

Sussex Regional High School Improvement Plan 2016 – 2019



School Policy 1

Students will demonstrate continuous progress towards provincial targets in literacy, numeracy and science (English and French Immersion).

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>1.1 Formative Assessment:</p> <p>To support the Core Leadership Team in leading our school with best practices with Formative Assessment across subject areas.</p>	<ul style="list-style-type: none"> a) Read <i>Fresh Look at Grading and Reporting in High Schools</i> Herbst & Davies b) Conversation with Curriculum and District office leads c) Professional development on formative and summative assessment d) Provide PL during professional learning days e) Provide a copy of <i>Fresh Look at Grading and Reporting in High Schools</i> Herbst & Davies for every faculty member f) Each PLC will determine next step for their individual subject areas g) CLT read <i>Grading Smarter Not Harder</i> by Myron Dueck h) Admin watch <i>Grading Smarter Not Harder</i> Video and make available to staff for viewing i) Create SRHS Assessment Policy j) PL: PS Triangulation of Data k) Student Incomplete Assignment Form 	<ul style="list-style-type: none"> - Book study completed by CLT - Meeting(s) held - Professional development occurred - Each teacher will have attended 2 sessions - Each teacher has completed <i>Fresh Look at Grading and Reporting in High Schools</i> Herbst & Davies and discussed at their PLC - Ongoing discussions will occur in PLCs, CLT and PSSC. - CLT share what they learned with Departments and PLCs - Staff begin to read/watch and use Dueck as a resource to inform their assessment practices - Students and Community understand Assessment at SRHS - Student assignments are completed on time 	<ul style="list-style-type: none"> August 2016 December 2015 January 2016 – March 2017 April 2016 Spring 2017 Fall 2017 Spring 2017 – Spring 2017 – Dec 2017 TBD Spring 2017 – September 2017 	<ul style="list-style-type: none"> CLT Administration & District office Administration & Marc Godin Director of Curriculum & leads CLT, SPRs & SRHS Faculty Teachers, SPRS & CLT PLCs CLT Admin CLT CLT & SRHS PL Committee CLT

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>1.2 Literacy:</p> <p>All ELA and social studies teachers will improve instructional practice and planning through routine use of: Curriculum, Achievement Standards, & Look Fors in planning</p> <p>Mathematics:</p> <p>Mathematical Assessment will include questions that require written responses. Students will be encouraged to write in full sentences and using specific mathematical language.</p>	<p>a) Work with teachers and PLC</p> <p>b) Common planning</p> <p>c) Data collection/Analysis</p> <p>d) RTI</p> <p>e) Professional Learning</p> <p>f) Focus on the four DuFour Questions: <i>What do we expect our students to learn?</i> <i>How will we know they are learning?</i> <i>How will we respond when they don't?</i> <i>How will we respond if they already know it?</i></p> <p>g) Use the ELPA results to inform instruction for ELA courses</p> <p>h) Work with DO ELA lead to plan for Grade 10 Year of Intervention</p> <p>a) Planning for assessments in PLCs</p> <p>b) Common final assessments</p>	<ul style="list-style-type: none"> - PLC meet regularly - Literacy teachers produce common assessment - The DuFour questions are evident in the teaching of students - PLC discussion of ELPA results and interventions that can be used to improve results - Improvement in ELPR results (<i>we need to be more specific here</i>) - Assessments with written responses - Evidence of mathematical terminology 	<p>June 2017</p> <p>June 2017</p> <p>Ongoing</p> <p>Spring 2017-2018</p> <p>June 2017</p>	<p>CLT</p> <p>SRHS Faculty</p> <p>District office & CLT</p> <p>CLT, ELA PLC, District</p>

