



Saint Rose School

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School Improvement Plan 2014-2018

Ends Policy 1: To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science.

Goal	Strategies	Indicators of Success	Timeline	Responsibility
To support students in developing literacy skills in reading and writing.	a. Creating sample questions for each guided reading book set to include literal, inferential/interpretive, and personal/critical/evaluative questions.	<ul style="list-style-type: none"> • More summative evaluations to include 2s and 3s on higher order questions in Reading Benchmarks. 	2015-2017	Classroom Teachers
	b. Creation of SMART Goals based on data from November, March and May Literacy Benchmarks.	<ul style="list-style-type: none"> • More students reaching “appropriate” for specified SMART Goals in reading and writing. 	2015-2017	Subject Teachers
	c. Create criteria for Educational Assistant Intervention.	<ul style="list-style-type: none"> • Students with better understanding of math facts at grade level and/or reading comprehension and fluency improvement. 	2016	EAs and Teachers
	d. Purchase of Flying Start resource for levels I and higher.	<ul style="list-style-type: none"> • Students moving reading levels with both fiction and accompanying non-fiction titles. 	2015	Principal
	e. Use of green (go), red (stop) and purple f(proper nouns) to improve conventions.	<ul style="list-style-type: none"> • More students reading “Appropriate Development” in Conventions on November, March, and May Writing Benchmarks. 	2014-2017	All Subject Teachers (numeracy and literacy)
	f. Star Student self-monitoring and feedback tool implemented at each grade level.	<ul style="list-style-type: none"> • Students achieving starts for each identified skills in conventions. • More students consistently using upper case and punctuation effectively. 	2014-2017	Literacy Subject Teachers
	g. Exemplar sharing through Month Best and WOW Writing with students	<ul style="list-style-type: none"> • More students’ work being displayed on designated boards. 	2015-2017	Literacy Subject Teachers

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	observing exemplary work of others.	<ul style="list-style-type: none"> Large number of different students being videotaped monthly based on the exemplar writing. 		
To support students in developing numeracy skills.	a. Writing exemplar sharing for math journals K-5.	<ul style="list-style-type: none"> Students using pictures, numbers, and words in their journals to explain their mathematical thinking. 	2014-2017	Numeracy Teachers, R & M Teachers
	b. Math Dailies to provide choice in student learning.	<ul style="list-style-type: none"> Students displaying their understanding using various methods based on students' choice and learning style. 	2014-2017	Numeracy Teachers
	c. Math Mentor to administer K-2 interview style assessments to struggling students in the area of number theory.	<ul style="list-style-type: none"> Student demonstrate their knowledge verbally through interviews. Students implement strategies taught by mentor. 	2016	Numeracy Lead and Numeracy Teachers
	d. Use of open number lines (horizontal and vertical), Dominoes, money, Cube-A-Links, Base Ten Blocks, to concretely represent subtraction. (see grade level breakdown in appendix)	<ul style="list-style-type: none"> Students more accurately problem solve questions involving find a difference. 	2015-2017	Subject Teachers, R & M Teachers

Ends Policy 2: To provide positive and safe learning and working environments for children, youth, and staff.

Goal	Strategies	Indicators of Success	Timeline	Responsibility
To create positive and safe learning environment for SRS students, staff, and parents.	h. Implementation of WITS	<ul style="list-style-type: none"> • Common language of conflict and bullying strategies. • Reduction of physical confrontations in WinSchool. 	2014-2017	Teachers, EAs, and Administration
	i. Presenters for parents and community on the topics of Anxiety and Anger	<ul style="list-style-type: none"> • Parent attendance at sessions. • Students using common strategies for anxiety and anger. • School and families working together to meet the needs of the child. 	2014-2015	ESS Team
	j. Roots of Empathy Program for Grade Three students.	<ul style="list-style-type: none"> • Students better understand emotions and development of tolerance among students. • More prosocial behaviour with less cliques and socially isolating behaviours. 	2014-2017	Guidance Counsellor and Grade Three Teachers
	k. ESST Meetings with grade level teachers scheduled throughout the year to develop proactive initiatives.	<ul style="list-style-type: none"> • Fewer behaviour incidences in the classroom and on the playground. • Increased individual needs being met based on implemented proactive strategies. 	2015-2017	ESS and Classroom Teachers
	l. Sensory Room/Quiet Room creation as a proactive strategy for student's with escalating behaviour. A tool for programming for special needs students who require a sensory diet.	<ul style="list-style-type: none"> • Reduced number of students with behaviour issues created from anxiety. • Programming for students with sensory needs will be built into the school day schedule. 	2014-2015	Educational Assistants and Principal

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.	m. Meeting of PSSCs to discuss strategies for involvement at individual West Side schools.	<ul style="list-style-type: none"> • New ways of spending PSSC funds and adopting more efficient ways of doing things. 	2015	PSSC , DEC Representative, and Administration
	n. Increase PALS membership in area of Mentors.	<ul style="list-style-type: none"> • Solicit new partners at Global Pet Foods to become Mentors. • Encourage existing partners to become one-on-one Mentors. 	2015	Administration and Debbie Fisher
	o. Create a partnership with the West Side Coop Preschool whereby pre-k students visit SRS six times throughout the school year.	<ul style="list-style-type: none"> • Students better understand emotions and development of tolerance among non peer group children. 	2014-2017	Grade Three Teachers
	p. Expand the ELF Program presence at SRS.	<ul style="list-style-type: none"> • More at risk students reaching “AD” on their Reading Benchmarks in November, March, and May. 	2015-2017	ESST and Classroom Teachers

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,	q. Mental Fitness four week program shared with grade three students.	<ul style="list-style-type: none"> • Students aware of three components of mental fitness. • More students connected to school by club involvement. 	2014-2015 then to grade three students yearly.	Principal and Grade 3-5 Teachers
	r. Presenters on Anxiety and Anger Management.	<ul style="list-style-type: none"> • Margot Rankin Young share anxiety strategies with families to answer parents' questions. • Home and school using common approaches for individual children who experience anger and/or anxiety. 	2014-2015	Principal and ESS Team
	s. Rick Hansen Leadership Program to foster physical and mental health.	<ul style="list-style-type: none"> • Students better appreciate differences regardless of physical appearance. • More students involved in leadership roles in school. • Increased volunteerism among SRS students 	2014-2015 then to grade three students yearly.	Principal and Grade 3-5 Teachers
	t. Parent and Staff Library with resources on anxiety and anger management.	<ul style="list-style-type: none"> • Home and school using common approaches for individual children who experience anger and/or anxiety. 		

Subtraction

Concrete Representations - triangle, Dominoes, Base Ten Blocks, Two Colour Counters, Dice games, Unifix Cubes, metre sticks/ruler, white boards, Lego (dots on the Lego), play money

Store - students using own calculations, receipts

Counting backwards

Open # Line - horizontal and vertical

Subtraction vocabulary (difference vocabulary not just "taking away") - greater than and less than [more/fewer], part/part/total, missing addend

Breaking down numbers

Algorithms - stacking (traditional), place value

Always relating addition to subtraction