

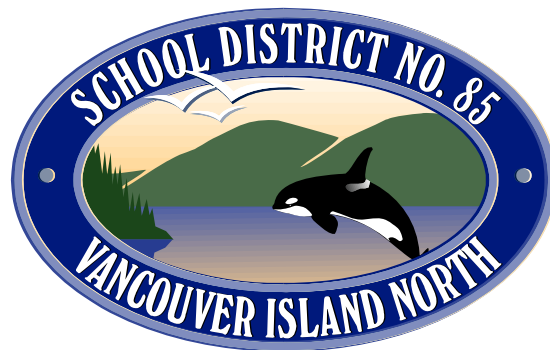


***“Bringing Learning to Life”***

# Fort Rupert Elementary School

## **SCHOOL PLAN**

2009 - 2010



Submitted by:  
Principal: Natasha Miles

**SCHOOL PLAN 2009-2010  
FORT RUPERT ELEMENTARY SCHOOL**

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**Achievement Contract Goals**

**STUDENT ACHIEVEMENT**

**Graduation Completion Rates:**

- To improve the Six-Year Dogwood Completion rate.

**Literacy:**

- To improve student success rates in literacy.

**Numeracy:**

- To improve student success rates in numeracy.

**SOCIAL RESPONSIBILITY**

**Sense of Belonging:**

- To improve all students' sense of belonging including feeling safe, respected, connected, and socially engaged.

**Respect for Diversity:**

- To improve students' respect for diversity.

**Aboriginal Education Enhancement Agreement Goals**

Goal #1 - The students will feel an increased sense of belonging & respect through their school experience.

Goal #2- - Increase the number of Aboriginal students with academic success.

Goal #3 - All Students will experience an enhanced academic environment as a result of Aboriginal content at all levels of curriculum.

**School Goals**

Goal #1 Students will become self-motivated to exercise democratic rights and responsibilities in the classroom, in the school and beyond.

Goal #2 To improve student achievement in literacy

Goal #3 To improve student achievement in numeracy

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|               |                               |                                  |
|---------------|-------------------------------|----------------------------------|
| School Name:  | Fort Rupert Elementary School | Ratified by School               |
| School Year:  | 2009-2010                     | Staff: May 13 <sup>th</sup> 2009 |
| Date of Plan: | May 5 <sup>th</sup> 2009      |                                  |

Signature of Principal: \_\_\_\_\_

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### **School Mission Statement**

Fort Rupert Elementary School will strive to develop self-worth in its students. We will endeavour to build a safe environment that nurtures, respects, and builds responsible citizens. We will focus on enhancing academic performance for every student.

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### **School Context**

Fort Rupert Elementary School is located at Beaver Harbour serving the communities of Storey's Beach and Kwakiutl (Fort Rupert) Band, 10km south east of Port Hardy. The school has a green setting, surrounded by district softball pitches, backed by second-growth forest and is a three minute walk away from the beach from where there are views of sacred Deer Island and Queen Charlotte Strait. The school is recognised as having the most beautiful location in the district.

Predicted enrollment for 2009-2010 is 46 students from Kindergarten to Grade 7. Parents are largely employed in resource-based or service industries. Enrollment is declining as the natural resource industries shrink and many families continue to leave to find work or to retrain further south. Students are taught in three multi-grade classes. This provides the school with the opportunity to offer a learning environment that is truly focused on individual needs of each student.

Currently 36% of the students are members of First Nations and the Kwakiutl Band is the most prominent. All students participate in a Cultural Program in which they have the opportunity to learn the Kwak'wala language. We have excellent communications with the Band through our Home-School Coordinator and the Band supports their students financially when they take part in swimming lessons, ski trips, school photos and the Grade 7 field trip.

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21% of our students have a Learning Designation. They are well-supported by a Learning Assistance teacher and a team of dedicated three Special Education Workers, the Home-School Coordinator and the Child and Youth Worker who ensure that our students' needs are met and that they are able to access the same opportunities as other students.

