

Sussex Regional High School Improvement Plan 2016 – 2019



Students will demonstrate continuous progress towards provincial targets in literacy, numeracy and science (English and French Immersion).

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>1.1 Formative Assessment:</p> <p>To support the Core Leadership Team in leading our school with best practices with Formative Assessment across subject areas.</p>	<ul style="list-style-type: none"> a) Read <i>Fresh Look at Grading and Reporting in High Schools</i> Herbst & Davies b) Conversation with Curriculum and District office leads c) Professional development on formative and summative assessment d) Provide PL during professional learning days e) Provide a copy of <i>Fresh Look at Grading and Reporting in High Schools</i> Herbst & Davies for every faculty member f) Each PLC will determine next step for their individual subject areas 	<ul style="list-style-type: none"> - Book study completed by CLT - Meeting(s) held - Professional development occurred - Each teacher will have attended 2 sessions - Each teacher has completed <i>Fresh Look at Grading and Reporting in High Schools</i> Herbst & Davies and discussed at their PLC - Ongoing discussions will occur in PLCs, CLT and PSSC. 	<p>August 2016</p> <p>December 2015</p> <p>January 2016</p> <p>April 2016</p> <p>Fall 2016</p> <p>Fall 2017</p>	<p>CLT</p> <p>Administration & District office</p> <p>Administration & Marc Godin</p> <p>Director of Curriculum & leads CLT, SPRs & SRHS Faculty</p> <p>Teachers, SPRS & CLT</p>



1.2 Literacy:

All ELA and social studies teachers will improve instructional practice and planning through routine use of: Curriculum, Achievement Standards, & Look Fors in planning

Mathematics:

Mathematical Assessment will include questions that require written responses. Students will be encouraged to write in full sentences and using specific mathematical language.

- a) Work with teachers and PLC
- b) Common planning
- c) Data collection/Analysis
- d) RTI
- e) Professional Learning

- f) Focus on the four DeFour Questions:
What do we expect our students to learn?
How will we know they are learning?
How will we respond when they don't?
How will we respond if they already know it?

- g) Use the ELPA results to inform instruction for ELA courses

- a) Planning for assessments in PLCs
- b) Common final assessments

- PLC meet regularly
- Literacy teachers produce common assessment

- The DeFour questions are evident in the teaching of students

- PLC discussion of ELPA results and interventions that can be used to improve results

- Assessments with written responses
- Evidence of mathematical terminology

June 2017

CLT

June 2017

SRHS Faculty




Ongoing

District office & CLT


June 2017



Students and staff will learn and work in a safe, healthy and positive environment, supported by family, community agencies and groups.


Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>2.1 Provide positive and safe environments</p>  	<p>a) Create a Positive Learning Environment Plan for SRHS</p> <p>b) Positive Behaviour Intervention and Supports Model and Response to Intervention Model</p> <p>c) To raise awareness of severe allergies and the impact on students and staff</p>	<ul style="list-style-type: none"> - Plan is completed - To increase positive communication and positive interventions in school as measured by the Tell them from Me data, student and teacher survey (spring 2015) - Worked on: on time, materials ready, assignments complete on time - SRHS Pyramids of Intervention were updated by the ESST and District Office Behavior Lead - Updated Pyramids shared with the staff - Kit received - Allerject training for staff by Kelly Dunfield - Whole school training on allergies by the Caroline Foundation - Reminder of scent allergies through the morning announcements 	<p>2016 - 2017</p> <p>2016 - 2019</p> <p>Spring 2015</p> <p>Spring 2016</p> <p>Spring 2016</p>	<p>ESST, CLT</p> <p>PBIS Team, Admin, ESS</p> <p>Admin, Community Group: Kelly Dunfield Phys-Ed Department Admin</p>
<p>2.2 Ensure SRHS has an inviting environment that respects diversity and inclusive practices</p> 	<p>a) To promote SRHS' Gay/Straight Alliance Group</p> <p>b) Staff trained on the new Department of Education New Brunswick LGBTQ Inclusive Education Resource</p> <p>c) Educate student body on the refugee crisis</p> <p>d) Renovate the lobby/ main locker area</p>	<ul style="list-style-type: none"> - Increase participation in SRHS' Gay/Straight Alliance - Staff participation in new LGBTQ training - Syrian Refugee Awareness Day - Lockers moved, doors placed between the lobby and main locker area 	<p>2016 – 2018</p> <p>Fall 2016</p> <p>Winter 2015</p> <p>2015 - 2018</p>	<p>Marcy Gillies, Admin Admin,</p> <p>Shauna Betts & Team</p> <p>Admin, District Facilities</p>

SRHS will enhance strong family, business and community partnerships, focusing on communication and family/community engagement.

Goal	Strategies	Indicators of Success	Timeline	Responsibility
3.1 Provide a variety of communication strategies and social media to strengthen communications with family and community.	a) Update School Website b) Twitter c) Column in the Kings County Record d) Synervoice e) Parent information sessions f) Powerschool	<ul style="list-style-type: none"> - District website training - Increased number of twitter followers - Positive feedback, increased submissions to Jim - Increased number of teachers, groups/clubs using this resource - Increased number of sessions offered and increased in attendance - Students and parents accessing marks online 	Spring 2016 2015 – 2018 2016 - 2018 2016 – 2018 2016 – 2018 Fall 2017	Admin, Neil Martel Rachel Bennett Jim Huggard Lori-Ann Lauridsen, Staff Admin, Guidance, Resource, Staff, Outside Agencies District office & Admin
3.2 Partner with the Province to showcase student skill level in the trades and opportunities for careers in the Skill Trades.	a) To host the NB Skills Competition 	<ul style="list-style-type: none"> - Host the NB Skills Competition at SRHS 	Spring 2016	Stacey Stairs, Lori Wall, NB Skills Committee, District Office, Department of Education

School Policy 4

Students and staff will learn about mental health issues in children and youth and promote school and district initiatives that promote mental fitness.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
4.1 Provide opportunities for students and staff to increase their awareness of mental health issues in children and youth.	a) LINK Program b) Anxiety Group c) Healthy School Planner and Mental Health Tool Kit d) Lunch 'n Learn: Topic of Mental Health e) Participation in Mental Health Week (radio announcements) f) Students to participate in Making Waves g) Anxiety and Anger Management Group 	<ul style="list-style-type: none"> - Student use of the LINK program - Completion of the anxiety group - Staff in-serviced - Interested staff attend the Lunch 'n Learn - Increased awareness of mental health issues - Students attend the Making Waves conference - Completion of group 	2015 – 2018 Spring 2016 Fall 2015 Fall 2015 Spring 2016 Fall 2015 2015 – 2016 2016 - 2018	Guidance & Staff Guidance, District Psychologist Lori Wall, District Sarah Brannon Guidance, SRHS Leadership Guidance Guidance Admin, Staff