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| **Barnhill Memorial School School Improvement Plan 2020** |
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**Vision Statement**

Barnhill Does Their Best – **B**etter **E**very **S**ingle **T**ime

**Mission Statement**

*Barnhill Memorial School provides quality learning experiences to support students in reaching their potential and becoming contributing members of society.*

*L’école Barnhill Memorial offre une diversité d’expériences d’apprentissage de qualité pour aider les eleves à atteinder leur plein potentiel et de devenir des membres actifs de le société.*

**School Profile**

Located at 750 Manawagonish Road, the school opened its doors in 1951.Today the school consists of grades 6, 7 and 8 and has a current poulation of 387 students. The current full time staff consists of 24 teachers, 12 Educational Assitants, 1 Intervention Worker, 1 Administrative Assistant and 5 custodians.

**English Language Arts:**  To improve the quality of writing of our students in all areas.

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| **Priorities** | **Goal** | **Strategies** | **Timeline** | **Responsibility** | **Evidence of effectiveness** |
| Improve the quality of written open response questions in order to attain a 3 or higher on the reporting rubric. | Increase the percent of responses deemed as appropriate for inferential and personal/critical/evaluative questions. Responses should attain a 3 or higher as per grade level expectations for both reading & writing standards. | * Implement a 4-point scale for assessing open response questions. * Use sample pieces to increase student awareness of the 4-point scale. * Review the expectations for conventions for written work. | * January 2019 * By end of January * Ongoing | * ELA Team * ELA teachers individually in classes * ELA Team (to be done during PLC time – may require coverage for timely completion.) | * 4-point scale posted in classrooms & provided to students. * Students will go through these learning activities. * When completed will be stored on the shared drive – will be used by ELA team. |  |  |

Next step: Language teachers will conduct a short reading/responding assessment to establish % of students who are successful responding to inferential questions.

**French Immersion Language Arts and Post Intensive French Goal Statement:**  To improve the quality spoken and written French of our students.

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| **Priorities** | **SMART Goal** | **Strategies** | **Timeline** | **Responsibility** | **Evidence of effectiveness** |
| To ensure students acquire skills necessary to interpret, process, and use information from oral texts, and to communicate effectively in society. | The students will properly use masculine/feminine nouns and then correctly associate most corresponding adjectives and determinants in their spoken French by June 2020. | Explicitly teach masculine/feminine and singular/plural using activities found within the Six Write Traits kit (Conventions specifically).  Break Out Room activity, Literacy Olympics.  Utilisation of resources such as a French/English dictionary, the document “Les terminaisons féminines/masculines”  Activity “Les phrases melangees”, “J’ai… Qui a…?”, word searches,  Reading (Literatie en action), La trousse des sons,  Expose students to outside literacy linked to curriculum (ie: podcasts, audio books, Tou.tv,  Teacher teams will meet monthly, set short term targets and areas of focus. | Effective immediately to the end of this school year. | * FILA team * FI students * Resource teachers * Innovation and Engagements Leads. | Grade 6 Oral proficiency assessment. Students are randomly selected to participate by the Province at the end of the school year.  The teachers will observe the student’s spoken French in the classroom environment and will document individual progess using various forms of formative assessment. |

**Mathematical Literacy**

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| **Priorities** | **Goal** | **Strategies** | **Timeline** | **Responsibility** | **Evidence of effectiveness** |
| Focus on cross-curricular numeracy.  All students will acquire essential mathematical skills, effectively apply knowledge and solve problems, and communicate solutions. | Automatic recall of multiplication facts up to 12 x 12.  Students will be able to identify appropriate operations from word problems.  Provide students with experiences where they can use math concepts and work collaboratively to solve real world problems | End of month tested timed drills. PLC team will correct and take data to see who needs intervention.  End of month word problem where students have to identify the correct operation.  Professional learning on how to incorporate numeracy across subject area.  Form an ‘expert team’ on how to incorporate numeracy across subject areas.  Teacher teams will meet monthly, short term targets and areas of focus, and identify intervention groups based on ongoing formative assessment data  Math Olympics | * Ongoing * Annually | \*Professional learning committee made up of math teachers and education support teacher - resource(EST-R)  \* Numeracy Lead   * Math team/Mentor | Results from monthly assessments  Intervention groups decrease monthly  Results from olympics and feedback survey from students |