The PAC at this school is very active and attendance at meetings is high. The Kids Cocoa House in March has been running for four years now and is firmly on the community's calendar. PAC fundraises for the transportation for the swimming program, run the popular Breakfast Club each morning and cook hot lunches once a month. They intend to install some new playground equipment in 2009-2010 that they have raised funds for over the last two years.

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### **Student Achievement: Strengths**

**Social Responsibility** is a strength of our students at Fort Rupert Elementary School. Visitors regularly comment on their good conduct and there are only rare visits to the principal's office for poor conduct. Grade 3 to 7 students were surveyed in January 2009 about their involvement in their school and 100% of the students reported that they were able to make contributions to their classroom and school community. In the School Plan of 2008-2009 one objective was for students to show an increased sense of belonging at school and this 100% score indicates that this objective has been met. The Student Council ran three Spirit Weeks in 2008-2009 during which they led lunchtime game activities and all grades participated together with a sense of fair play; this indicates that the objective from 2008-2009 of students improving in respect for themselves and others has also been achieved.

**Reading** continues to be a strength amongst our students. All the Grade 7 students who sat the FSAs in February 2009 met provincial expectations and 46% of them exceeded expectations. The results were a realistic reflection of the ability of our students. Six of these students were at FRES in 2006 in Grade 4 and five of them have shown significant improvement since they sat the FSA reading test then. All of our First Nations students who sat the FSA Reading test met expectations, one exceeded expectations and only one First Nations student was excused. In Grade 1 7/10 of our students are meeting district expectations for reading using the PM Benchmarks.

## School Goal 1: Social responsibility

| Objective #1:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Each student will take part in a leadership activity; all FN students will take on a leadership role in school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Student Focused Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Results                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Jan 2009 school social responsibility survey of Grade 6/7 students: ALL students believed that they were able to take on a leadership role but 6/15 reported that were only minimally meeting these expectations.</li> <li>• SD85 Social responsibility survey 2008-2009 reported that 83% Grade 7 students do things that make a positive difference in school, Grade 5 reported 80% and Grade 3 reported 60%</li> <li>• 22/60 students were on the Student Council in 2008-2009</li> <li>• Island Leadership Coalition action research study led by SD85 District Principal of First Nations in 2007-2008 showed that FN students do not tend to join students councils</li> <li>• Therefore while there have been leadership opportunities in 2008-2009 these need to become further embedded in 2009-2010</li> </ul> | <ul style="list-style-type: none"> <li>• Student Council executive will continue to be democratically elected in September</li> <li>• Student Council class reps will continue to be democratically elected each term</li> <li>• Establish a Garbage Watch Club in K-2 class</li> <li>• Create a Big Buddy and a Little Buddy partnership for all students in September</li> <li>• Child and Youth Worker to expand the role of the student newsletter to become the school newsletter</li> <li>• Identify some FN students as peer coaches in Cultural Program</li> <li>• During Cultural Week Home-School Coordinator to establish a student team to lead the events and ensure that FN students are members of this team</li> <li>• Develop student monitors for recess and lunch sport equipment</li> <li>• Continue to develop the Library Club so that students can show leadership in reading</li> </ul> | <p><i>Monitor participation and survey students during the year. Act on suggestions that come out of the Student Council.</i></p> <p><b>Target:</b><br/> <i>All students to report that they have taken part in at least one leadership activity by Spring 2010.</i></p> |

