

**Rothesay Park School
School Improvement Plan
September 2011-14**

**Improvement Goal #1: Positive Learning Environment
Corresponding Ends Policy: #1**

Goals	Strategies	Indicators of Progress	Responsibility	Timelines
<p>1. Continue to implement proactive measures to decrease incidents of harassment or bullying.</p>	<ul style="list-style-type: none"> ~ Grade 6 bullying awareness program taught in PDCP ~ Student Awareness of the Response Tree ~ Internet safety presentation (Rothesay Regional Police) ~ Order of the Maple Leaf requirements ~ Beyond the Hurt Training of Student Leaders and Presentations ~ Bullying Awareness Week, Blue Day in Dec. and Pink Day in Feb. ~ Random Acts of Kindness Week ~ PRUDE presentation to Grade 7 ~ Staff to define process for reporting bullying 	<ul style="list-style-type: none"> ~ Incidents of harassment remain at a very low level as seen in bullying reports/ behavior tracking forms. ~ PDCP Assignment to include student creation of Response Tree Poster or Presentation ~ Gradual Increase of successful students ~ Create bullying report form to be housed in Resource &Methods office 	<ul style="list-style-type: none"> ~ Guidance/PDCP teachers ~ All staff ~ Trevor Shea, Gillian Hull and Student Leaders ~ Guidance Counselor ~ Guidance Counselor ~ All Staff ~ 	<ul style="list-style-type: none"> ~ Ongoing ~ October 2011 and Winter 2012 ~ Ongoing ~ Winter 2013
<p>2. To enhance the students' understanding of their rights and responsibilities</p>	<ul style="list-style-type: none"> ~ Gr 8 to participate in a workshop explaining individuals rights in society ~ Students taking a greater role in planning and organizing events for Whole School Activities ~ To introduce the "Leader in Me" or similar concept to RPS Staff and PSSC ~ Girls' Circle/ Boys Council ~ Grade 6 Human Rights PDCP 	<ul style="list-style-type: none"> ~ Workshop Completion ~ Student organized Activities ~ Mini Workshop to introduce the concept ~ Teachers to read the book ~ Share the 7 Habits of Highly Effective Teens with students ~ The completion of these workshops with specific students 	<ul style="list-style-type: none"> ~ Public Legal Education/ Guidance ~ Student Leaders/ Teacher Supervisors ~ Admin/teachers ~ Teachers ~ PDCP/Teachers ~ Guidance ~ Guidance 	<ul style="list-style-type: none"> ~ Winter of 2012 ~ 2011-2014 ~ Winter 2012/13 ~ Winter 2012/13

Goals	Strategies	Indicators of Progress	Responsibility	Timelines
3. Promote consistent use of the STEP program by grade-level teams.	<ul style="list-style-type: none"> ~ Principal to lead discussion with the whole staff about the procedures of the program and revise as necessary. PSSC to give input into the STEP Procedure ~ Teachers will meet by grade level each week to review the OML Binder and send home STEP letters as necessary, teachers notify staff of students placed on STEP ~ Admin to be part of grade level team ~ Parent Guideline Letter to be revised posted on the web page. PSSC to approve guidelines 	<ul style="list-style-type: none"> ~ Completion of meeting and generated feedback. New guidelines established, approved and distributed. ~ More consistent and timely use of the program as measured by teacher's perceptions. ~ Use of three tiered file system to be placed in the staff room for ease of access by all staff- items to be included in OML binder each week ~ PSSC to approve guidelines ~ Guidelines posted on the web page. 	<ul style="list-style-type: none"> ~ Admin, teachers and PSSC ~ All teachers ~ All teachers ~ Administration 	<ul style="list-style-type: none"> ~ Completed Sept. 2011 ~ Ongoing Fall 2011

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**Improvement Goal #2: Literacy
Corresponding Ends Policy: #2**

Goals	Strategies	Indicators of Progress	Responsibility	Timelines
1. To develop speaking/ presenting skills	<ul style="list-style-type: none"> ~ To teach researching skills in relation to internet information and other sources ~ Students will be able to take notes and write information in their own words ~ Students will become proficient in organizing work in presentation format and presenting to an audience ~ Students and Staff to participate in booktalks 	<p>All subject teachers will have specific guidelines for helping students become proficient at researching, note taking and presenting</p> <ul style="list-style-type: none"> ~ Step Up to Writing ~ Students and staff to present to others 	<p>RPS Staff</p>	<p>2011- 2014</p>
2. Develop comprehension strategies across the curriculum.	<ul style="list-style-type: none"> ~ To in-service all teachers on the Stepping Out Program. ~ To identify comprehension strategies to be incorporated in teaching during specific time periods ~ To analyze OAC results and form groups of like learners ~ Staff room posting of strategies to be used across the curriculum 	<ul style="list-style-type: none"> ~ Teacher communication and collaboration ~ Students will become familiar with and be able to use a variety of comprehension strategies. ~ Teachers will plan instruction with the knowledge that individual learners require specific strategies to aid reading comprehension ~ Sharing during staff meetings 	<ul style="list-style-type: none"> ~ District 6 Literacy Mentors ~ All teachers 	<ul style="list-style-type: none"> ~ 2011- 2012 ~ 2011-2014
3. To continue to focus on areas for growth in writing.	<ul style="list-style-type: none"> ~ On-going formative assessment strategies, exemplars, feedback on areas of growth and improvement, rubrics ~ Teacher packets for thematic units. ~ Common assessments continued to determine areas for development 	<ul style="list-style-type: none"> ~ Improvements in provincial assessments ~ Results of the common assessment ~ Targeting specific areas for improvement(conclusions, conventions and the proper use of graphic organizers 	<ul style="list-style-type: none"> ~ All teachers ~ Literacy Teachers who will share with all teachers 	<ul style="list-style-type: none"> ~ 2011 - 2014

