



LORNE MIDDLE SCHOOL

Discovering, respecting, and achieving the potential of ourselves, others, and our community.



Lorne Middle School:

School Improvement Plan

2014 - 2017

Mission Statement

Lorne Middle School and its Partners: “Discovering, respecting and achieving the potential of ourselves and our community.”

Vision Statement

Lorne Middle School endeavors to be the heart of its neighborhood by establishing itself as an inclusive and supportive community of life-long learners.

School-wide commitments:

1. Lorne Middle School commits to implementing cross-curricular literacy strategies throughout all content areas of the school.
2. Lorne Middle School commits to both maintaining current and fostering new partnerships to support student learning and community engagement.
3. Lorne Middle School commits to promoting citizenship within our classrooms by encouraging students to reach their full potential of becoming contributing members of society.
4. Lorne Middle School commits to using best teaching practices that reflect the use of data-based decision making to guide instruction.

Priorities	Goals	Strategies	Indicators of Success	Timeline	Responsibility
<ul style="list-style-type: none"> To collect and maintain accurate data of individual student achievement in Literacy and Numeracy. 	<ul style="list-style-type: none"> To better inform and guide instruction. Monitor individual student progress. 	<ul style="list-style-type: none"> Providing student benchmark assessments allowing for the development of individual student goals. Benchmarks will be administered according to the ASD-S benchmark timelines and procedures. Regular maintenance of the e-binder to catalogue student achievement data in literacy and numeracy. 	<ul style="list-style-type: none"> E-binder populated Benchmarking student achievement data 	<ul style="list-style-type: none"> 9 September 2014 - ongoing 	<ul style="list-style-type: none"> Literacy Lead, Math Mentor, Language Arts Teacher, Math Teacher, Resource, Admin.
<ul style="list-style-type: none"> Promote and implement 'Cross-Curricular Look Fors' to guide instruction of Literacy and Numeracy. 	<ul style="list-style-type: none"> Create a common-language amongst students and staff All staff are teachers of literacy Have students implement literacy strategies across subject areas. 	<ul style="list-style-type: none"> Modeled instruction Ongoing P.D. in literacy instruction. Teachers will be aware of NBED 'Cross-Curricular Look Fors' Grades 6-12. Modeled instruction. 	<ul style="list-style-type: none"> Accessible in all classrooms Balanced literacy is evident 	<ul style="list-style-type: none"> 9 September 2014 – ongoing 9 September 2014 - ongoing 	<ul style="list-style-type: none"> Literacy Lead, Teachers, Resource, Admin. Literacy Lead, Teachers, Resource, Admin.

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Priorities	Goals	Strategies			
<ul style="list-style-type: none"> To maximize student learning in alignment with provincial curricula and standards. 	<ul style="list-style-type: none"> Improve achievement in both Literacy and Numeracy provincial assessments. 	<ul style="list-style-type: none"> Implementation of best teaching practices Implement the RTI (Response to Intervention) model. Construction and maintenance of a 'One-stop-Shop' of student achievement data in literacy and numeracy. 	<ul style="list-style-type: none"> Walk-throughs provide evidence of best practice E-binder populated RTI Model Implemented Co-constructed criteria 	<ul style="list-style-type: none"> 9 September 2014 - ongoing 	<ul style="list-style-type: none"> Community School Coordinator, Admin., Literacy Lead, Lang. Arts Teacher, Teacher, EA Literacy Lead, Lang. Arts Teacher, Resource, Admin. Literacy Lead, Lang. Arts Teacher, Resource, Admin. Librarian, Community School Coordinator Literacy Lead, Lang. Arts Teacher, Resource, Admin.
<ul style="list-style-type: none"> Reinforce differential learning strategies to support UDL (Universal Design for Learning) Guidelines. 	<ul style="list-style-type: none"> Provide opportunity for students to reach their own personal potential. 	<ul style="list-style-type: none"> Provide Multiple Means of Representation. Provide Multiple Means of Action and Expression. Provide Multiple Means for Engagement. 	<ul style="list-style-type: none"> Differentiation Outcomes are: <ul style="list-style-type: none"> → modeled → pictorial → numerical → word form 	<ul style="list-style-type: none"> 9 September 2014 – ongoing 	<ul style="list-style-type: none"> Literacy Lead, Classroom Teacher, Resource, Admin. Community School Coordinator, Admin.
<ul style="list-style-type: none"> Classroom routine for addressing student absenteeism 					

Safe Positive Learning and Working Environment Goal Statements:

Priorities	Goals	Strategies	Indicators of Success	Timeline	Responsibility
<ul style="list-style-type: none"> • Reduce Bullying 	<ul style="list-style-type: none"> • Reduce incident rate of bullying in the hallways • Increase rate of bullying reporting 	<ul style="list-style-type: none"> • Safe reporting strategies • More supervision during student travel • Red Cross Beyond the Hurt Training (e.g. Beyond the Hurt Ambassadors) • LINK Program • Safe-Zone/Student Ambassador Room • Celebrate What’s Right With the World • Pay it Forward • ASIST Training • Anti-Bullying Week • Bell Let’s Talk 	<ul style="list-style-type: none"> • TTFM Data <ul style="list-style-type: none"> → teacher perception → student perception → parent perception • WinSchool Data • NB Student Wellness Survey 	<ul style="list-style-type: none"> • ASD-S School Guidance Counsellor Calendar 	<ul style="list-style-type: none"> • Admin, Guidance, Teachers, Resource

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<ul style="list-style-type: none"> • School-wide effort to reduce student absenteeism. 		<ul style="list-style-type: none"> • Safe Arrival Phone call • Registered Letters • WinSchool Data • DSD Reporting • Reduce Accountability Gap 	<ul style="list-style-type: none"> • TTFM Data • Absenteeism improves 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Admin, Admin Assistant, Teachers, EA's
<ul style="list-style-type: none"> • Improved awareness of Student Code of Conduct 	<ul style="list-style-type: none"> • Improved student behavior • Improved consistency for the learning environment 				
<ul style="list-style-type: none"> • Clear Lock-down/EMO procedures 		<ul style="list-style-type: none"> • PREPARE Training 	<ul style="list-style-type: none"> • Ongoing 		<ul style="list-style-type: none"> • Admin, Admin Assistant, Teachers, EA's, Custodial Staff

To Improve Mental Fitness and Heightened Awareness of Mental Health:

Priorities	Goals	Strategies	Indicators of Success	Timeline	Responsibility
<ul style="list-style-type: none"> • Reduce Anxiety • Improved School Connectedness • Improved “participation” 	<ul style="list-style-type: none"> • Increased student engagement and performance • Improved student engagement and performance 	<ul style="list-style-type: none"> • Increase Professional Development in the area of EBD (Emotional Behavioral Disorders) • Teaching self-soothing strategies. • Checklist and/or School Letter re. # of extracurricular events a student participated. 	<ul style="list-style-type: none"> • Students demonstrate improvement in the area(s) of academics, extracurricular, social/behavioral, citizenship, and volunteerism. • Absenteeism rates • Student participation rates for extracurricular improved • Intrinsic Motivational Testing c/o Promise Partnership • NB Wellness Survey • LINK Program • Guidance Referrals 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Admin, Guidance, Resource, Teachers, EA’s