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| <b>Objective #2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>All students to begin to demonstrate a sense of altruism for environmental and human rights</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Rationale</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Student Focused Action Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Results</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• The environmental location of the school is quite spectacular</li> <li>• School District 85 is developing an environmental educational philosophy</li> <li>• The SPC and staff have identified conservation and environmental work as a focus for 2009-2010</li> <li>• 91% of the Grade 3,5 and 7 students surveyed in the SD85 social responsibility survey 2008-2009 reported that they understand and accept people who are 'different' from them in school therefore they have the potential to look beyond the school community</li> </ul> | <ul style="list-style-type: none"> <li>• Establish a Garbage Watch club in K-2 class</li> <li>• Class weekly contest 'Garbage free lunches'</li> <li>• Create a bear-safe compost bed</li> <li>• Student newsletter to have a focus on the 4Rs (Recycle, Reuse, Reduce and respect)</li> <li>• G3-5 class to adopt our beach for garbage clean up</li> <li>• Take part in Pitch-In Canada week</li> <li>• Expand Earth Day to Earth Week in April</li> <li>• Cultural Program to teach about traditional sustainable use of resources in our immediate environment (ethno-botany)</li> <li>• Use role model program to teach students cooking with local plants</li> <li>• Outdoor learning events to take place monthly</li> <li>• G6-7 establish an email project with another school that has green issues embedded</li> <li>• Use interactive whiteboards to bring current affairs into the classroom weekly</li> <li>• Students to choose one global charitable activity to support from: sponsor a child / take part in Operation Christmas Child / build a school though Free the Children</li> </ul> | <p><i>Each of these action points can be monitored over the year. Students will be surveyed towards the start of the year and at the end to see if they have become more environmentally and globally aware. This can also be done through report writing. To assess if altruism is occurring, the number of student led initiatives will be monitored.</i></p> <p><b>Target:</b><br/><i>Survey in 2010 compared to 2009 will indicate that all students know that they have participated in an environmental initiative and a global initiative.</i></p> |

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| <b>Objective #1:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>To improve student progress in writing for all students but with a focus in Grades 2, 4, 6 and 7 for non-designated students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Rationale</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Student Focused Action Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Results</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• All School Write in 2008-2009 showed that 22 / 42 students did not progress over the course of the year according to their writing from experience using the performance standards</li> <li>• In 2008-2009 in Grades 1, 3, 5 and 6 there were, in combination, 57% of students who were not designated but who were minimally meeting expectations.</li> <li>• Of the six Grade 7 students who were in Grade 4 at FRES for the FSAs in 2006 five of them did not show progress in their writing performance in 2009 compared to their evident progress in reading and numeracy</li> </ul> | <ul style="list-style-type: none"> <li>• All School Write on ‘Writing to Communicate Ideas’ – teachers to use performance standards to inform students of the criteria</li> <li>• All classes to have weekly lesson focus on sentence and paragraph form– grammar, spelling, vocabulary</li> <li>• Use interactive whiteboards in G3-5 and G6-7 class to encourage student participation in sentence and paragraph form</li> <li>• All classes to have writing for meaning weekly -current affairs, contributions to the student newsletter, report writing following events</li> <li>• Use ‘All the right type’ with all intermediate grades</li> <li>• Cultural Program to include writing activities such as legends and report writing</li> <li>• Cultural Program to create writing contributions to the SD85 ‘Aboriginal Soup for the Soul’ publication</li> <li>• LART and SEWs to work on phonetics with designated intermediate students</li> <li>• Ensure teachers to continue to participate in SD85 writing focus project</li> </ul> | <p><i>Examine FSA data and All School Write data 2010.</i></p> <p><b>Targets:</b></p> <ol style="list-style-type: none"> <li><b>1. All School Write 2010 to report that the majority of students are fully meeting expectation as opposed to 2009 when the majority were minimally meeting expectations</b></li> <li><b>2. All School Write 2010 to report that all students who start the year minimally meeting expectations have moved towards fully meeting expectations</b></li> <li><b>3. FSA for Grades 4 and 7 in 2010 shows that all non-designated students are fully meeting expectations in writing</b></li> </ol> |

