

School Improvement Plan 2019-2022

Sussex Middle School
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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 Penobscis 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-two 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 450 students from grades six through eight. Approximately 60% of the student population is enrolled in a French Immersion program (Early or Intermediate), while the other 40% 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, technology, music, and physical education.

There are a total of twenty-nine full time professional teachers, including teachers, a principal, vice-principal, guidance counselor, school intervention worker and three resource teachers. There is a total of twelve EA's, an SIW, five five custodians, one administrative assistant and a school librarian.

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.
Enrichment/Remediation <u>RTI</u>			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.	Present to June 2021	Math PLC (Rachael Muscroft, Cory Meehan, Stacey Duncan, Wendy Douthwright, Lisa Martin, Newton Johnston) Resource (Brian Clancy, Shelley Dougan, Kelly Hayes), District Lead (Charlene Coleman).	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.
Improve student success on Multiple Choice questions	Revisit in June 2019 and modify as needed	Math PLC (Rachael Muscroft, Cory Meehan, Stacey Duncan, Wendy Douthwright, Lisa Martin, Newton Johnston) Resource (Brian Clancy, Shelley Dougan, Kelly Hayes), District Lead (Charlene Coleman).	Give multiple choice questions in warm-up, entrance / exit slips, homework. In classroom warmups, we will go over each multiple choice option and discuss reasoning. When giving entrance and exit slips, we will periodically give multiple choice questions. Homework of the week will include some questions with multiple choice.
Enrichment/Remediation RTI, Key Math, math “screeners”	Ongoing Three consecutive Tuesdays, in rotation for each grade level.	Math PLC (Rachael Muscroft, Cory Meehan, Stacey Duncan, Wendy Douthwright, Lisa Martin, Newton Johnston) Resource (Brian Clancy, Shelley Dougan, Kelly Hayes), District Lead (Charlene Coleman).	Remediate skills not mastered based on data collected through school-wide and other assessment (district and provincial). Math teachers will lead small groups. Students are grouped for three consecutive Tuesdays, one grade level at a time. Use Leaps and Bounds diagnostics to identify groupings. Divide students into small groups. Math teachers prepare levels of lessons

(4) SMS will increase access to healthy eating and nutritional education opportunities, mental health fitness, and encourage opportunities for physical activity for all students.

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
Healthy Eating	Ongoing. New	Community School coordinator Community Partners SIW, Guidance Counsellor	All inclusive Breakfast Club and expansion of Lunch program. (evolving) Develop take home knap sacs. Nutritional Label reading Grocery Store visits with education components
Physical Activity -	Ongoing Ongoing New.	Gym teachers, CS Coordinator Gym teachers, volunteers, admin.	Purchase of outdoor equipment for students to use at lunch, adopt a hydrant program. Both varsity and junior varsity teams with no fees to encourage all students to participate in extra curricular sports. Introduction of yoga and mindfulness into the classroom.

	New	Staff – volunteers.	Noon walking club on a section of the trail behind the school
Mental Fitness – Establish programs that build on mental fitness and resilience.	Ongoing	Guidance Counsellor CS Coordinator	Link Program Man 2 Man/ Empowerment Program Gr. 7 &8 Grief Group Anger Management Group Beyond the Hurt Group – class presentations Class Circles and Conflict Mediation
Establish sense of Community within the school	Ongoing	Guidance Counsellor, CS Coordinator,	Monthly Birthday Parties Newcomer events – monthly Morning Music Celebrate – monthly assemblies
Growth Mindset	New – 2019	Admin, All Staff Community Partners	Fostering Grit – book study and following the principals of this book every day when dealing with students. Getting students ready for the future – interview skills, working with business to identify employee challenges and coaching students around these.

