

School Improvement Plan 2015-18

Sussex Middle School
49 Bryant Drive
Sussex, N.B.
E4E 2P2



Vision: Our students will be active, productive, and contributing members of their community--demonstrating respect, responsibility, and hard work.

Mission: The SMS community promotes good citizenship through daily acts of respect, responsibility, and hard work.

Sussex Middle School strives to be a child-centred learning community that is very much a part of the greater Sussex community. We strive not just for the academic achievement expected within the public school system, but for the development and wellbeing of the whole child. According to recent popular figures, the Sussex shopping district serves approximately 35,000 people, with most of that population base being rural. According to an informal survey of student information (April 2007), approximately 92% of SMS students travel to and/or from school by school bus. Our student population is drawn not only from the Town of Sussex and the Village of Sussex Corner, but also from surrounding rural communities from Penobsquis to Bloomfield.

Sussex Middle School is located in the Town of Sussex, New Brunswick. Established in 1991, the school is a three-story building with all the classrooms located on the second and third floors. It contains a cafeteria, a large gymnasium, a seventy-five seat teaching theatre, and a main library. The main office area is located on the bottom floor, where both the vice-principal's office and the principal's offices are found. Our school's guidance office is on the second floor, across from the library.

The student population of Sussex Middle School is 496 students from grades six through eight. Approximately 41% of the student population is enrolled in a French Immersion program (Early or Intermediate), while the other 59% are enrolled in the English program. The students and teachers at each grade level are divided into teams based upon the program they are in--English or French. Overall, there are six teams plus the Practical Related Arts team, which consists of Art, Broad-Base Technology and Music.

There are a total of thirty-six full time professional staff members, including teachers, a principal, vice-principal, guidance counselor, school intervention worker and three resource teachers. There is a total of sixteen support staff, which includes one librarian, five custodians, one administrative assistant and eleven teacher assistants.

ENROLMENT AND STUDENT BACKGROUND

Students entering SMS have generally completed their elementary schooling at one of the four elementary schools within our area: Norton Elementary, Apohaqui Elementary, Sussex Elementary, or Sussex Corner Elementary. The number of students at SMS who have not attended elementary school in the greater Sussex area is approximately four percent of our student population.

SUSSEX MIDDLE SCHOOL OFFERS

- *a variety of extra-curricular activities including soccer, basketball, volleyball, drama, band, badminton, cross country, track and field, book fairs, and the art and chess clubs.*
- *a wide variety of support services for our special needs students, including teacher assistant services.*
- *a physical education program that focuses on the physical and emotional wellness of students.*
- *an extensive broad-base program to enrich students' computer literacy skills*
- *a communication network with parents/guardians, which includes report cards, grade level newsletters, school wide newsletters, Synrevoice (a computerized email and voicemail communication system), a school website, as well as parent-teacher conferences and phone calls throughout the year.*
- *guidance programs offered to various grade levels such as Linking to the Future, bullying, Rainbows Group, Beyond the Hurt, empowerment, anger management and self-esteem groups.*
- *guidance counselor who follows the "Comprehensive Guidance Model" and uses the "Collaborative Consultation Approach" in her interaction with students, parents and staff.*
- *a student services team to address the needs and concerns of individual students as well as the needs of the larger school.*
- *excellent library facilities*
- *a wheel chair accessible school*
- *an up-to-date gymnasium and equipment*
- *a supportive and active PSSC Committee*
- *a supportive Home and School Association*
- *Full cafeteria service*

(1) Maintain a positive learning environment that is supported by parents, students, and staff.

Action	Time Line for Implementation	Responsibility	Details
<p>School-wide discipline plan based on the principals of PBIS and Ron Morrish Training Program; update & change. Teach expectations, regularly revisit and review the program with staff and students.</p> <p>Revise & create list of guidelines/expectations for staff to teach students to follow. Includes a framework for interventions if these are not followed.</p> <p>Maintain an in-school suspension room that re-teaches the expectations of the discipline plan.</p> <p>Restorative discipline for students who need additional or varied support to meet with success.</p> <p>Continue to use and update a school-specific pyramid of interventions both for academic and behavioural concerns.</p>	<p>PBIS “soft launch” in spring 2015; full launch September 2015</p> <p>On-going</p>	<p>PBIS core leadership team, with support from all school staff</p>	<p>The school-wide training program was established several years ago based on visits and support from Ron Morrish. Staff and students have changed over the years at SMS, so we have looked at the strengths and shortcomings of the current program to identify ways it can be improved to create an even better environment at SMS. Our past training program has been streamlined--and a formal reward and recognition component added—to make it adhere to the principals of the Positive Behavioral Interventions and Supports (PBIS) framework.</p> <p>“circles” –SIW and Guidance</p>
<p>Duty activities for an indoor noon hour.</p> <p>Gym, teaching theatre, computer lab, cafeteria, library, and classrooms.</p>	<p>Immediately</p>	<p>Staff committee and administration</p>	<p>The indoor noon activity and supervision schedule was put into effect in November of 2011. It continues to be maintained and revised on an on-going basis.</p>

(1) (CONTINUED) Maintain a positive learning environment that is supported by parents, students, and staff.