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| <b>Objective #2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>All designated students with a learning disability in reading and those who were identified in 2008-2009 as not yet meeting expectations for their grade will make progress in their reading comprehension in 2009-2010.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Rationale</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Student Focused Action Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Results</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• FSA scores for Grade 7 2009 were very good with 100% of all non-designated students taking the test meeting provincial standards.</li> <li>• In Grade 4 although the group's data is masked two students out of five are not yet meeting expectations.</li> <li>• In Grade 2 there are also two out of five students who are not yet meeting expectations and in Grade 1 three out of ten are not yet meeting expectations on PM Benchmarks.</li> <li>• Therefore 2009-2010 needs to target the students who are designated with reading disabilities or who are working at the lower end of the spectrum in their grade group</li> </ul> | <ul style="list-style-type: none"> <li>• Rotate silent reading time to vary activities: oral reading, reading games (i.e. Reader Rabbit), on-line games using interactive white boards, on-line games using PCs</li> <li>• LART to use Success Maker with designated students</li> <li>• Use SEW support for reading support with designated students</li> <li>• Cultural Program to develop oral storytelling skills among students</li> <li>• Home-School Coordinator to provide time with FN students on their 'home reading'</li> <li>• ESD teacher to continue to work with FN students on reading for understanding</li> <li>• Child and Youth Worker to strengthen home reading through incentives for a Book Wall Walk</li> <li>• Child and Youth Worker to provide time with identified vulnerable students on their 'home reading'</li> <li>• Focus on reading information texts for comprehension and developing research skills in Intermediate grades</li> <li>• Intermediate class teachers to use performance standards for students to know the criteria for 'Reading for Information'</li> <li>• Host reading events i.e. Literacy Week in October, World Book Day event April 23<sup>rd</sup>: readathon, character dress-up</li> <li>• Teachers to track progress using the 'Student Progress Data' binder to inform their teaching</li> <li>• Use Reading Zone materials from resource center with a FN focus for guided reading</li> </ul> | <p><i>Use DART assessment, P M Benchmarks to track progress.</i></p> <p><i>Targets:</i></p> <ol style="list-style-type: none"> <li>1. <i>All non-designated students will at least minimally meet expectations in DARTs, PM Benchmarks and reading FSAs in 2010</i></li> <li>2. <i>All designated students with a reading disability will make progress between Fall 2009 and Spring 2010</i></li> <li>3. <i>All students in Grade 7 will complete the FSA Reading test in 2010.</i></li> </ol> |

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| <b>Objective #1:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>To embed a greater understanding of the concept of number in all students therefore leading to improvements in number work</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                        |
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| <b>Rationale</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Student Focused Action Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Results</b>                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• FSA scores for Grade 7 students were very good with 100% of students taking the test meeting provincial expectations, 50% of the students exceeding expectations and 50% of FN students exceeding expectations.</li> <li>• However the Grade 4 results were not as strong but the group's data is masked.</li> <li>• Teachers and SEWs report a weakness in students' number concepts and mental math agility. <i>At the date of writing only Grade 6 and 7 non designated students have written the end of year DMA. Grade 7 achieved an average of 64.7% correct on number questions and Grade 6 50%.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Weekly lesson time dedicated to focus on Number skills: times tables, Math tricks, estimation skills, partitioning, number lines, doubling and halving, rounding</li> <li>• Buddy math time to replace Buddy reading</li> <li>• Use interactive whiteboards to start Math lessons with fun math games</li> <li>• Timetable SEWs and teachers to be able to divide classes into differentiated Mental Math groups weekly</li> <li>• Use Success Maker with all designated students with a learning disability in number</li> </ul> | <p><i>Use DMA results from Spring 2009 and Fall 2009 to identify number weaknesses of students</i></p> <p><i>Targets:</i></p> <p><i>1. DMA analysis in Spring 2010 will show an improvement in Number concepts for all students since the Fall</i></p> |

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| <b>Objective #2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>All students will continue to improve in problem solving</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                 |
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| <b>Rationale</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Student Focused Action Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Results</b>                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• FSA scores for Grade 7 students were very good with 100% of students taking the test meeting provincial expectations, 50% of the students exceeding expectations and 50% of FN students exceeding expectations.</li> <li>• However the Grade 4 results were not as strong but the group's data is masked.</li> <li>• Teachers and SEWs report a weakness in students' ability to problem solve. This was a weak section for Grade 4 in the FSA 2009 <i>but at the time of writing the DMA has not been written by students.</i></li> <li>• This is an objective to continue from 2008-2009</li> </ul> | <ul style="list-style-type: none"> <li>• Math Makes Sense Explore activities to continue to be integral to each Math lesson</li> <li>• All students should have the opportunity to complete the word problems that are usually found at the end of each lesson in Math Makes Sense</li> <li>• Primary students to solve money problems</li> <li>• Home-School Coordinator to schedule a Family Math Night hosted at Fort Rupert Band to encourage participation amongst families</li> <li>• Cultural Program to incorporate Math word problems into craft activities</li> <li>• Increase students' participation in school's Science Fair from 11 students in 2008-2009</li> <li>• Use graphing in Intermediate Science investigations</li> <li>• Use interactive whiteboards to gain 'real' data for word problems e.g. Olympics 2010 data</li> <li>• Student Council to graph competition results for display</li> <li>• Student Council to undertake fundraising and budgeting for their contests</li> <li>• 'Garbage Free Lunches' weekly contest to be graphed for display</li> <li>• Involve Grade 7 in the budget plans for their field trip</li> </ul> | <p><i>Use DMA results from Spring 2009 and Fall 2009 to identify problem solving weaknesses of students</i></p> <p><i>Targets:</i></p> <p><i>1. DMA analysis in Spring 2010 will show an improvement in problem solving for all students since the Fall</i></p> |

