**Name of School: McAdam High School**

**School Year: 2017-2020**

| ***SIP Priority #1***: Link To District Improvement Plan – Enhance Student Engagement | | | | | |
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| ***GOAL***: **IMPROVED STUDENT BEHAVIOURAL, AFFECTIVE/EMOTIONAL, AND COGNITIVE ENGAGEMENT.**  **The behavioural component of student engagement involves the students’ direct actions and participation in activities associated with McAdam High School.**  **The affective/emotional component of student engagement involves the students’ reactions and connections to peers, teachers, and school life.**  **The cognitive component of student engagement involves the students’ level of effort, investments in learning, and willingness to use complex learning strategies and processes.** | | | | | |
| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability*** | ***Responsibility / Timeline*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?* | *Who is responsible for specific strategies/ actions?*  *What timelines are associated with the strategies/ actions?* | *Updates To Be Added Throughout the Year.* |
| Our School Survey – Student Engagement (2016-17)   * 60% of students identified being in positive friendships (social engagement) * 40% of students value schooling outcomes * 40% of students identified completing homework and/or having effective study habits * 30% of students are intellectually engaged (interest & motivation). * 90% of students claim that they put forth good effort into their school work. * Grade 6-9 involvement in sports has decreased.   OurSchool – Bullying and School Safety   * 28.6% of students reported being a victim of bullying about once a week or more often. * 31% of students feel excluded by their peers or treated unfairly by school staff.   OurSchool – Report on Student Outcomes and School Climate   * 71% 0f girls and 61% of boys have a high sense of belonging. * 40% of students value school outcomes. * 11% of students have positive homework behaviours. * 17% of students are interested and motivated. * Advocacy is rated 3.4 out of 10.   EECD School Improvement Survey   * Students are provided the opportunity to evaluate and reflect on their own work for only 17 – 50% of their classes. * Minimum student-led instruction (50% report only providing the opportunity 25% of the time) | * **Every student has an advocate – someone at school who consistently provides encouragement and to whom students can turn to for advice.** * **80% of students identify completing homework and/or having effective study habits.** * **Every student identifies one aspect of school life in which they are involved.** * **Every student evaluates and reflects on their own work, and assesses the work of peers.** * **Every student provides instruction at least once in each of his/her classes.** * **Every student takes part in SPARK so as to promote student leadership through modelling, collaborating, etc.** * **Every student is rewarded for participating in school activities.** | * **Staff identification of positive student-teacher relationship completed by October 2017, and re-assessed by January 2018.** * **Student-focus Staff Check-Ins (Priority Students identified) – each staff would have 3 or 4 students throughout the year.** * **Birthday Recognitions/Bulletin Boards - & continue Students of the Month.** * **Development and implementation of tools designed to help with student organization (agendas, etc.)** * **Development and implementation of lesson plans/activities designed to provide strategies for effectives skills training (study habits, taking notes, modules, etc).** * **Incorporation of SPARK offered 25 minutes a day.** * **Separate activities for middle school/high school (ie. MS Sock Hop).** * **Formative Assessment professional learning opportunities** * **Development and distribution of various formative and summative assessment tools (graphic organizers & rubrics)** * **Introduction of School Spirit Token system** | Monthly staff meetings will include section on student advocacy.  Referral forms to ESST will be followed up at weekly meetings.  School Committee will monitor bulletin boards.  PBIS Team will prepare tools and share tools at staff meetings and professional learning opportunities.  SPARK is in the bell schedule and based on a 10-week block.  Activities will be prepared by SRC subcommittees.  Principal will monitor teacher use of assessment tools through Walk-Throughs.  Teachers will monitor student use of assessment tools within classes  School Committee/Teacher Volunteers will prepare resources. Principal will check in with teachers regarding student-led classes.  SPARK committee makes staff aware of all rotations of SPARK.  Principal and School Spirit Committee will monitor | Principal prepares materials & organizes staff meetings.  Every staff member identifies student(s) with whom they will prioritize for making connections.  School Committee will create bulletin boards.  PBIS Team & all teachers  Principal & all teachers  SRC committees, SRC Supervisors & teacher volunteers  Principal and all teachers  SPARK committee  Principal and School Spirit committee | In Progress.  Ongoing.  In Progress.  Ongoing.  SRC, teacher advisor.  In Progress  Ongoing  Ongoing |

| ***SIP Priority #2***: Link To District Improvement Plan – Enhance Student Engagement | | | | | |
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| ***GOAL***: **IMPROVE THE PROCESS OF INFORMING, TRAINING, MODELLING AND MAINTAINING EXPECTATIONS FOR LEARNING.** | | | | | |
| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability*** | ***Responsibility / Timeline*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?* | *Who is responsible for specific strategies/ actions?*  *What timelines are associated with the strategies/ actions?* | *Updates To Be Added Throughout the Year.* |
| OurSchool – Report on Student Outcomes and School Climate   * Students rated rigor at 7.2 out of 10. * Students rated positive teacher-student relations at 7.7 out of 10.   EECD School Improvement Survey   * 83% of teachers feel they have been involved in decisions about school-wide processes (SIP, Assessment, etc.) * 67% of teachers feel this school has high expectations for all of its students. * 67% of teachers believe that disruptive student behaviour causes a significant loss of learning time in this school. | * **All students and staff articulate and demonstrate an appropriate understanding of school policies (rules, expectations, guidelines).** * **There is a significant reduction in repeat offences and referrals to the office.** | * **Behaviour training at the beginning of the school year (Student council – led assembly/skits for each of the major policies and through staff-led PBIS modules).** * **Implementation of the guidance curriculum by all teachers.** * **Visuals/Displays of school policies.** * **Review of policies/policy implementation at every staff meeting.** * **Listing of school policies on every course outline/syllabus.** * **Implementation of School Spirit token system** | **Behaviour Referral Reports will be completed by teachers throughout the year.**  **Principal will monitor implementation of guidance curriculum through Walk Throughs.**  **Guidance will support teachers**  **Principal/SPARK committee will provide training in August and will follow up at each staff meeting.**  **Principal will collect all course outlines & meet with teachers regarding listing school policies if necessary.**  **Principal and team will facilitate.** | Teachers (filling out referrals), and Principal (addressing referrals).  Principal & EST-G  PBIS Team (last week of August/first week of September)  Principal (begin in August)  Principal and School Spirit committee | Ongoing  Ongoing  August/Sept.  August/Sept.  December |