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**Improvement Goal #3: Numeracy
Corresponding Ends Policy: #3**

Goals	Strategies	Indicators of Progress	Responsibility	Timelines
1. To improve Mental Math skills	<ul style="list-style-type: none"> ~ Teachers will ask students to explain the strategy they use to solve Mental Math problems ~ To practice Multiplication and Division facts and to use timed tests in the evaluation of the mastery of these facts ~ To use the Multiplication Dream Team Program to increase speed 	<ul style="list-style-type: none"> ~ 5 % increase in the Grade 8 Provincial Math Assessment/ Grade7 and 6 District assessments ~ Students have Mastery of their Math facts 	<ul style="list-style-type: none"> ~ Math teachers 	<ul style="list-style-type: none"> ~ 2011-2014
2. To improve problem solving skills	<ul style="list-style-type: none"> ~ Problems of the week to focus on student weaknesses ~ Math Word Walls to help students understand the academic language in word problems. ~ Highlight key words/ numbers within the phrases. ~ To create a Glossary similar to Stepping Out- Teacher Resource pg. 114 ~ To incorporate the teaching of comprehension strategies within the reading of word problems to give the students skills in determining what they are being asked ~ To assess problem solving using the provincial rubric guidelines where students 	<ul style="list-style-type: none"> ~ 5% increase using the Grade 8 Provincial results in problem solving and communication, an increase of 71% to 76% 	<ul style="list-style-type: none"> ~ Math Teachers 	<ul style="list-style-type: none"> ~ 2011 – 2014

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**Improvement Goal #4: Differentiation
Corresponding Ends Policy:**

Goals	Strategies	Indicators of Progress	Responsibility	Timelines
<p>1.To provide In-service to teachers on Differentiation</p>	<p>To invite Cathy Martin DOE to conduct a workshop on Differentiation Across the Curriculum</p> <p>To become familiar with research concerning differentiation</p> <p>To refer to Faculty Handbook sections on Differentiation when preparing lesson plans</p>	<p>The completion of the workshop and teachers using strategies in their lessons</p> <p>To have seen and discussed ASCD Video- Differentiated Instruction in Action 2</p> <p>To have read and discussed “Leading and Managing a Differentiated Classroom”</p>	<p>Principal/ Cathy Martin</p> <p>PLC teams/Admin</p> <p>PLC Teams/ Admin</p>	<p>Sept. 2011</p> <p>2011-2012</p> <p>2012</p>
<p>2. To use formative assessment techniques to ensure that we know where individual students are in their learning and what steps we need to take next</p>	<p>To regularly incorporate formative assessment techniques in our lessons and throughout the progression of assignments</p> <p>To become familiar with a variety of assessment techniques and to make them part of daily teaching practice</p>	<p>Teachers and students have a solid understanding of individual student’s learning progress</p> <p>Frequent use of preassessments when determining students’ knowledge related to particular outcomes and using this information for flexible grouping</p> <p>The incorporation of a variety of formative techniques in daily lessons</p> <p>To track student progress through the use of “Cruising Clipboards” or similar techniques</p> <p>The use of information from “Fair Isn’t Always Equal” by Rick Wormeli</p>	<p>Individual teachers /PLC teams/Administration</p>	<p>2011-2014</p>

Goals	Strategies	Indicators of Progress	Responsibility	Timelines
<p>3. To provide choice in assignment completion that reflects different learning styles</p>	<p>To take an inventory of student learning styles, intelligences and interests and consciously use this information when planning lessons and assignments</p> <p>To include options that provide for student choice when completing assignments</p>	<p>PLCs working together to help students succeed through their strengths in learning</p> <p>PBL initiatives that allow for choice in solving a problem</p> <p>Student reporting that they have a greater choice in the types of assignments</p> <p>Student reporting that teachers have an understanding of the way that they learn best</p>	<p>Individual teachers/PLC Teams/ Administration</p>	<p>2011-2014</p>