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**Relevant School Data**

13 students, Grade 1 had 10 students and all other grades had less than 10 students. All grades had less than 10 students. Therefore the school plan often reports raw numbers rather than percentages in its analysis as this is more meaningful to the school.

**Goal #1** Students will become self-motivated to exercise democratic rights and responsibilities in the classroom, in the school and beyond.

**a. Our School Community Survey January 2009 –student’s reported where they were on the performance standards scale**

|                                                           | Grade 6 / 7     |                   |               |                      | Grade 4/5       |                   |               |                      |
|-----------------------------------------------------------|-----------------|-------------------|---------------|----------------------|-----------------|-------------------|---------------|----------------------|
|                                                           | Not yet meeting | Minimally meeting | Fully meeting | Exceeds Expectations | Not yet meeting | Minimally meeting | Fully meeting | Exceeds Expectations |
| <b>CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY</b> |                 | <b>3/15</b>       | <b>9/15</b>   | <b>3/15</b>          |                 | <b>5/12</b>       | <b>5/12</b>   | <b>2/12</b>          |
| <b>LEADERSHIP ROLES</b>                                   |                 | <b>6/15</b>       | <b>9/15</b>   |                      | <b>1/10</b>     | <b>1/10</b>       | <b>4/10</b>   | <b>4/10</b>          |
| <b>EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES</b>  |                 | <b>2/15</b>       | <b>11/15</b>  | <b>2/15</b>          | <b>1/10</b>     | <b>1/10</b>       | <b>5/10</b>   | <b>3/10</b>          |

**Objective 1 Target:**

*All students to report that they have taken part in at least one leadership activity including the Primary grades by Spring 2010.*

*School Survey Results due Spring 2010*

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**Objective 2 Target:**

*Survey in 2010 compared to 2009 will indicate that all students know that they have participated in an environmental initiative and a global initiative.*

*School Survey Results due Spring 2010*

**2. District Based Data**

**a. Social Responsibility Survey: Sense of belonging, respect for diversity, citizenship, transition**

| <b>Citizenship<br/>Q3 I do things that make a positive difference in my school</b> | <b>2008/09</b> |
|------------------------------------------------------------------------------------|----------------|
| Grade 3                                                                            | 60%            |
| Grade 5                                                                            | 80%            |
| Grade 7                                                                            | 83%            |
| Total                                                                              | 77%            |

| <b>Respect for diversity<br/>Q2 Students at my school understand and accept people who think, act or look differently from them.</b> | <b>2008/09</b> |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Grade 3                                                                                                                              | 100%           |
| Grade 5                                                                                                                              | 80%            |
| Grade 7                                                                                                                              | 100%           |
| Total                                                                                                                                | 91%            |

Survey results recorded as % of students that agree or strongly agree with the statements

