



# **Hampton Middle School**

## **School Improvement Plan**

### **2016-2019**

#### ***OUR VISION***

Hampton Middle School will be a positive inclusive learning environment where a collaborative staff supports enthusiastic, engaged and proud students to achieve their potential in the 21<sup>st</sup> century.

#### ***OUR MISSION***

To ensure all students have the opportunity for academic and social success as 21<sup>st</sup> century learners in a positive environment of learning and encouragement.

**(Updated January 2016)**

# HAMPTON MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2016-2019

## IMPROVEMENT GOALS AND FOCUS

With the purpose of moving closer to achieving our vision, Hampton Middle School has decided that school improvement initiatives will focus on the following goals:

- **Students will demonstrate continuous improvement in numeracy aligned with the provincial standard.**
- **Students will demonstrate continuous improvement in literacy skills (English & French), working towards meeting or exceeding the provincial targets.**
- **Students will demonstrate an improved understanding of Mental Health and Wellness and adopt skills to support their own wellness.**
- **HMS will demonstrate a continuous improvement in the relationship it has with its community (parents, students, and local community). \***
- **Students and staff will learn and work in an inclusive, healthy and safe environment. \***

*\* see Positive Learning Environment Plan.*

## MONITORING, ASSESSING, AND EVALUATING THE SCHOOL IMPROVEMENT PLAN

Success in achieving our improvement strategies will be monitored and reported on as follows:

- The School Administration Team will oversee the implementation of the plan and will be responsible for reporting to the Teaching Professional Learning Community on progress.
- The grade level teaching teams and PLCs will make recommendations to the school Principal and the PSSC for future changes in the SIP.
- The school principal will work with the PSSC to provide feedback to the educational team.

## H.M.S. 2016-2019 School Improvement Plan

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|---------------------------|--|
| <b>Goal #1 Statement:</b> | <b>Through Response to Intervention (RTI) we will support emerging readers from Tier 3 – Tier 2 – Tier 1 evidenced by whole class screeners and Provincial Reading Assessments (Grade 6 and ELPA) by using curriculum, reading comprehension standards and reading fundamental curriculum plan</b> |
|---------------------------|--|

| Strategies  | Indicators of Success (Monitoring Process)   | Timeframe     |              | Responsibility  | Update |
|---|--|---------------|--------------|---|--------|
|   |  | Start Time    | End Time     |   |        |
| Tier 2 students will achieve grade level (AA or above) reading standards by the end of the academic year – by utilizing an internal (6-8) benchmark to inform and support instructional practices. Reading benchmarks will be conducted annually in Sept; Jan (for students experiencing difficulty); and in May. The Fountas and Pinnell Basic Reading Inventory will be used for English, and GB+ for French for consistent administration of the tool. | Improved student levels based on established Provincial Standards Formative Assessment Data used to drive instruction                | Sept.<br>2016 | May<br>2017  | All staff<br>Literacy PLCs<br>EES-R, ELA and FILA<br>Teachers |        |
| Administer a whole class screener – in September – Utilizing this data we will then group students who have been identified as Tier 2 and Tier 3 and administer the Fountas and Pinell assessment tool.   | Intervention groups 30 minutes a day for 4-6 weeks during the literacy block. Administer full analysis screener in Jan. and May.     | Sept.<br>2016 | May<br>2017  | All staff<br>Literacy PLCs, ESS-R,<br>ELA and FILA Teachers   |        |
| Intervention groups will include small group instruction with tier 2 and 3 students in the areas of phonics, phonemic awareness, vocabulary, fluency, and reading comprehension for 30 minutes, 3-5 times per week for a duration of 4-6 weeks.   | Improved student levels based on standards based assessments.  | Sept.<br>2016 | June<br>2017 | All staff<br>Literacy PLCs, ESS-R,<br>ELA and FILA Teachers   |        |
| Tier 1 students will be involved in enrichment activities based on data from interest inventories which will be administered in September.  | Increase in student engagement which will be confirmed through a student survey which will be administered at the end of each block. | Sept.<br>2016 | June<br>2017 | All staff<br>Literacy PLCs, ESS-R<br>ELA and FILA Teachers    |        |
|   |  |               |              |   |        |