Action	Time Line for Implementation	Responsibility	Details
Continue the community schools plan.	September 2015 (renewed annually)	Community School Coordinator, administration, staff, students, parents.	An overview of this initiative has been developed separately since it involved the application to be recognized as a district community school. Details of this plan are kept by Bridget Ryan
Maintain a student leadership group.	September, 2015 (open to new members throughout school year)	Interested students, staff, and administration	The focus of this group is to positively involve students who are interested in overseeing activities, distributing information to peers, organizing special events such as stand up to bullying, dances, sock hops, fundraisers, and create a liaison group with the student body that positively reflects student involvement in the school.
Review and analyze behavioral tracking data along with Tell Them From Me data to identify additional target areas for the development of new strategies that relate positively to the student population.	September, December, March, June 2015 (continue process each school year)	Administration, staff, PSSC, ESST	The objective of this strategy is to identify areas of concern as indicated by the data and design targeted strategies to deal with areas of concerns.
Bullying protocol	Annual roll-out in September, reteach in January.	Guidance, SIW, administration	This is a referral system for conflict and bullying issues. The SIW investigates, mediates, or refers to guidance or admin. Mediation typically involves all parties ("circle" model).

(2) Maintain a cross-curricular focus on literacy at SMS whereby all teachers and students are utilizing a common understanding and approach to reading and writing on a daily basis.

Action	Time Line for Implementation	Responsibility	Details
Refresh teacher training in the <i>Stepping Out Reading and Viewing</i> program (all teachers currently on staff have been trained).	September 2015, with yearly renewal	District Learning Specialist and school administration	The initial in-service of this program began on January 5, 2009. New teachers on staff have been provided with Stepping Out training each year. We are working to maintain this level of universal training to continue the culture of cross-curricular responsibility for literacy at SMS.
Implement Smart Goals as identified by the language arts PLC.	September 2015, with yearly renewal.	administration and language arts teachers/mentors	This initiative is supportive of the district-wide Professional Learning Community focus. PLCs have become integral to cooperative planning and assessment across grade levels.
Increase modeling of reading and writing by teachers. This is a focus area of the <i>Stepping Out</i> program.	Begin September 2015.	District Literacy Mentor, teachers, admin	It is evident from research that effective modeling of writing and reading supports the improvement of student understanding and learning. Administration will continue to monitor teacher buy-in as part of walkthrough supervision.
<p>Enrichment/Remediation</p> <p style="text-align: center;"><u>RTI</u></p>			Remediate skills not mastered based on data collected through school-wide and other assessment (OCA, district writing assessment, provincial assessment). Master teachers/EA's will lead groups of ten or fewer students.
Whole-school reading-level assessment using "running records."	Began September 2014. To continue each September with new students.	Language arts teachers, admin.	As a way to guide remediation and enrichment in reading, we implemented school-wide reading assessment this year. We will assess grades six students next year to maintain school-wide running records.

(3) Improve SMS math achievement results by 15% on the district and provincial measures of assessment.			
Action	Time Line for Implementation	Responsibility	Details
Implement Smart Goals as identified by math PLC.	September-November 2015 (review PLC plan in spring, and renew next fall)	Math PLC, admin	This initiative is supportive of the district-wide Professional Learning Community focus. PLCs have become integral to cooperative planning and assessment across grade levels. Math PLC plan will be attached to the SIP.
Enrichment/Remediation RTI, Key Math, math "screeners"	February 2012	-Lead teachers -Administration -PLC's	Remediate skills not mastered based on data collected through school-wide and other assessment (district and provincial). Master teachers/EA's will lead groups of ten or fewer students. Students who are not in remediation groups will attend enrichment groups based upon interest. All students will have the opportunity to attend enrichment (not only remediation).