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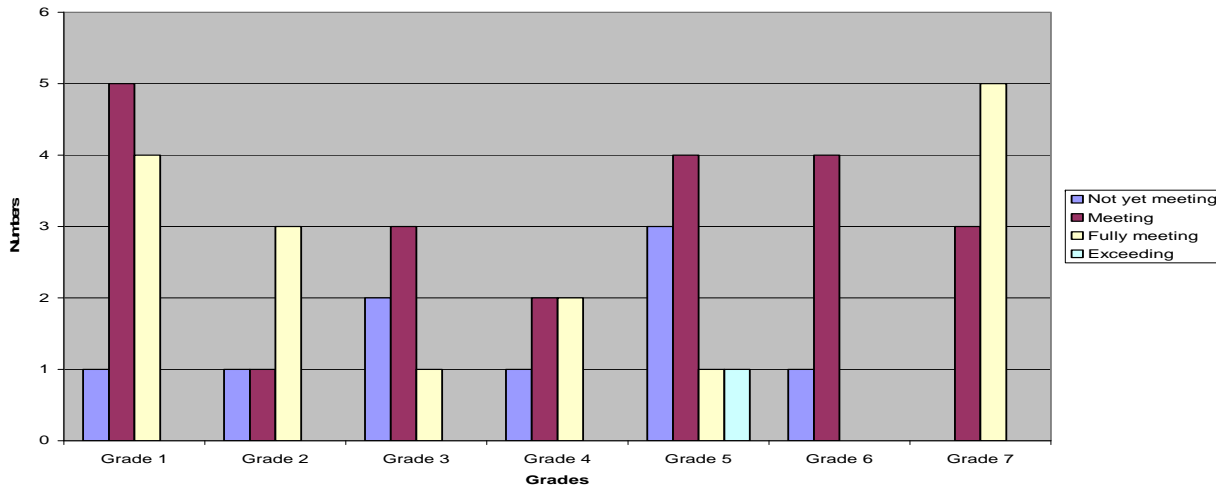
**1. School Based Data**

a. Report Cards Percentage of Students achieving each grade in Language Arts. 2009 will be the new benchmark.

| <b>2009</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Grade 6</b> | <b>Grade 7</b> |
|-------------|----------------|----------------|----------------|----------------|
| <b>A</b>    |                |                |                |                |
| <b>B</b>    |                |                |                |                |
| <b>C+</b>   |                |                |                |                |
| <b>C</b>    |                |                |                |                |
| <b>C-</b>   |                |                |                |                |
| <b>F</b>    |                |                |                |                |

b. All School Write April 2009

**All School Write 2008-2009 FRES**



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All School Write 2008-2009  
Summary of Progress  
FRES

**Summary of progress for all students – April 2009 compared to October 2008**

*We assessed the students where they were on the performance standards scale in October for their grade and again in April. If a student was not quite a '2' (minimally meeting expectations) we called this a 1+. Therefore any movement could be a full level i.e. '2' to '3' or half a level '2' to '2.5'*

|            | Boys | Girls | Total |
|------------|------|-------|-------|
| 1.0 loss   |      | 1     | 1     |
| 0.5 loss   | 1    |       | 1     |
| 0 movement | 12   | 10    | 22    |
| 0.5 gain   | 9    | 6     | 15    |
| 1 gain     | 1    | 1     | 2     |
| 1.5 gain   | 1    | 0     | 1     |

**Summary of progress - Students who were at these levels in April 2009 compared to where they were in Oct 2008**

*If a student in April was assessed, for example, at 'meeting expectations' and had moved a whole level i.e. from 'not yet meeting expectations' they would be placed in the 'meeting column and 1 gain row). This helps us see which type of student is making progress. We expect to see progress in all abilities.*

|            | Not yet meeting | Meeting | Fully Meeting | Exceeding |
|------------|-----------------|---------|---------------|-----------|
| 1.0 loss   |                 | 1       |               |           |
| 0.5 loss   | 1               |         |               |           |
| 0 movement | 5               | 10      | 7             |           |
| 0.5 gain   | 2               | 9       | 4             | 1         |
| 1 gain     |                 | 1       | 1             |           |
| 1.5 gain   |                 |         | 1             |           |

