

Belleisle Regional High School



School Improvement Plan 2016 – 2019

Created January 2016



SCHOOL MOTTO

“Excelsior” - Ever-Higher

SCHOOL COLOURS

Royal Blue and Gold

SCHOOL TEAMS

The Bears



Mission Statements

Anglophone School District – South

To improve achievement by engaging children and youth by working in collaboration with families, staff and communities.

BRHS Mission statement

At Belleisle Regional High School it is our duty to develop in our students a strong sense of self-confidence. We will provide curricula that is individually focused. Our students will have a broad-based academic and technical education that will prepare them for their future.

Vision Statement

The Belleisle Regional High School community will be be respectful, creative, responsible, self-motivated, with academic proficiency and a high level of global awareness. Belleisle Regional High School students will make a positive impact on the world around them while believing in their abilities to serve their families, and their community.



Core Values

At BRHS we value and celebrate the success of our students with regards to their academics, arts, athletics, effort and attitude.

At BRHS we value our compassionate and dedicated staff who are willing to collaborate with other staff members, students and the BRHS community.

At BRHS we value the philosophy that hard work can lead to excellence.

At BRHS we value an environment where everyone feels safe, secure and free from discrimination regardless of race, age, gender, sexual orientation, appearance, popularity, ability, religion, creed, nationality or ethnic origin.

At BRHS we value honesty and respect for all and that we inspire students to become responsible citizens

At BRHS we value the hard work that goes into meeting the diverse needs of all learners, while maintaining high academic expectations.

ANTI-HARASSMENT STATEMENT

Mission Statement

At Belleisle Regional High School, we believe that everybody should be equal, safe, secure and accepted regardless of colour, race, gender, sexual orientation, appearance, popularity, abilities, intelligence, religion and nationality.

This information coincides with the following policies from the Department of Education & Early Childhood Education:

Policy 703-Positive Learning & Working Environment

<http://web1.nbed.nb.ca/sites/ASD-W/HR/Policies/Policy%20703%20-%20%20Positive%20Learning%20and%20Working%20Environment.pdf>

Policy 322-Inclusive Education

<http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf>



Bear's Code of Conduct



Every student that comes to BRHS has a right to an environment that is organized, safe and conducive to learning. As a student, I am responsible for my own behaviour to the best of my abilities.

- I will attend class, be prompt and be prepared to participate.
- I will bring all necessary materials and resources.
- I will make a positive contribution in my classes.
- I will demonstrate respect for their teacher, their peers and the school.
- I will understand that teachers are in control of the building and students must abide by their instructions.
- I will have assignments and homework completed on time.
- I will make every effort to achieve academic success by ensuring proper effort and preparation for all tests and examinations.
- I will avoid situations that are disruptive or negative towards the rights of others.
- I will behave in a way that is empathetic, responsible and civil to those around them.
- I will resolve conflicts in a constructive manner.
- I will respect others' differences, ideas and opinions and treat everyone fairly.
- I will report bullying and not tolerate it.
- I will do whatever they can to help those struggling around them.
- I will respect the school's rules
- I will treat school property and the property of others with respect.

Students are to conduct themselves in a respectful manner at all times.

- Belleisle Regional High School is responsible for the safety of all its pupils and therefore students sign in and out of the building when they are leaving school grounds
- Driving a vehicle to school is a privilege and NOT a right, all rules of the road and of the school must be abided,
- Student parking passes can be purchased in the office, the school reserves the right to deny personal vehicles parked on school grounds
- Students must not transport themselves or others to school sponsored events.
- Students must not leave the school without PRIOR permission AND notice from parents/guardians.



School Profile

Belleisle Regional High School is a modern two-storey building situated in Springfield, New Brunswick. BRHS serves a number a number of rural communities. Many of our families gain their livelihood from farming, woodlots or the nearby mining industry in Sussex. The school is comprised of a cafeteria, a double-gymnasium, a library, a career resource centre, two science labs, a home economics lab and an industrial arts program (automotive, metal processing, electrical, carpentry, computer-assisted drafting), a fine arts programming, a Cooperative Education course for grade 12 students, and a late French immersion program. Students have access to nearly 150 netbook computers stored in 6 moveable pods and a computer lab.

The Home & School Association is one of the oldest in the province and has been very integral in the development of school facilities. They have been instrumental in the creation of two sports fields, an outdoor basketball court, a track and an outdoor playground for students. Our newly refurbished school auditorium, which seats approximately 175, hosts a variety of school and community events. Their major annual fundraiser is a Harvest Auction, which support many programs in the two community schools.

The school boasts a large variety of extracurricular activities, such as rugby, soccer, basketball and volleyball. The Drama Club presents two productions each year, one featuring middle school students and a musical showcasing our high school students. The student council organizes numerous events throughout the school year. Our TADD group is among the most active in the province. We strive to provide volunteerism opportunities through our Builder's Club and Leadership classes. We acknowledge academic achievement and positive attitude on a regular basis through recognition breakfasts and success assemblies.