(4) SMS will increase the number of opportunities for physical activity, access to healthy eating and nutritional education, and modeling of healthy lifestyles, including mental health awareness.			
Action	Time Line for Implementation	Responsibility	Details
Establish a Health and Wellness Committee whose goal is to promote physical activity and healthy eating.	ongoing	-Health and Wellness Committee -Community Schools Liaison -community partners	-continue Breakfast/Lunch Club -offer "Fruit of the Month" with samples to students -fruit/vegetable trays during house team activities
Re-establish parent-student activity night.	Winter 2015	-Principal -Athletic Director	-once each week, there will be an organized activity night for parents and kids of all ages (badminton, basketball, soccer, volleyball, etc)
Maintain number of sports teams at SMS	Fall 2015, ongoing	-Principal -Athletic Director	-continue to offer junior varsity teams wherever feasible -canvass community for coaches -provide funds for uniforms, travel, etc. -maintenance of free participation policy (no athletic fee)

Goal

Students will be able to meet Provincial reading target of 85% appropriate in 6th and 9th grades as evidenced by the Grade 6 Provincial Reading Comprehension Assessment and the ELPA.

Strategies for Progress Monitoring

Students will show evidence of reading skills at grade level from the Provincial Reading Achievement standards by the following strategies:

- Progress monitor a partial analysis screener (whole class) first week of school for 6th grade only. Second week of September administer a full analysis screener (BRI) to students who were BAA on the whole class screener.
- School will provide a ½ day of relief for teachers to administer the BRI to tier 2 students once a month for all grades.
- School to consolidate these results on a reading dashboard to determine impact of instruction.
- Teachers will administer a whole class screeners and BRI follow up according to the following schedule:

Month	Strategy	Grade and Screener
September	Whole Class BRI follow-up w/Tier 2	6 <i>Going for Gold</i>
October	OCA Early BRI follow-up w/Tier 2	7 <i>Tsunami!</i> 8 <i>Taming the Tiger</i>
November	BRI follow-up w/Tier 2	6 <i>Trash Attack</i>
December	BRI follow-up w/Tier 2 (BAA) from OCA	7 & 8 small group support
January	Whole Class BRI follow-up w/Tier 2	6 <i>History of Numbers</i>
February	OCA Mid-Year	7 <i>The Halifax Explosion</i> 8 <i>Save the Amazon Rainforest</i>
March	Whole Class BRI follow-up w/Tier 2	6 <i>Folklore of Rats</i>
May	Whole Class BRI follow-up w/Tier 2	6 <i>Ice Capdes-Antarctica</i>

May	Whole Class BRI follow-up w/Tier 2	<i>7 New Brunswick a Sweet Experience</i> <i>8 A Precious Resource on the Brink</i>
June	Transition Document Completed for Tier 2 Only	6, 7, 8,

Teachers will develop a skills based curriculum plan based on Reading Achievement Standards skills checklist.

Instructional Strategies

Teachers will provide explicit instruction in each of the three tiers based on the following evidence based balanced literacy approach:

Tier 1:

- 15-20 minutes of silent reading daily-Time for teacher conferencing with small groups
- Evidence of a specific learning outcome and modeling from teacher
- Whole class
- Co-teaching with EST-R
- Small group conferencing 10-12 students weekly
- Balance monthly instruction with speaking and listening, reading and viewing and writing and representing
- Implement components of balanced literacy within each strand (Middle Level Literacy Look for Doc.)
- Follow the curriculum plan based on the five fundamental components of balanced literacy
<http://www.slideshare.net/cmvalente78/balanced-literacy-sea> (This is good Jane, but the sources in this resource are dated. Perhaps we can condense this for middle level teachers and include some current sources?)

Tier 2:

- Identify skill area for student from assessment tool and start instruction using Reading Achievement Standards checklist by grade level
- Small group conferencing daily groups of 4-5
- Follow the curriculum plan based on the five fundamental components of balanced literacy

Tier 3:

- Collaborate with EST-R to establish reading targets found in PLP
- Group sizes of 1-3
- Meeting daily for explicit conferencing min. 45 min (up to 120/min.day)
- Use RTI period to enhance instructional minutes
- Refer to curriculum plan for establishing the five fundamental components of literacy

Transition Strategy:

SMS will approach the 4 feeder schools to provide a reading strategies and behaviors checklist from 5th grade teachers. SMS will provide to SRHS with the same checklist for 8th grade students going to 9th grade.

Goal 2

Students identified as at or above grade level as evidenced by transition screeners and or September whole class screener will be provide with stretch learning from current grade level curriculum in a balanced literacy framework.

Action items:

- a) Greg to load all student names in dashboard for 2016-2017 by September 1st, 2016.
- b) Greg to create Standard aligned questions for:
 - a. Going for Gold
 - b. Trash Attack-Attached
 - c. History of Numbers
 - d. Folklore of Rats
 - e. Ice Capades-Attached
- c) Greg to complete a checklist for 6, 7, & 8 with 5 columns to align with each screener day e.g. Sept/Nov/Jan/March/May.
- d) Greg and Nicole to draft a transition tool for ELA from feeder schools in May.