



School Improvement Plan

2020-2023

HMS Mission

The mission of HMS is to ensure all students have an opportunity for academic and social success in a positive environment of learning and encouragement.

HMS Vision

HMS will be a positive, inclusive learning environment where a collaborative staff supports enthusiastic, engaged, and proud students to achieve their potential.

Hampton Middle School: SIP

Goal 1	Strategies	Indicators of Success	Timelines	Responsibilities
<p>To build capacity within Hampton Middle School with Assessment for Learning practices across all curricula for the purpose of improving teaching and learning.</p>	<p>- Provide professional learning opportunities for staff in relation to Assessment for Learning (including differentiated and online assessment practices).</p> <p>- Continue to provide conditions for a collaborative culture (i.e., PLC, team meetings, PL opportunities) to reflect on Assessment for Learning.</p> <p>- Use the process of Assessment for Learning to help inform decision-making in teaching process (Plan, Do, Check, and Act)</p> <ul style="list-style-type: none"> • Teachers will collect and analyze data to inform next steps and appropriately access students with PLPs. 	<p>- Learning outcomes and skills will be shared in friendly language, posted in the classroom.</p> <p>- Teachers provide students with descriptive feedback.</p> <p>- Students will learn how to use descriptive feedback to peer and self-assess to become self-directed learners.</p> <p>- Teachers and students will co-construct learning criteria to identify expectations in learning tasks.</p> <p>- Students will be provided with samples of quality work and rubrics.</p> <p>-Teacher perception survey will indicate an improvement of formative assessment in teacher planning.</p> <p>-Global Competencies such as, critical thinking, citizenship, entrepreneurship, innovation, and personalized learning will be embedded in teaching and learning.</p>	<p>2021-2022</p>	<p>Core Leadership Team</p> <p>Administration, Teaching Staff</p>

	- Develop and implement a formal process in relation to SMART goal setting for students.	- Students will be able to create and work towards SMART learning goals to increase motivation and engagement. Students and parents will be involved in the learning process.	November/December 2021	Core Leadership Team, Teaching staff
Goal 2	Strategies	Indicators of Success	Timelines	Responsibilities
To create an inclusive school culture: 2.1 - that promotes student mental fitness and GRIT (Guts, Resilience, Initiative, and Tenacity).	2.1 - Students will learn the difference between anxiety and stress as well as develop an understanding of depression. Students will receive Growth Mind Set and GRIT training. All students will participate in a resiliency week called “Let’s get Gritty” during Wildcat 30. This will take place before the completion of the <i>Our School Survey</i> . Students will be taught coping skills and other strategies to manage stress, anxiety, and depression. School will add a question to the <i>Our School Survey</i> that will target a better representation of students struggling with anxiety and depression.	2.1 - A decrease in anxiety and depression indicators on the <i>Our School Survey</i> and the <i>Wellness Survey</i> is evident.	September-October 2021 Ongoing April 2021	Full Staff Guidance, Full Staff Administration

<p>2.2 - that represents minority groups including First Nations and LGBTQ+.</p>	<p>Staff will develop a pamphlet for parents/guardians with information about GRIT, and staff will make an effort to use the language while communicating home (i.e. newsletters, emails, social media).</p> <p>Staff will expand the growth mindset theory. They will teach students about the importance of making mistakes and will focus on “power of yet” as well as praising effort.</p> <p>Teachers will receive training on how to implement restorative circles within classrooms.</p> <p>2.2 - School will add a question to the <i>Our School Survey</i> that will target a better representation of how inclusive our school is of all people, including LGBTQ+ and First Nations individuals & communities.</p> <p>Participate in District Pow wow (if rescheduled following covid restrictions). Seek out similar online options to share with students in the meantime.</p>	<p>2.2 – School survey of staff will suggest that teacher confidence in teaching and discussing First Nations’ and LGBTQ+ topics.</p> <p>Our School Survey results will indicate and increased level of inclusiveness, belonging and safety for all students. Baseline data will be collected in April 2021.</p>	<p>December 2021</p> <p>TBA</p> <p>April 2021</p> <p>Fall, 2021</p>	<p>Full staff</p> <p>Administration, Staff</p> <p>Teachers</p> <p>School Staff</p>
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	<p>Recognize unceded territory daily prior to O Canada</p> <p>Invite guest speakers to discuss First Nations topics in online forums.</p> <p>Continue to add to our First Nations' resource library.</p> <p>Continue to add LGBTQ+ age-appropriate material to library shelves.</p> <p>Develop a committee to plan a cross-curricular approach to teaching First Nations topics.</p> <p>Develop/select a First Nations' activity for school wide Wildcat 30.</p> <p>Develop a pre and post survey for staff in relation to teaching First Nations as a topic.</p> <p>Consult with GSA, District Policy and NB Curriculum to aid in the development of schoolwide awareness related to the LGBTQ+ population.</p>	<p>A section in the library has been dedicated to First Nations resources.</p> <p>Library sign out records indicate material is being utilized.</p> <p>Committee meets regularly, accesses district site & subject Coordinator and First Nations' topics are introduced across the curriculum.</p>	<p>June 2021</p> <p>Beginning April 2021</p> <p>January 2022</p> <p>January 2022</p> <p>January 2022</p> <p>November 2021</p>	<p>Administration</p> <p>Administration, Librarian</p> <p>Staff, PLCs and teaching teams</p> <p>Core Leadership Team, staff volunteers</p> <p>Administration</p> <p>Guidance, Administration Lead teachers and GSA</p>
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Goal 3	Strategies	Indicators of Success	Timelines	Responsibilities
<p>To establish consistency in the process and development of the strategies for promoting positive behavior reinforcements and interventions.</p>	<p>This can be accomplished by reviewing expectations of students' behaviors and staff responses.</p> <p>Staff will review student behavior expectation for students three times a year for the purpose of promoting consistency.</p> <p>Behaviors will be monitored and discussed at weekly meetings.</p> <p>Continuation of PBIS practices. (Positive Behavior cards, Way to Go assemblies etc.)</p> <p>At least three times a year, teachers will review student understanding of the School Motto, PURR. There will be a focus on each attribute prior to Way to Go Assembly.</p> <p>Reviewing and improving the Pyramid of Intervention document and processes.</p> <p>Develop a tool and process for teachers to use in class to track student behavior and teacher interventions.</p> <p>We will continue to consult with Respecting Diversity Leads when deemed necessary.</p>	<p>We will know that progress has been made by observing a reduction in student's misbehaviors documented in PowerSchool data and an increase in positive behaviors by counting PURR cards.</p> <p>This will be completed during Wildcat Training sessions and Way to Go assemblies and on announcements. Student understanding will be evident the language they use.</p>	<p>Ongoing</p> <p>March-April 2021</p> <p>October 2021</p>	<p>Teachers</p> <p>Behavior Intervention Mentor</p> <p>School Intervention Mentor</p> <p>EA's</p> <p>Admin</p> <p>Respecting Diversity Leads</p> <p>Core Leadership Team, Staff</p> <p>Core Leadership Team, Staff</p>