



Rothesay High School

School Improvement Plan 2025-2026

Goal	To increase classroom engagement and student achievement at Rothesay High School																								
Present Level of Performance	At or Below District and Province in several metrics on the Teacher Perception Survey and the Student Wellness Survey																								
Target	To Surpass both District and Provincial metrics																								
Context	<p>Below are the several data points pulled from the Teacher Perception Survey (2025) and the Student Wellness Survey (2025)</p> <p>Teacher Perception Survey:</p> <ul style="list-style-type: none"> • I adapt learning opportunities for students who learn in different ways 39.4% in almost every lesson (51% ASDS, 49.8% PNB) • I create relevance through stories, real-world problems, current events, and links to careers 30.3% in almost every lesson (43.6% ASDS, 45.5% PNB) • My application of new knowledge/skills has improved student outcomes 35.3% agree (57.4% ASDS, 58.1% PNB) <p>Student Wellness Survey</p> <p>Learning Environment – Past Two Weeks</p> <table border="1" data-bbox="293 1499 1589 2020"> <thead> <tr> <th data-bbox="293 1499 1024 1610">Statement</th> <th data-bbox="1024 1499 1167 1610">Year</th> <th data-bbox="1167 1499 1310 1610">RHS</th> <th data-bbox="1310 1499 1453 1610">ASD-S</th> <th data-bbox="1453 1499 1589 1610">PNB</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 1610 1024 1749">The purpose of the lesson was clear to me (%)</td> <td data-bbox="1024 1610 1167 1749">2024-2025</td> <td data-bbox="1167 1610 1310 1749">56.5</td> <td data-bbox="1310 1610 1453 1749">60.0</td> <td data-bbox="1453 1610 1589 1749">60.8</td> </tr> <tr> <td data-bbox="293 1749 1024 1887">The teacher checked to make sure I understood (%)</td> <td data-bbox="1024 1749 1167 1887">2024-2025</td> <td data-bbox="1167 1749 1310 1887">48.0</td> <td data-bbox="1310 1749 1453 1887">42.3</td> <td data-bbox="1453 1749 1589 1887">43.7</td> </tr> <tr> <td data-bbox="293 1887 1024 2020">I worked with a partner or in a small group (%)</td> <td data-bbox="1024 1887 1167 2020">2024-2025</td> <td data-bbox="1167 1887 1310 2020">36.7</td> <td data-bbox="1310 1887 1453 2020">35.7</td> <td data-bbox="1453 1887 1589 2020">37.7</td> </tr> </tbody> </table>					Statement	Year	RHS	ASD-S	PNB	The purpose of the lesson was clear to me (%)	2024-2025	56.5	60.0	60.8	The teacher checked to make sure I understood (%)	2024-2025	48.0	42.3	43.7	I worked with a partner or in a small group (%)	2024-2025	36.7	35.7	37.7
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Context	Statement	Year	RHS	ASD-S	PNB
	Teacher demonstrated, worked through example, and then gave us a chance to try (%)	2024-2025	55.4	56.6	57.2
	Teacher gave a chance to explain thinking (%)	2024-2025	37.6	38.6	40.9
	Teacher let me show what I learned in different ways (%)	2024-2025	32.9	32.7	35.0
	Got feedback from the teacher that helped improve my work (%)	2024-2025	46.2	42.2	43.6
	I understood what was taught (%)	2024-2025	66.6	65.7	66.1
	I could have learned just as well by looking it up or reading on my own (%)	2024-2025	36.2	41.5	42.7
	I found it hard to pay attention because of class disruptions (%)	2024-2025	24.9	27.3	27.0
	I am expected to work hard in subjects/courses (%)	2024-2025	67.4	67.6	69.4

Strategy	Timeline	School Champion(s)	Indicator of Success
Strengthen Departmental Professional Learning Communities to collaborate on initiatives to increase student achievement and engagement	Two years	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	1) Increase in data points from student wellness survey and teacher perception survey 2) Development of tangible and concrete strategies to increase achievement and engagement
Develop classroom walkthrough procedures that focus on indicators tied to achievement and engagement	Two years	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	1) Increase in data points from student wellness survey and teacher perception survey 2) Development of tangible and concrete walkthrough plans to increase achievement and engagement