For a small school population our grade 11 and 12 high school students generally have access to approximately 50 course selections in addition to online options. Level 2 and level 3 courses are offered, as well as enrichment opportunities such as Holocaust Study Group, Encounters with Canada, Student Legislative Seminar, OREO Competition, Oratorical competitions, SHAD, a French exchange program, Heritage Fair, Math Competitions, and Science Fair.

BRHS prides itself on being a community school. Our school is often open for community fundraisers, to assist families and organizations and for sporting events. BRHS offers a breakfast program to ensure that all students have a healthy start to their day. The school is a focal point for the greater Belleisle community.



History

Belleisle Regional High School is a community that serves students in grades 6-12 from a large rural area. The school has seen a lot of changes since its opening in 1984. The original building was a two-storey wooden frame structure that was home to 100 students and 7 staff. The first graduation took place in 1949 with five students. As time passed the student population overflowed the existing space into ten portables. In January 1984 the present building opened its doors with greatly improved facilities. It now houses a student body of approximately 242 and a teaching staff of 21. In August of 1996 the school welcomed grade six into the building.



Programs and Services Offered

Belleisle Regional High School offers a full range of programs including;

Courses offered in the following areas:

- English, Mathematics, Social Sciences, Sciences, French, Business, and Family Studies
- Physical Education, Technology, Personal Wellness, Music and Art
- Levels 1, 2 and 3 Academic Programs
- Late French Immersion (LFI) Grades 6 -12
- Individualized Programs to fit the educational needs of students

Pupil Data		Summary of Enrollments by Grade		Teacher/Support Staff Data	
Grade 6	18	Grade 6 FI	14	# of Teachers	21.0
Grade 7	16	Grade 7 FI	13		
Grade 8	19	Grade 8 FI	11		
Grade 9	22	Grade 9 FI	19		
Grade 10	24	Grade 10 FI	13	# of Educ. Assistants	5.0
Grade 11	20	Grade 11 FI	17	# of Library Assistants	1.0
Grade 12	21	Grade 12 FI	15	# of Admin Assistants	1.0
Total:	140	Total:	102	Total Students	242



PLC – ENGLISH

SMART Goal: To support classroom teachers in developing and implementing an ELA curriculum continuum (handbook) to inform both short and long term planning.

Performance Target: To create a fluid document and follow up in monthly PLC meetings.

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
To create an effective genre map, by grade level.	-Analyze which genres are being taught in each grade level (as per the October survey done in PLC), and streamline.	-Student improvement in competency of ALL genres -ELA teachers are aware of which genres are being covered in what grade levels.	Complete by June 2016	All teachers of English and SPR of English	Work in progress
Writing rubrics, paired with strong exemplars (grade specific)	-Create rubrics for writing genres, grades 6-12. -Rubrics become more detailed as grade level increases.	-Students can identify strong examples of writing complete with rationale. -	Complete by June 2017.	All teachers of English, Resource and SPR English	Work in progress
Create a list of texts used in each grade level	-Teachers will track all texts covered in each of their ELA classes.	-Each teacher from January to June will compile a text list and bring to each PLC meeting and update “master” list.	Complete by June 2018.	All teachers of English, SPR and Resource.	Work in progress



PLC – Social Studies

SMART Goal: Common rubrics will be used to assess student writing in all classes inclusive of Social Studies
Performance Target: - Grade 6 students will produce two 3 paragraph (minimum) essays by the end of the school year. - Grade 9 students will produce two 5 paragraph (minimum) essays per semester. - Grade 12 students will produce two 4 page essays (minimum) per semester

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
Students will be taught to develop and state clearly a proper thesis statement that they can support.	-Use exemplars so that students can see what a good and poor thesis statement looks like and how to rework it - Use peer assessment and self assessments to evaluate thesis statements and introductory paragraphs using Write Trait kits as necessary.	100 % of students will write a high quality opening paragraph that hooks the readers attention	On-going	All teachers of Social Studies	
Teachers wil use formative assessment to improve student writing	Teachers and / or peers will evaluate an initial draft, provide written feedback and conference with the students	Students will provide a short reflection on the feedback provided.	On-going	All teachers of Social Studies	Completed
Create/ tweak rubrics which reflect the write traits to a value of 20 % and content to a value of 80% of the assignment	PLC will work collaboratively with colleagues to develop a writing rubric for all teachers of Social Studies	Rubrics are ready for Sept 2016. Expectations will be clear to students and the final product will be of high quality.	On-going	All teachers of Social Studies	



PLC – SCIENCE

SMART Goal: To promote literacy in science.

Performance Target: To increase the number of high level questions and practices in all our Science classes, increasing rigiour and expectation that staff have of their students

<i>Focuses</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
Use scientific language and passive voice in writing	Lab reports Science Fair Assessment for learning Rubric for lab reports Co-construction of criteria	Peer assessment Self assessment	On going	All Science teachers	On going
Starters with generic scientific content. (PISA-like questions)	Examples will be given relating to subject content	Students will be better able to analyze questions that they have never seen before.	One question every 2 weeks.	All Science teachers	On going



PLC – MATHEMATICS

SMART Goal: For students to have a skill set to deal with everyday number related problems.

