

Saint Rose School  
School Improvement Plan 2017-2020

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| To support students in developing literacy skills in reading and writing. | 1. Student self-monitoring and feedback tool implemented at each grade level. 2. Formative assessment best practices, observation, photos, conversations, notes 3. WOW Writers/Writing Benchmarks – continued work on conferencing with student; Star Writers, conferencing and modelled writing. 4. Common understanding and application of reading comprehension evaluations; 1, 2, 3 5. Yearly calendar for R & M to plan 6-8 week intervention blocks 6. Three writing benchmarks with February application of common marking 7. Develop EA Reading Initiative to include Precision Reading training for EAs | * Students achieving starts for each identified skills in conventions. * More students consistently using upper case and punctuation effectively. * Consistency in evaluating student comprehension among team members | 2017-19 | Literacy Subject Teachers |
| To support students in developing numeracy skills. | 1. Math Lead support K-2 with assessment and data collection. (Math Improvement Project) 2. Formative assessment best practices, observation, photos, conversations, notes | * Student demonstrate their knowledge verbally through interviews. * Students implement strategies taught by mentor. | 2017-2018 | Numeracy Lead, Numeracy Teachers |
| To support students in developing science skills. | 1. STEM projects incorporated as science experiments. 2. Enrichment with STEM projects. | * Students use critical thinking, hypotheses, and scientific inquiry more effectively. | 2017-2019 | Subject Teachers, Educational Assistants, Admin |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| To create positive and safe learning environment for SRS students, staff, and families/community. | 1. Continued work in grade 4/5 classroom on LEADS | * Common language of conflict and bullying strategies. * Reduction of physical confrontations in Power School. | 2017-2018 | Grade 4/5 Teachers, EAs, and Administration |
|  | 1. Presenters for parents and community on the topics of Depression, Resiliency, and Social, Emotional, and Physical Health | * Parent attendance at sessions. * Students using common strategies for anxiety and anger. * School and families working together to meet the needs of the child. | 2017-2020 | ESS Team, PSSC |
|  | 1. Growth Plan/Student Goal Pilot School | * SMART goals to target students’ learning needs * Teacher active professional learning throughout year on chosen topics. | 2017-2019 | Teachers and Admin Team |
|  | 1. Exercise Promotion | * Walking recessing (school/ball field) * Music at recess to promote dance * Morning walks around school | 2017-2019 | Teachers, EAs, Admin Team |

Ends Policy 3: To strengthen engagement of families and foster partnerships.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| To create engagement of families, community, and West Side school communities. | 1. Create a partnership through the Bridging Project with the West Side Coop Preschool and Butterflies and Bumblebees. | * Students will transition to school more smoothly. | 2017-2018 | Kindergarten Teachers |
|  | 1. Literacy stats and useful websites in monthly newsletter. | * Home and school using common approaches for individual children who experience anger and/or anxiety. | 2017-2018 | Principal |

-

Ends Policy 4: To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and district wide initiatives that promote mental fitness.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| To provide families and staff learning opportunities about mental health and provide students with mental fitness understanding, | 1. Continued professional learning from ISD presenters | * Staff understanding of mental health issues and their impact on behaviour * Staff with strategies for dealing with student behaviour | 2018-2020 | Teachers, EAs, Administration |
|  | 1. Staff book study | * Staff dicussions relating book study learning to our environment | 2017-2018 | Teachers, EAs, Administration |
|  | 1. Mindful Moments on announcements | * Reminder to students to use mindful strategies * Help students focus on perspectives | 2017-2018 | Teachers and Administration |

-

EP5: Diversity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| To provide families and staff learning opportunities about mental health and provide students with mental fitness understanding, | 1. Develop common lessons and Guidance to share lessons on diversity using newly purchased books. | * Acceptance of all family structures. * Inclusion of all students in social settings. | 2017-2018 | Principal, classroom teachers, Guidance Counselor, Educational Assistants |