
Grade 4	88	91	82	92	89	98	74	48
Grade 7	96	82	72	70	73	64	77	71

Report card: Students minimally meeting, meeting or exceeding expectations (in %)

	2002	2003	2004	2005	2006	2007	2008
Whole School	96	95	95	94	94	96	95

Report Card: Students meeting or exceeding expectations (in %)

	2002	2003	2004	2005	2006	2007	2008
Whole School	72	76	72	74	75	67	71

EVIDENCES USED:

- FSA test results grade 4 and grade 7
- Report card marks
- Grade 7-8 math placement tests (Grade 7)

SPECIFIC PERFORMANCE TARGET:

- Monitor 2007/08 and future year FSA scores in reading and writing until a trend can be determined
- Maintain the number of students meeting or exceeding grade level expectations.

FOCUSED ATTENTION ON:

- Monitor Aboriginal Students
- Intermediate students

DATA USED TO TRACE PROGRESS:

- FSA test results for grade 4 and grade 7
- Report card marks
- Satisfaction Survey
- Wellington grade 7 math placement test

SIGNATURES OF SCHOOL PLANNING COUNCIL MEMBERS:

Parent Name (Please Print):	Parent Signature:	Date:
Parent Name (Please Print):	Parent Signature:	Date:
Parent Name (Please Print):	Parent Signature:	Date:
Principal (Please Print):	Principal Signature:	Date:
Teacher (Please Print):	Teacher Signature:	Date:
Student (Please Print)	Student (Signature):	Date