**Global Competencies**

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| **Priorities** | **Objectives** | **Strategies** | **Timeline** | **Responsibility** | **Evidence of Effectiveness** |
| To increase the engagement of students by embedding global compentencies such as critical thinking, citizenship, entrepeneurship, innovation, personalized learning and leadership in teaching and learning. | Improved communication among staff members with imbedded collaboration through monthly meetings within grade and subject level PLC’s to provide the sharing of best practices and strategies.  Establish lead teachers and seek out PL opportunities for leads with the aim of delivering Pl to staff.  Professional Learning to support global competencies.  Imbedded connection to competencies with and in Team professional growth plans.  Explicit teaching of of compentencies scheduled.  Competencies embedded within curriculum instruction. | * Emails * Common Planning Time * Monthly meetings | * Ongoing | * All staff | * Survey/meeting at end of each term to determine if communication has improved |
| * Welcome plan for new teachers, EAs. * Staff binder and mentoring program. | * Ongoing | * Team of mentors for new staff to involve them in school | * Evaluate professional growth and goals. |
| * In-school social gathering for staff to get to know each other | * Within a month of school | * Ensure all staff (new) are included in email correspondence * Teachers must clearly define these outcomes and expectations in the classrooms and throughout the school. | * Gain feedback from new staff |
| * Increasing the amount of independent work completed by students with exceptionalities. * Independent activity schedule. | * Ongoing * Bi-weekly | * Resource teachers * Clear agenda by chairperson of CPT. | * Independence * Allocated time will be a team norm. * High risk students start moving down the pyramid |

**Positive Learning Environment Plan**

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| **Priorities** | **Objectives** | **Strategies** | **Timeline** | **Responsibility** | **Evidence of effectiveness** |
| Improve effectiveness of our School Code of Conduct.  Be consistent with classroom behaviour management systems. | Ensure students and staff have a clear, shared understanding of behaviour expectations.  Collaborate to define specifically when the CODE form is to be used and enforce the consistent use of CODE forms amongst teachers by June 2019. | * New posters to highlight expectations in specific areas such as the hallways, gym, lunchroom etc. * Encourage teachers to fill out 5 BOLT Ballots per week. | * The posters are completed, but the conversations are on-going. * Ongoing | * Admin * Teachers * Student Leaders * Teachers | * Behaviour is improving * Improved awareness * More independence * Fewer reminders needed |
| * Discuss at grade-level meetings specific behaviours that a CODE form will be used for. | * Ongoing * Daily in conversations | * Admin * Teachers | * CODE forms being reviewed at grade level meetings. |
| * Teachers/Educational Assistants and Administration. | * Fewer issues during breaks. * Data – incident reports. |
| Ensure behaviours are dealt with consistently within the school.  The CODE form.  Re-set Room – students reflect on their behavior. | * Implement agreed-upon classroom behaviour expectations * Follow steps in behavior pyramid of intervention. | * Ongoing | * Administration * Classroom teachers * Students | * Decreased office referrals * Decreased classroom interruptions * Decreased student-student conflict |
| * Use of behaviour tracking by all staff * Use of CODE forms and for administration referral, there needs to be proper documentation. | * Ongoing | * Administration – development * Classroom teachers | * Data Code forms- reviewed bi-weekly at grade level meeting. |

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| **Priorities** | **Objectives** | **Strategies** | **Timeline** | **Responsibility** | **Evidence of effectiveness** |
| We are a restorative practice school. | Work with students – so they learn to own their behavior.  For students to learn to become contributing cictizens of society. | * Ensure staff consistenly refer back to Code of Conduct – BOLT, when dealing with student behavior. * Have conversations with students. * Teach students to mature, own their behavior and learning. | Ongoing | * Administration * Guidance * Resource * Teachers * Educational Assistants * Students | * Data |