Strategy	Timeline	School Champion(s)	Indicator of Success
Engage with students at a larger level to determine engagement strategies	Two years	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	Development of key target areas of improvement for student engagement
Build staff capacity to differentiate instruction through PLC collaboration and Professional Learning	Two years	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	Increase in data points from student wellness survey and teacher perception survey
Professional Learning on building positive classroom culture and relationships	Two years	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	1) Increase in data points from student wellness survey and teacher perception survey 2) Tangible strategies for teachers from professional learning
Build staff capacity to connect learning to real life and connect lessons to careers	Two years	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	Increase in data points from student wellness survey and teacher perception survey
Increase staff capacity on formative assessment and feedback	Two years	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	Increase in data points from student wellness survey and teacher perception survey
Build capacity to strengthen literacy development across subject areas.	Two years	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	Increase in data points from student wellness survey and teacher perception survey

Goal	Increase the consistent and effective implantation of tiers of intervention so all students receive appropriate academic and behavioral support and ensure equity and respect for all learners		
Present Level of Performance	RHS has an inconsistent implementation of tiers of intervention e.g. teachers are lacking clarity on Tier 1 vs Tier 2 support; the response to intervention framework is uneven and the systemic approach needs to be improved.		
Target	Improve and surpass data points from the teacher perception survey.		
Context	<p>Below are the several data points pulled from the Teacher Perception Survey (2025)</p> <ul style="list-style-type: none"> - I lead the development of, or co-develop, PLPs for students who need them 50% agree (58.2% ASDS, 66% PNB) - The response to bullying at this school is reducing bullying. 41.2% Agree (55.5% ASDS, 51.5% PNB) - There is a clear process at this school for addressing racism, discrimination, and stereotypes 47.1% agree (60.4% ASDS, 57% PNB) - I adapt learning opportunities for student who have reached the outcomes and can do more 18.2% in almost every lesson (23.5% ASDS, 25.8% PNB) - I differentiate my assessments in order to accurately assess all learners 24.2% in almost every lesson (16.4% ASDS, 15.4% PNB) - I have access to the resources and supports I need for teaching students who are learning English as an additional language while learning content 28.6% agreement (49.5% ASDS, 42.3% PNB) 		
Strategy	Timeline	School Champion(s)	Indicator of Success
Educate staff on the Pyramid of Interventions and tiered responses to struggling students	Ongoing	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	Increase in data points from student wellness survey and teacher perception survey
Build teacher capacity through professional learning for differentiating assessments and adapting learning opportunities i.e. UDL, flexible grouping, formative assessment	Ongoing	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	Increase in data points from student wellness survey and teacher perception survey

Strategy	Timeline	School Champion(s)	Indicator of Success
Develop a step-by-step protocol for RHS staff to response to incidents of anti-racism based on the District Anti-Racism policy	Ongoing	Brad MacDonald	Increase in data points from student wellness survey and teacher perception survey
Build Teacher Capacity on Cultural Competency and provide resources to integrate diverse perspectives	Ongoing	Brad MacDonald	Increase in data points from student wellness survey and teacher perception survey
Professional learning on UDL for multi-language learners and work to provide regular consultation with EAL specialists	Ongoing	Brad MacDonald Sonya Moran Jenny Shea Caitlynn Curwin Whitney Kelbaugh	Increase in data points from student wellness survey and teacher perception survey
Continue to implement PBIS strategies to focus on positive behaviour across the school	Ongoing	Brad MacDonald Whitney Kelbaugh	1) Increase in data points from student wellness survey and teacher perception survey 2) Tangible PBIS "artifacts"
Strengthen Tier 1 Response and embed practices to reduce the amount of students requiring Tier 2	Ongoing	ESST Team	Reduction in ESST referrals.
Develop targeted Tier 2 supports and build staff understanding of Tier 2 interventions	Ongoing	ESST Team	Increase in data points from student wellness survey and teacher perception survey