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**2. District Based Data**

**a. Primary Benchmarks**

Percentage of students reading at or above grade level

|                 | <b>Spring 2006</b> | <b>%</b>   | <b>Spring 2007</b> | <b>%</b>  | <b>Spring 2008</b> | <b>%</b>   | <b>Spring 2009</b> | <b>%</b>   |
|-----------------|--------------------|------------|--------------------|-----------|--------------------|------------|--------------------|------------|
| <b>Grade 1</b>  | <b>MSK*</b>        |            | <b>MSK</b>         |           | <b>MSK</b>         |            | <b>7</b>           | <b>70%</b> |
| <b>Grade 2</b>  | <b>MSK</b>         |            | <b>MSK</b>         |           | <b>MSK</b>         |            | <b>3</b>           | <b>60%</b> |
| <b>Grade 3</b>  | <b>MSK</b>         |            | <b>MSK</b>         |           | <b>-</b>           |            |                    |            |
| <b>Combined</b> | <b>13</b>          | <b>71%</b> | <b>10</b>          | <b>70</b> | <b>9</b>           | <b>67%</b> |                    |            |

**MSK = Less than 5 students in the grade**

**b. DART**

Number and percentage of students who minimally meet expectations or better

|                | <b>Spring 2006</b> | <b>%</b>   | <b>Spring 2007</b> | <b>%</b>   | <b>Spring 2008</b> | <b>%</b>   | <b>Spring 2009</b> | <b>%</b>   |
|----------------|--------------------|------------|--------------------|------------|--------------------|------------|--------------------|------------|
| <b>Grade 3</b> | <b>5</b>           | <b>100</b> | <b>5</b>           | <b>100</b> | <b>5</b>           | <b>100</b> | <b>6</b>           | <b>100</b> |
| <b>Grade 6</b> | <b>7</b>           | <b>71</b>  | <b>MSK</b>         | <b>MSK</b> | <b>14</b>          | <b>93</b>  | <b>4</b>           | <b>57</b>  |

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**3. Provincial Data**

**Foundation Skills Assessment (FSA)**

**Reading: Percentage of Students Meeting or Exceeding Expectations**

|                 | <b>2005/06</b> | <b>2006/07</b> | <b>2007/08</b> | <b>2008-09</b> | <b>2009-10</b> |
|-----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Grade 4</b>  |                |                |                |                |                |
| <b>SD85</b>     | <b>67</b>      | <b>55</b>      |                |                |                |
| <b>Province</b> | <b>79</b>      | <b>77</b>      |                |                |                |
| <b>FRES</b>     | <b>80</b>      | <b>67</b>      | <b>60</b>      | <b>60</b>      |                |
|                 |                |                |                |                |                |
| <b>Grade 7</b>  |                |                |                |                |                |
| <b>SD85</b>     | <b>50</b>      | <b>61</b>      |                |                |                |
| <b>Province</b> | <b>72</b>      | <b>72</b>      |                |                |                |
| <b>FRES</b>     | <b>40</b>      | <b>8?</b>      | <b>MSK</b>     | <b>100</b>     |                |

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**Foundation Skills Assessment (FSA)**

**Writing: Percentage of Students Meeting or Exceeding Expectations**

|                 | <b>2005/06</b> | <b>2006/07</b> | <b>2007/08</b> | <b>2008-09</b> | <b>2009-10</b> |
|-----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Grade 4</b>  |                |                |                |                |                |
| <b>SD85</b>     | <b>85</b>      | <b>86</b>      |                |                |                |
| <b>Province</b> | <b>89</b>      | <b>90</b>      |                |                |                |
| <b>FRES</b>     | <b>80</b>      | <b>83</b>      | <b>60</b>      | <b>80</b>      |                |
|                 |                |                |                |                |                |
| <b>Grade 7</b>  |                |                |                |                |                |
| <b>SD85</b>     | <b>81</b>      | <b>80</b>      |                |                |                |
| <b>Province</b> | <b>87</b>      | <b>86</b>      |                |                |                |
| <b>FRES</b>     | <b>80</b>      | <b>100</b>     | <b>MSK</b>     | <b>100</b>     |                |

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**1. School Based Data**

a. Report Cards Percentage of Students achieving each grade in Math. 2009 will be the new benchmark.

| <b>2009</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Grade 6</b> | <b>Grade 7</b> |
|-------------|----------------|----------------|----------------|----------------|
| <b>A</b>    |                |                |                |                |
| <b>B</b>    |                |                |                |                |
| <b>C+</b>   |                |                |                |                |
| <b>C</b>    |                |                |                |                |
| <b>C-</b>   |                |                |                |                |
| <b>F</b>    |                |                |                |                |