**Positive Learning Environment Plan**

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| **Priorities** | **Goal** | **Strategies** | **Timeline** | **Responsibility** | **Evidence of Success** |
| Focus on Science Skills  All students will acquire essential Science skills, effectively apply knowledge and solve problems, as well as communicate solutions. | From baseline measures, achievement on Science Skills will be 80% Level “3” school-wide.  School-wide “Annual Science Fair”. ALL students will submit a Science Fair project to be assessed by members from District (Science Leads, Science teachers, or teachers familiar to Science Skills.  Goal: To encourage inclusion of ALL students  Students who are selected at the school level can attend the Annual Science Fair in March for ASD-S. Number of participants TBD by district.  Grade 6 success rates on District March Benchmarks will increase (from March 2017) by 5% per year | * Professional learning on how to incorporate application of problem solving skills across subject area (i.e. incorporate Data Management-covered in Math). * Liase with Math teachers as the Data Management outcome is also part of the curriculum for Math. * Communication among teachers on how to incorporate Science Skills (i.e. procedural writing is part of the Science Curriculum as well as ELA). * Science Skill Olympics”- Received $2000.00 for PLC grant for Science. Will plan Science stations that involve Science Skills that are part of the ASSD mandate for Science. * Form an ‘expert team’ on how to incorporate Science Skills (procedural writing, data collection, analyzing) across subject areas (i.e. Math FILA, ELA) as part of the “Global Competencies” movement in ASSD. | * Ongoing * March 2019 * May 2019 | * Professional learning committee made up of Science teachers and education support teacher - resource(EST-R) * Science Lead (i.e. Continue to invite Julie Lizotte to PLC meetings). * Other subject teachers for judging in Science and Tomatosphere™ school-wide project | * Grade level common assessments located on the shared drive that teachers could access using their laptops. * Discuss assessment results on Science Skills, amongst students (i.e. formative and summative data) |

**Science**

**Social Studies**

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| **Priorities** | **Goal** | **Strategies** | **Timeline** | **Responsibility** | **Evidence of Success** |
| Collaboration  Citizenship | Teachers will create learning opportunities to encourage **critical thinking**, **problem solving**, and the application of knowledge in several situations. | Provide enriching and hands-on learning experiences with primary and secondary resources. | September 2019 – June 2020. | Classroom teacher  Social Studies PLC team | Yearly Heritage Fair.  Yearly Entrepreneurial Fair.  Student Vote. |
| Grade 6 – Culture.  To ensure students acknowledge, embrace, and respect different cultures and ways of life. | Students will develop their global competencies. | Students will be active participants in authentic cultural experiences. | September 2019 – June 2020. | Classroom teacher  Social Studies PLC team | Participation in Student Vote.  Yearly participation in the Heritage Fair. |
| Grade 7 – Empowerment.  To ensure students become politically empowered in the democratic process. | Students will participate in and contribute to social and civic life. | Social Studies teachers will enhance student’s awareness of the electoral process. | September 2019 – June 2020. | Classroom teacher  Social Studies PLC team | Participation in Student Vote.  Yearly participation in the Heritage Fair.  Yearly participation in the Entrepreneurial Fair. |
| Grade 8 – Atlantic Canada.  To ensure students know the geography, topography, cultural history, and political climate of the four Atlantic Provinces. | Students will identify physical and cultural characteristics, land forms and bodies of water, time zones, and the various regions of Canada | Students will use hands-on resources (different types of maps: political, topographical). | September 2019 – June 2020. | Classroom teacher  Social Studies PLC team | Participation in Student Vote.  Yearly participation in the Heritage Fair.  Entrepreneurial Fair. |

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| **Priorities** | **Goal** | **Strategies** | **Timeline** | **Responsibility** | **Evidence of Success** |
| Enhance the respect for specialists and their subject matter. | To motivate students to achieve their potential in their speciality subjects | * Each specialty to receive the funding needed to buy supplies and equipment needed to teach the curriculum. * Release time to work on special special school projects. * Avoid using speciality time for interventions. * Motivate students in participate in speciality subjects in order to support the speciality teacher. | * Ongoing | * Administration * Teachers | * Noticeable increase in students taking speciality subjects more seriously. |

**Specialists – Art, Music, Technology & Phys Ed**