School Policy 2

Students and staff will learn and work in a safe, healthy and positive environment, supported by family, community agencies and groups.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
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<p>2.1 Provide positive and safe environments</p>	<p>a) Create a Positive Learning Environment Plan for SRHS</p> <p>b) Positive Behaviour Intervention and Supports Model and Response to Intervention Model</p> <p>c) To raise awareness of severe allergies and the impact on students and staff</p>	<ul style="list-style-type: none"> - Plan is completed - To increase positive communication and positive interventions in school as measured by the Tell them from Me data, student and teacher survey (spring 2015) - Worked on: on time, materials ready, assignments complete on time - SRHS Pyramids of Intervention were updated by the ESST and District Office Behavior Lead - Updated Pyramids shared with the staff - Kit received - Allerject training for staff by Kelly Dunfield - Whole school training on allergies by the Caroline Foundation - Monthly reminder of scent allergies through the morning announcements - Epi-Pen Refresher for Staff 	<p>2017 – 2018</p> <p>2016 - 2019</p> <p>Spring 2015 Spring 2016 2016 - 2019 August 31/17</p>	<p>ESST, CLT</p> <p>PBIS Team, Admin, ESS</p> <p>Admin, Community Group: Kelly Dunfield Phys-Ed Department Admin Admin to show District Video</p>
<p>2.2 Ensure SRHS has an inviting environment that respects diversity and inclusive practices</p>	<p>a) To promote SRHS' Gay/Straight Alliance Group</p> <p>b) Staff trained on the new Department of Education New Brunswick LGBTQ Inclusive Education Resource</p> <p>c) Educate student body on the refugee crisis</p> <p>d) Renovate the lobby/ main locker area</p> <p>e) Change signs in gym (public) washrooms to unisex</p> <p>f) Respect & Diversity Lunch 'n Learn</p>	<ul style="list-style-type: none"> - Increase participation in SRHS' Gay/Straight Alliance - Staff participation in new LGBTQ training - Syrian Refugee Awareness Day - Multicultural Day - Lockers moved, doors placed between the lobby and main locker area - All people use both washrooms - Greater Staff Awareness 	<p>2016 – 2018</p> <p>Fall 2016</p> <p>Winter 2015</p> <p>Spring 2017</p> <p>2015 – 2018 Fall 2016</p> <p>March 2017</p>	<p>Marcy Gillies, Heather Kyle</p> <p>Shauna Betts & Team</p> <p>Shauna Betts, Stacey Stairs & Sussex Community</p> <p>Admin, District Facilities Admin Respect & Diversity Leads</p>

School Policy 3

SRHS will enhance strong family, business and community partnerships, focusing on communication and family/community engagement.

Goal	Strategies	Indicators of Success	Timeline	Responsibility
3.1 Provide a variety of communication strategies and social media to strengthen communications with family and community.	a) Update School Website b) Twitter c) Column in the Kings County Record d) Synervoice e) Parent information sessions f) PowerSchool	<ul style="list-style-type: none"> - District website training - Increased number of twitter followers - Positive feedback, increased submissions to Jim - Increased number of teachers, groups/clubs using this resource - Increased number of sessions offered and increase in attendance - Students and parents accessing marks online 	2018 2015 – 2018 2016 - 2018 2016 – 2018 2016 – 2018 2018 – 2019 ?	Admin, Neil Martel Rachel Bennett Jim Huggard Lori-Ann Lauridsen, Staff Admin, Guidance, Resource, Staff, Outside Agencies District office & Admin
3.2 Partner with the Province to showcase student skill level in the trades and opportunities for careers in the Skill Trades.	a) To host the NB Skills Competition b) Trade Gala	<ul style="list-style-type: none"> - Host the NB Skills Competition at SRHS - Increase in number of girl's attending the Tech & Trade Gala 	Spring 2016 Spring 2016 & 2017	Stacey Stairs, Lori Wall, NB Skills Committee, District Office, Department of Education Todd Robertson

School Policy 4

Students and staff will learn about mental health issues in children and youth and promote school and district initiatives that promote mental fitness.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
4.1 Provide opportunities for students and staff to increase their awareness of mental health issues in children and youth.	a) LINK Program b) Anxiety Group c) Healthy School Planner and Mental Health Tool Kit d) Lunch 'n Learn: Topic of Mental Health e) Participation in Mental Health Week (radio announcements) f) Students to participate in Making Waves	<ul style="list-style-type: none"> - Student use of the LINK program - Completion of the anxiety group - Staff in-serviced - Interested staff attend the Lunch 'n Learn - Increased awareness of mental health issues 	2015 – 2018 Spring 2016 Fall 2015 Fall 2015 Spring 2016 Fall 2015	Guidance & Staff Guidance, District Psychologist Lori Wall, District Sarah Brannon Guidance, SRHS Leadership Guidance

	<p>g) Anxiety and Anger Management Group</p> <p>h) Promote opportunities for staff and families to increase their awareness of Mental Health issues.</p> <p>i) Mindfulness Group</p> <p>j) Lunch ‘n Learn: RAIN (Mindfulness)</p> <p>k) Lunch ‘n Learn: Growth Mindset</p> <p>l) Piloted Skills for Success 120</p>	<ul style="list-style-type: none"> - Students attend the Making Waves conference - Completion of group - Increased attendance at local school and District mental health PL. - Improved student (personal) coping skills - Interested staff attend - Greater staff understanding of the power of Growth Mindset in the classroom - 	<p>2015 – 2016</p> <p>2016 – 2018</p> <p>Fall 2016</p> <p>June 2016</p> <p>Spring 2017</p> <p>Fall 2016</p>	<p>Guidance Admin, Staff</p> <p>Admin, Guidance, ISD Carmen Meehan Rachel Bennett Rachel Bennett</p>
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