



## FMHS School Improvement Plan 2018-2019

### FMHS Goal #1

To increase student sense of belonging and inclusiveness: socially, emotionally, culturally and academically

### District Ends Policy 5

To expect all members of the school community to be welcomed, respected, accepted and supported, and to address heterosexism and discrimination

*Goal: To increase capacity of schools to promote affirming cultures*

### Strategies/Actions

- Create an Supplementary Position of Responsibility (SPR) of diversity and respect to support classroom and school-wide inclusivity
- Acknowledge all student achievements (academic & extra-curricular) on a regular basis
- Celebrate school culture and diversity by creating opportunities for students to showcase their culture and learn about other cultures
- Create new means of quickly gleaning and responding to student data: Survey Monkey, regular student engagement surveys, SRC surveys etc.
- Educate students on the subject of belonging and inclusiveness by having Guidance present to classes
- Create mini-lessons on cultural diversity and social justice issues to be explored in all classrooms
- Incorporate First Nations education into classroom instruction and in school-wide events
- Encourage and empower student leadership groups to create events and initiatives which target belongingness and inclusiveness

### Indicators of Success

- *Tell Them from Me* indicators related to diversity, respect, and belonging
- School-specific surveys on belongingness at the end of each reporting period to indicate positive change
- Student participation in theme days and school spirit initiatives
- Effective implementation of mini-lessons



## **FMHS Goal #2**

To increase the quality of our positive learning and working environments through positive behaviour intervention, support initiatives, and employing restorative practices on a classroom and school-wide level

### **District Ends Policy 1**

To provide positive, safe, healthy and inclusive learning and working environments for children, youth, and staff

### **Strategies/Actions**

#### Positive Behaviour Intervention Supports (PBIS)

- Establish official high school and middle school PBIS teams
- Establish norms for usage of Mariner pride tickets and number of assemblies
- Create periodic goals and evaluate progress
- Engage students intrinsically (messages that influence decisions) and extrinsically (prizes, tickets)
- Engage student leaders in all aspects of PBIS
- Have regular meeting times set for PBIS committee
- Track data through student and staff surveys connected to PBIS

#### Restorative Practices

- Staff training
- Modeling by teacher mentors
- Use of talking and restorative circles incorporated throughout the school community (i.e. guidance and resource)

### **Indicators of Success**

- Staff involvement in activities
- Number of monthly PBIS tickets
- Assemblies, tickets, and initiatives are tracked on a monthly basis
- Regularly poll students to gauge the success of initiatives
- Feedback and results from student and staff surveys



### **FMHS Goal #3**

To have high-functioning professional learning communities be the expected standard at Fundy Middle and High School

### **District Ends Policy 2**

To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, and science (English and French immersion), and to improve learning in and application of the arts, trades and technology

*Goal: To have high-functioning professional learning communities at the district as well as in all schools and early learning centers*

### **Strategies/Actions**

- Create a consistent team meeting schedule that repeats monthly and provides set days for staff, PLCs, and special interest/grade-level meetings
- Ensure the FMHS team goal site growth goals align with the FMHS SIP, are regularly monitored and updated, and have meeting minutes uploaded on the growth goals shared site
- Report back on the PLCs' progress to the CLT at each reporting period
- Access necessary data for teams to make informed and responsive decisions
- Use data to foster and inform PLC discussions on assessment, instruction and student learning that can be reported back to the CLT

### **Indicators of Success**

- Established teams that meet on a defined schedule
- Team goals are reflected on the FMHS Team Goals site
- Minutes are regularly uploaded to the Team Goals site
- Reporting Period PLC reports to the CLT
- Data is regularly used and reported at the classroom level through PLC discussions, team goal updates, and in reports back to the CLT



## **FMHS Goal #4**

To increase student engagement by creating innovative learning spaces, encouraging personalized learning and self-assessment, and empowering teacher innovation

## **District Ends Policy 3**

To increase the engagement of children and youth by embedding competencies such as critical thinking, citizenship, entrepreneurship, innovation, personalized learning, and leadership in teaching and learning

## **Strategies/Actions**

- Create a learning commons by transformation of the library space
- Develop and implement a professional learning plan around the CARR (Competence, Autonomy, Related and Relevance) model for teachers
- Encourage innovative teaching ideas
- Encourage creative and personalized learning opportunities for students
- Create experiential learning and/or social justice opportunities in courses
- Participate in the Personalized Virtual Learning Centre pilot project (Virtual Coop and Virtual Entrepreneurship courses)
- Participate in the Essential Skills Pathway pilot (an alternative education route)
- Engage and empower student leaders

## **Indicators of Success**

- Success of students within the Personalized Virtual Learning Centre pilot
- Success of students within the Essential Skills Pathway pilot
- Newly-created innovative learning spaces within classrooms
- Completion of phase one of the new FMHS learning commons
- Flexible and multi-age intervention/enrichment groupings
- Continuing to provide middle level with the After School Activity Program (ASAP)
- Continuing to offer PDCP 9 and Broad Base Tech 10 through intervention period to create flexibility in the regular school schedule
- Engagement of student leaders



## FMHS Goal #5

To demonstrate continuous improvement towards balanced assessment in all courses with a focus on incorporating observations and conversations into summative results by the end of the 2018-2019 academic year

## District Ends Policy 2

To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion), and to improve learning in and application of the arts, trades and technology

*Goal: To build capacity within school communities with respect to balanced assessment across all curricula*

## Strategies/Actions

- Create an assessment SPR position to assist in the school wide implementation and growth of balanced assessment practices across all curricula
- Continue the 1-4+ scale into all 9<sup>th</sup> grade courses to create a feedback-rich, outcome-based approach to assessment
- Build capacity in the area of self-assessment and personally-informed goal setting within all students of FMHS
- Continue to provide professional learning and development relating to implementing, and recording observations and conversations
- A book study undertaken by all staff at FMHS that focuses on assessment
- Regularly use and review existing mechanisms that measure data in relation to student learning. Examples: *Tell Them from Me*, provincial assessments, French Oratory Competition results
- Create class data profiles after every reporting period to anchor PLC discussion

## Indicators of Success

- Observations and conversations that provide insight into student outcome achievement will be represented in the course syllabus and will be visible in the teacher Markbooks
- *Tell Them from Me* data
- The report cards used and created by Grade 9 teachers using the 1-4+ scale
- Use teacher Markbook data for teacher self-reflection, to promote triangulation of data and to more effectively evaluate student achievement related to course outcomes

*This goal will be reviewed by the administration team to the CLT team at the end of every term.*