

Saint Rose School
School Improvement Plan 2017-2020

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| **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 |

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| **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.

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| **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 |

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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.

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| **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 |

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EP5: Diversity

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| **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 |