**2. District Based Data**

**Diagnostic Math Assessment (DMA)**

**Percentage of students meeting expectations or better**

|                | <b>2007-2008</b> | <b>2008-2009</b> | <b>2009-2010</b> |
|----------------|------------------|------------------|------------------|
| <b>Grade 3</b> | <b>60%</b>       |                  |                  |
| <b>Grade 5</b> | <b>67%</b>       |                  |                  |

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**3. Provincial Data**

**Foundation Skills Assessment (FSA)**

**Math: Percentage of Students Meeting or Exceeding Expectations**

|                 | <b>2005/06</b> | <b>2006/07</b> | <b>2007/08</b> | <b>2008-09</b> | <b>2009-10</b> |
|-----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Grade 4</b>  |                |                |                |                |                |
| <b>SD85</b>     | <b>71</b>      | <b>70</b>      |                |                |                |
| <b>Province</b> | <b>86</b>      | <b>86</b>      |                |                |                |
| <b>FRES</b>     | <b>60</b>      | <b>83</b>      | <b>60</b>      | <b>60</b>      |                |
|                 |                |                |                |                |                |
| <b>Grade 7</b>  |                |                |                |                |                |
| <b>SD85</b>     | <b>68</b>      | <b>76</b>      |                |                |                |
| <b>Province</b> | <b>83</b>      | <b>82</b>      |                |                |                |
| <b>FRES</b>     | <b>70</b>      | <b>83</b>      | <b>MSK</b>     | <b>100</b>     |                |

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**FSA Analysis 2009  
Grade 7 2009 – Progress since Grade 4 2006**

|       | Reading |   |   | Writing |   |   | Numeracy |   |   |
|-------|---------|---|---|---------|---|---|----------|---|---|
|       | NYM     | M | E | NYM     | M | E | NYM      | M | E |
| B1 G4 |         |   |   |         |   |   |          |   |   |
| B1 G7 |         |   |   |         |   |   |          |   |   |
| B2 G4 |         |   |   |         |   |   |          |   |   |
| B2 G7 |         |   |   |         |   |   |          |   |   |
| B3 G4 |         |   |   |         |   |   |          |   |   |
| B3 G7 |         |   |   |         |   |   |          |   |   |
| B4 G4 |         |   |   |         |   |   |          |   |   |
| B4 G7 |         |   |   |         |   |   |          |   |   |
| B5 G4 |         |   |   |         |   |   |          |   |   |
| B5 G7 |         |   |   |         |   |   |          |   |   |
| G1 G4 |         |   |   |         |   |   |          |   |   |
| G1 G7 |         |   |   |         |   |   |          |   |   |

**NYM = Not yet meeting expectations    M = Meeting expectation    E = Exceeding expectations**

**B1 = Boy 1 G4 = Grade 4**

This takes a student who attended FRES in Grade 4 and took the FSAs then (2006) and also in Grade 7 this year (2009). It shows the progress that the student made between the three years. For example Boy 1 in Grade 4 meet expectations in Reading but in Grade 7 his test scores show that he was now achieving a score at the top end of meeting expectations and close to exceeding expectations. This indicates that there has been ‘value added’ to the student by the school during these years.

# Checklist for School Plan Development

|   |                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓ | Use the inquiry process to determine goals. One example – what do you notice about your students' achievement data? What are you going to do about it? How will you know you are there? |
|   | Are your goals and objectives focused on student achievement?                                                                                                                           |
|   | Is your rationale based on a close analysis of your student achievement data which points out areas of need?                                                                            |
|   | Do your objectives address achievement of specific groups of students, e.g. a specific grade, gender, Aboriginal, non-Aboriginal?                                                       |
|   | Do your objectives have improvement targets?                                                                                                                                            |
|   | Have you reported on last year's student achievement results? In relation to your targets?                                                                                              |
|   | Have you incorporated the EA goals in your plan?                                                                                                                                        |
|   | Is your Action Plan focused on what needs to be done in order to improve student achievement in relation to the specific goals and objectives?                                          |
|   |                                                                                                                                                                                         |