

# Saint Rose Elementary School

## School Improvement Plan At-A-Glance



*Just watch us grow!*



### 1. Make Data Informed Decisions – Cultivate our Garden

- a) Follow Process Intervention Maps for academics and behaviours, ensuring all steps are taken.
- b) Use current practices and assessments to measure and act on gaps in learning skills.
- c) Act on feedback from students, staff, caregivers, and community.



### 2. Create a Positive Learning Environment – Nurture our Garden

- a) Encourage kindness and acceptance.
- b) Create a learning environment where staff and students feel valued and want to come to school.



\*For more SMART details of our plan, please consult our full SIP document.

# Saint Rose Elementary School



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## School Improvement Plan

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**At Saint Rose School, we:**

- ❖ believe in working together while respecting school, self, and others.
- ❖ will provide a safe, positive, and challenging learning community where students will reach their full potential.
- ❖ will foster responsible, independent, life-long learners.



## Our Goal: 1. Make Data Informed Decisions – Cultivate our Garden

**DIP Ends Policy 2:** Demonstrate continuous improvement by increasing engagement through innovative teaching and assessment practices, promoting mental fitness through social-emotional learning.

**Rational:** To further student success, we must make decisions based on data. For this to move smoothly and effectively, the established processes must be followed.

Goals	Strategies	Timeline	Responsibility
<b>2.a</b> Follow Process Intervention Maps for academics and behaviours, ensuring all steps are taken.	□ <b>2.a1</b> Do a file review of classes to determine which supports are in place and how/when to move forward to ensure continued student success.	October 2023	❖ HR Teachers
	□ <b>2.a2</b> Meet with ESST on provided release time to start discussions about creating academic, behaviour, social/emotional STIPs.	November 2023	❖ ESST ❖ HR teachers
	□ <b>2.a3</b> Co-create STIPs, follow, and assess next steps: additional STIPs, referrals, meetings, etc.	Two-month blocks for creation/review  ❖ Oct. – Dec. 2023 ❖ Jan. – Mar. 2024 ❖ Mar. – May 2024 ❖ May – June 2024  Set aside more release time or PL time to do a full file re-review.	❖ ESST ❖ HR teachers ❖ Academic Support teacher
	□ <b>2.a4</b> Inform specialty teachers working with students of any individualized	With the block cycle above as required	❖ HR teachers

Goals	Strategies	Timeline	Responsibility
	student programming/ strategies needed to follow them within those classes.		❖ Specialty teachers
	❑ <b>2.a5</b> Review Pyramid of Interventions, Process Maps, and ESS-Connect system in PLCs and/or staff meetings.	Monthly	❖ Admin ❖ PLCs ❖ ESST
<b>2.b</b> Use current practices and assessments to measure and act on gaps in learning skills.	❑ <b>2.b1</b> K-2 teachers use EGLA data to determine whole class, small group, and academic support instruction.	On-going with check-in via EGLA data collection specifications and major reporting periods.	❖ K-2 teachers
	❑ <b>2.b2</b> Grades 3-5 teachers begin looking to pillars of fluency and comprehension. How to extend work started in kindergarten. Potential opportunity for lower and upper elementary PLC/discussions.	Starting January 2024	❖ 3-5 Literacy teachers ❖ K-2 teachers ❖ ESST
	❑ <b>2.b3</b> All Math teachers use formative Math assessments daily and Math benchmarks to determine whole class, small group, and academic support instruction.	On-going with major check-in prior to issuing reports	❖ K-5 Math teachers
	❑ <b>2.b4</b> Begin soft review of Holistic Curriculum - through PLC topics or email - that will be mandatory for Grades K-5 in September 2024.	Weekly	❖ All staff
	❑ <b>2.b5</b> Seek assistance from Coaches and other subject matter experts with curriculum questions/ideas.	As needed	❖ All staff

Goals	Strategies	Timeline	Responsibility
<b>2.c</b> c) Act on feedback from students, staff, caregivers, and community.	□ <b>2.c1</b> Hold monthly PSSC and Parent Support Committee meetings and record/move forward on minutes/action items. Discuss findings with staff	Monthly	❖ Admin team ❖ PSSC ❖ Parent Support Committee
	□ <b>2.c2</b> Take part in student, parent, and teacher surveys; analyze results and make appropriate decisions.	January 2024 for new survey results – until then, look to last year's results.	❖ Parents ❖ Grades 4-5 ❖ Teachers ❖ Admin team
	□ <b>2.c3</b> Informal daily feedback from students/parents on what makes them enjoy school and how to build upon that.	On going	❖ All staff ❖ Admin team

### Our Goal: 3. Create a Positive Working and Learning Environment – Nurture our Garden

**DIP Ends Policy 1:** Provide positive, safe, healthy, and inclusive learning and working environments for children, youth, and staff.

#### Rational:

2022–23 Grades 4 and 5 Student Wellness Surveys results:

- ❖ Students feel accepted for who they are. – 66%
- ❖ “I have stayed home because I feel unsafe.” – 26%
- ❖ Students report being a victim of bullying. – 33% physical, 49% verbal, 55% social, and 17% cyber

District Improvement Plan and recent Professional Learning foci.

Goals	Strategies	Timeline	Responsibility
<b>3.a</b> Encourage kindness and acceptance.	□ <b>3.a1</b> Apply for Cultural/Diversity Grants to purchase books, posters, flags that	October 2023 for grant	❖ Principal

Goals	Strategies	Timeline	Responsibility
	support anti-racism and conversations about different cultures.		
	□ <b>3.a2</b> Family photos – Place in classrooms and have conversations on students’ customs and cultures.	On going	❖ Staff
	□ <b>3.a3</b> Progress Pride Flags displayed throughout school. Staff invited to wear pins. Have a Pride in Education representative.	On going	❖ Staff
	□ <b>3.a4</b> Heritage Fair focusing on our students’ backgrounds and interests.	Date TBD in 2024	❖ Staff
	□ <b>3.a5</b> Seek assistance from Anti-racism and First Nations coaches.	January 2024	❖ Guidance
	□ <b>3.a6</b> Continue whole-school theme months via Guidance lessons, CARE Assemblies, and in-class teachings.	On going	❖ Staff
<b>3.b</b> Create a learning environment where staff and students feel valued and want to come to school.	□ <b>3.b1</b> Recognize students and staff - daily through compliments and informal feedback on work/behaviour. - weekly through Star Awards, Beaver of the Week, Gino and Ollie in virtual meeting.	As listed	❖ Staff

Goals	Strategies	Timeline	Responsibility
	- monthly through themed CARE Assemblies featuring High Road Hero and Turn Around Awards.		
	□ <b>3.b2</b> Work with community on activities to help give a greater sense of belonging and school pride such as dances, dinners, field trips, special days (Art Day, Field Day, etc.)	On going	❖ Leadership team ❖ Community and committees
	□ <b>3.b3</b> Offer a variety of extracurricular programming during school hours to promote leadership and fairplay amongst students including intramural sports, 12:00 Club, Social Skills Club, Recycling Club, Student Leadership, etc.	On going	❖ Staff
	□ <b>3.b4</b> Continue to explore individual student needs, de-escalation techniques, and processes/procedures.	❖ October 2023 PD ❖ Check-in meetings amongst students, staff, and families	❖ Staff
	□ <b>3.b4</b> Handle with Care – “off day” write a note teacher to help understand.  Notes: Revisit from last year.	Revisist at next staff meeting	❖ Admin ❖ Teachers