## H.M.S. 2016-19 School Improvement Plan

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| <b>Goal #2 Statement:</b> | <b>Students will demonstrate continuous improvement in basic numeracy skills. This will be evident by an increase in the percentage of students being successful on the basic numeracy screener.</b> |
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| Strategies   | Indicators of Success<br>(Monitoring Process)   | Timeframe          |                   | Responsibility                   | Update |
|--|---|--------------------|-------------------|----------------------------------|--------|
|  |   | Start Time         | End Time          |                                  |        |
| All students will write a Math screener twice yearly, once in September and once in May. This will be used to determine students' present level of performance, progress monitoring and to group students for intervention and enrichment purposes.  | Students will have completed 2 pre and post screeners and will have either participated in interventions or enrichments as indicated by their screener results. | September<br>2016  | May 2019          | Teaching Team                    |        |
| Students scoring between 6 and 9 (out of 15) on the Math screener will take part in designated interventions blocks to strengthen their numeracy skills and students scoring 14 or above will take part in enrichment activities.  | Students will demonstrate an increase in screener scores and 60% of all HMS students will score 10 or above on their post assessment                            | September<br>2016  | May 2017          | Math Teachers and EST-R Teachers |        |
| All students will be assigned Math practice focused on basic numeracy skills on a school wide weekly basis. This will take place on Tuesday and Thursday and will be done as a take home assignment for all students. All teachers will focus on the same strategy at the same time and students will be assigned the same type of assignment based on their current numeracy level. | All students will have completed two weekly assignments and 60% of all HMS students will score 10 or above on their post assessment                             | September<br>2016  | June 2019         | Math Teachers                    |        |
| The first two weeks of school will be used as a basic numeracy review in all Math classes.   | 60% of all HMS students will score 10 or above on their post assessment   | September<br>2016- | September<br>2019 | Math Teachers                    |        |
|  |   |                    |                   |                                  |        |

## H.M.S. 2016-2019 School Improvement Plan

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| <b>Goal #3 Statement:</b> | <b>Students will demonstrate an improved understanding of Mental Health and Wellness and adopt skills to support their own wellness.</b> |
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| Strategies   | Indicators of Success<br>(Monitoring Process)                              | Timeframe      |           | Responsibility   | Update |
|--|--|----------------|-----------|--|--------|
|  |  | Start Time     | End Time  |  |        |
| A baseline survey will be conducted in the fall to determine existing student understanding of Mental Health and Wellness.   | Completion of the survey   | Oct 2016       | Nov 2016  | Students and staff   |        |
| Students will create posters which positively promote and define the difference between Mental Wellness and Mental Illness   | Visible posters  | Sept 2016      | June 2017 | Guidance   |        |
| Students will see guest speakers and Multi Media presentations relating to mental health and wellness  | Booking events   | Nov 2016       | June 2017 | Administration   |        |
| The school will participation in various mental wellness events (Bell Let's Talk, Mental Wellness Week)  | Participating in the events  | Sept 2016      | June 2017 | All Staff and students   |        |
| Develop a question for the TTFM survey relating to anxiety and depression to determine student understanding of terms.   | Question will appear on the TTFM survey                                    | Aug 2016       | Nov 2016  | Teachers   |        |
| All students will complete 10 wellness journal entries that relate directly to the Wellness Wheel.   | Completed journals   | September 2016 | June 2017 | Teachers, Students   |        |
| All teachers and educational support staff will be trained to implement strategies from the Wellness Wheel   | Training will be completed during staff meeting by the end of October 2016 | Aug 2016       | Oct 2016  | Guidance and other staff with wellness training and experience |        |
| Homeroom teachers will keep the journals within their classroom for student use  | Student journals in a safe, but attainable location                        | Sept 2016      | June 2017 | Homeroom teachers  |        |
| Students will complete a yearend survey with respect to Mental Health and wellness as well as anxiety and depression.. Pre and post data will be analyzed for the purpose of updating Wellness goal. | Completion of the survey   | May 2017       | June 2017 | Teachers and Educational Support Staff                         |        |
| <i>** Related Social and Emotional Wellness goals can be found in the HMS Positive Learning Environment Plan.</i>  |  |                |           |  |        |

