

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Rock City Elementary

Principal: Trina Norgan

Our Story/Our Learners

Rock City Elementary has approximately 275 learners, representing a wide range of cultural and socio-economic backgrounds. We have 28 learners who are newcomers to Canada, enhancing our appreciation for culture and diversity.

We are a caring, inclusive school deeply connected to our community. We take pride in providing students with rich, hands-on learning experiences through frequent field trips and land-based learning opportunities. Our strong community partnerships are evident through the many volunteers who tutor, read with students, coach teams, and enhance our school garden—contributing meaningfully to the life of our school.

Our dedicated staff work closely together, creating a warm and joyful environment with many spirit days, dance parties, luncheons, and laughter. They believe in offering students opportunities to find their passions and find belonging through extra-curricular opportunities. We offer football, volleyball, basketball, Lego club, gardening, drop in gym, drama club, baking, LIFE group, and many others throughout the year. This sense of connection and fun is felt throughout the building and is deeply appreciated by both students and families.

At Rock City, we use various sources of data to inform our practice. We engage in a class review process, look at report card and FSA information, use our district's common formative literacy assessment with all students, as well as participate in meaningful, intentional conversations about our students' social-emotional well being. Using this data, we then determine our school goals, as well as strategies to support our students and school in obtaining these goals. This year, we were able to identify themes at both the primary and intermediate levels.

With this strong foundation in place, we use our data to guide our practice and enhance learning for all students, with an intentional focus on our priority populations.

Using our 2026 Common Formative Assessment for writing, it was noted that the Grade 3 to 6 writing proficiency is primarily in the emerging and developing range.

Although our learners were demonstrating greater proficiency in their reading skills, their ability to communicate their thinking and learning proficiently in a written format will be important as they progress through their schooling.

Using the 2026 Spring green/yellow/red data, it was noted that the Grade 5 and 6 learners in the mental wellness and healthy peer and community relationships domains are presenting more in the yellow and red domains compared to other grades groups.

At the grade 5 and 6 level, students are showing higher-levels of school connection and family caregivers engagement. However, we are seeing that their relationships with others and overall mental wellness is impacted. Stronger problem-solving skills and resilience building strategies will support learners as they transition to secondary school.

Images to Support School Goals

Image	Description																																													
2025-2026 School Writing Data A bar chart titled '2025-2026 School Writing Data' showing the number of students at each grade level (K through 7) categorized by proficiency: Emerging (red), Developing (yellow), Proficient (green), and Extending (blue). The y-axis represents the number of students, ranging from 0 to 25. The x-axis represents the grade. The data shows a general upward trend in the number of students at each grade level, with a significant peak in the 'Developing' category for Grade 4. <table border="1"><thead><tr><th>Grade</th><th>Emerging</th><th>Developing</th><th>Proficient</th><th>Extending</th></tr></thead><tbody><tr><td>K</td><td>3</td><td>9</td><td>8</td><td>0</td></tr><tr><td>1</td><td>6</td><td>8</td><td>9</td><td>1</td></tr><tr><td>2</td><td>7</td><td>11</td><td>15</td><td>1</td></tr><tr><td>3</td><td>8</td><td>19</td><td>9</td><td>0</td></tr><tr><td>4</td><td>12</td><td>25</td><td>13</td><td>1</td></tr><tr><td>5</td><td>11</td><td>14</td><td>17</td><td>1</td></tr><tr><td>6</td><td>15</td><td>13</td><td>14</td><td>1</td></tr><tr><td>7</td><td>12</td><td>18</td><td>17</td><td>2</td></tr></tbody></table>	Grade	Emerging	Developing	Proficient	Extending	K	3	9	8	0	1	6	8	9	1	2	7	11	15	1	3	8	19	9	0	4	12	25	13	1	5	11	14	17	1	6	15	13	14	1	7	12	18	17	2	School wide writing data captured from CFA-Writing in April 2026.
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April 2026

Grade 6

Domain	Green %	Yellow %	Red %
Overall Rating	69.8%	27.9%	2.3%
School Connection	74.4%	23.3%	2.3%
Academics	37.2%	51.2%	11.6%
Family Caregivers	67.4%	30.2%	2.3%
Healthy Peer and Community Relationships	65.1%	30.2%	4.7%
Mental Health Wellness	55.8%	37.2%	7.0%
Physical Health Wellness	86.0%	14.0%	0.0%

Grade 6 Green/Yellow/Red data
across all domains from Spring 2026.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2026, there will be growth in writing proficiency according to the writing rubric for 60% of our learners. This will support the district goal of improving literacy.

Implementation Plan:

School-based Action	Strategy Type
Implementation of "The Writing Revolution 2.0" in intermediate classrooms	Universal
Implementation of The Syntax Project in small group pull out sessions for targeted intervention	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Fall and Spring school-wide write (CFA) for all students	October and April
Small Group observation of The Syntax Project	Monthly check-ins with IST starting in November

Ongoing Engagement:

District Literacy Coordinator, school psychologist. In-person meeting, SBT Data review sessions, school-based team meetings. Reviewing and using the data is key. Teachers need to see the value of data collection- how we use it to respond to identified student need, as well as assess our response.

School Goal #2

Board Goal:

Student and Employee Wellness

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

By May 2026, there will be steady growth in the overall green/yellow/red domain, with 65% of our learners in 'green'. This will support the district goal of improving student wellness.

Implementation Plan:

School-based Action	Strategy Type
Implementation of Open Parachute in intermediate classrooms.	Universal
Small, pull-out SEL groups based on explicit skill building.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Classroom observations of Open Parachute implementation	Monthly check-ins with Principal and Counsellor
Fall & Spring Green/Yellow/Red Data Collection	October 2026 and May 2027

Ongoing Engagement:

District Mental Health Coordinator, Families and Caregivers, PAC/DPAC. Emails, in person meetings, promotion and collaboration of mental wellness offerings.