Performance Target: Solving real world problems using appropriate mathematic calculations and communication.

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
Master basic math facts	<ul style="list-style-type: none"> a) Benchmark assessment b) Differentiated home practice 	100% mastery on the benchmark test	Jan. 2016-June 2016	All Math teachers	
Understand basic number sense	<ul style="list-style-type: none"> a) Identify your path b) Estimate your answer c) Is my answer reasonable? 	Rubric for self/peer/teacher assessment	On going. Differntiated problem once a week	All Math teachers	On going
Understand math literacy and vocabulary	<ul style="list-style-type: none"> a) Word wall, cue cards b) Common language used c) Check list and rubrics 	Formative assessment Journals Entrance/Exit slips	On going.	All Math teachers	On going

PLC –French Language (Immersion)

SMART Goal: To evaluate the three French Immersion Language arts strands based on benchmark scores, taken annually, using GB+ running records and the Cheneliere reading comprehension kits in order to improve individual student achievement.

Data Reviewed: Based on ELPA results, formal OPI interviews (Oral Proficiency Interviews) conducted by the Province of NB, informal feedback from students and teacher perceptions of student abilities.

Performance Target: Benchmark scores will show improvement each year / per grade level.

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
Reading	-“Evaluation de la comprehension de la lecture” done twice a year. (Grades 6-9) - Running Records done twice a year. (Grades 6-8)	All students at end of grade 8 are achieving at the grade appropriate level for reading	2016-2017 year	Grade 6-12 teachers of immersion	In progress
Writing	Develop benchmark writing assignments at grade 8 and grade 12 to be done twice a year using the write-traits to guide instruction, content and assessment.	All students are achieving at the “appropriate” level at the time of the second assessment.	2018	Grade 6-12 teachers of immersion	On going
Speaking	Informal interview to be done by end of October and formal interview done by end of May.	By the end of June, Grade 8 students are achieving at A2.2 level of the CECR framework and Grade 12 students are achieving at the B2.1 level of the CECR framework.	On-going	Grade 6-12 teachers of immersion	Ongoing
Grammatical Mapping / genre des textes Focus	All teachers will have a checklist of grammatical concepts / genres des textes to be covered per grade level.	Checklists are posted in classroom and used by teachers and students for self-reflection and to reflect on progress	Completed Spring 2016	Grade 6-12 teachers of immersion	Update as needed



PLC – Post-Intensive French

SMART Goal: To improve comprehension and ability to communicate in the second language.

Performance Target: 70% of PIF students are achieving at the A2-2 level at the end of grade 8 and at the B1.2 level at the end of grade 12 using the CECR framework.

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
Speaking	-Teach the prescribed grammatical structure for each theme. - All teachers will have a checklist of “les fonctions de communication” to cover by grade level.	-Students are achieving at the appropriate grade level according to the CECR framework on the mini-interviews which are done at the end of each unit - Checklists with “les fonctions de communication” are posted in classroom and used by teachers and students for self-reflection and to reflect on progress	On-going	All PIF teachers	On going



PLC – Technology, Music & Visual Arts

SMART Goal: To promote Safe and Responsible behavior of students in specialty courses.

Performance Target: To have students demonstrate concern and regard for school equipment, instructional materials and the safety of themselves and each other within specialty courses (Music, Visual Arts and Industrial Arts).

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
Injury Prevention	Review instructions for proper use of equipment. Model safe and appropriate use of equipment. Install visual aids and safety posters.	Fewer accident reports and fewer "near misses" recorded.	By June 2017	Specialty Teachers & Admin	
Damage Prevention	Review above. Review the cost of items. Have students actively participate in maintenance of equipment and materials.	Fewer damage reports. Greater percentage of budgets spent on equipment rather than on repair or replacement of non-consumable items.	By June 2017	Specialty Teachers & Admin	



PLC – Education Support Services: Resource & Guidance

SMART Goal: To increase their awareness of students on the autism spectrum					
Performance Target: To complete level one and two before the end of the SIP					
<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
Completing the online Autism course, level 1 and 2	During PLC times, EA's and teachers will follow the prescribed plan to complete the levels	certificate	2017-2018	Diane Laird Sarah Garnett EA's on staff	ongoing



Positive Learning and Working Environment Plan & PBIS

SMART Goal: Recognizing students and staff for consistently meeting school expectations.					
Performance Target: An increase in recognition for positive behaviour of both students and staff in the building.					
<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
Ensure that both students and staff are recognized for their positive behaviour on a monthly basis.	Using the Bear's Way of Life forms, teachers will be expected to submit a minimum of 5 forms for students and 1 form for teachers per month.	A checklist will be placed near the submission box with all staff names. Staff will be expected to indicate the amount of forms they have submitted that month.	Monthly	Julie McDermott Marcel Dulong Sue Lawson	Ongoing
Empowering students by giving them the opportunity to recognize students and staff at BRHS.	Approach student council at both the middle and high school levels to get involved in recognizing students and staff for their positive behaviour.	Increased amount of recognition forms submitted to the office.	Monthly	Julie McDermott Marcel Dulong Sue Lawson Kim Giddens	Ongoing

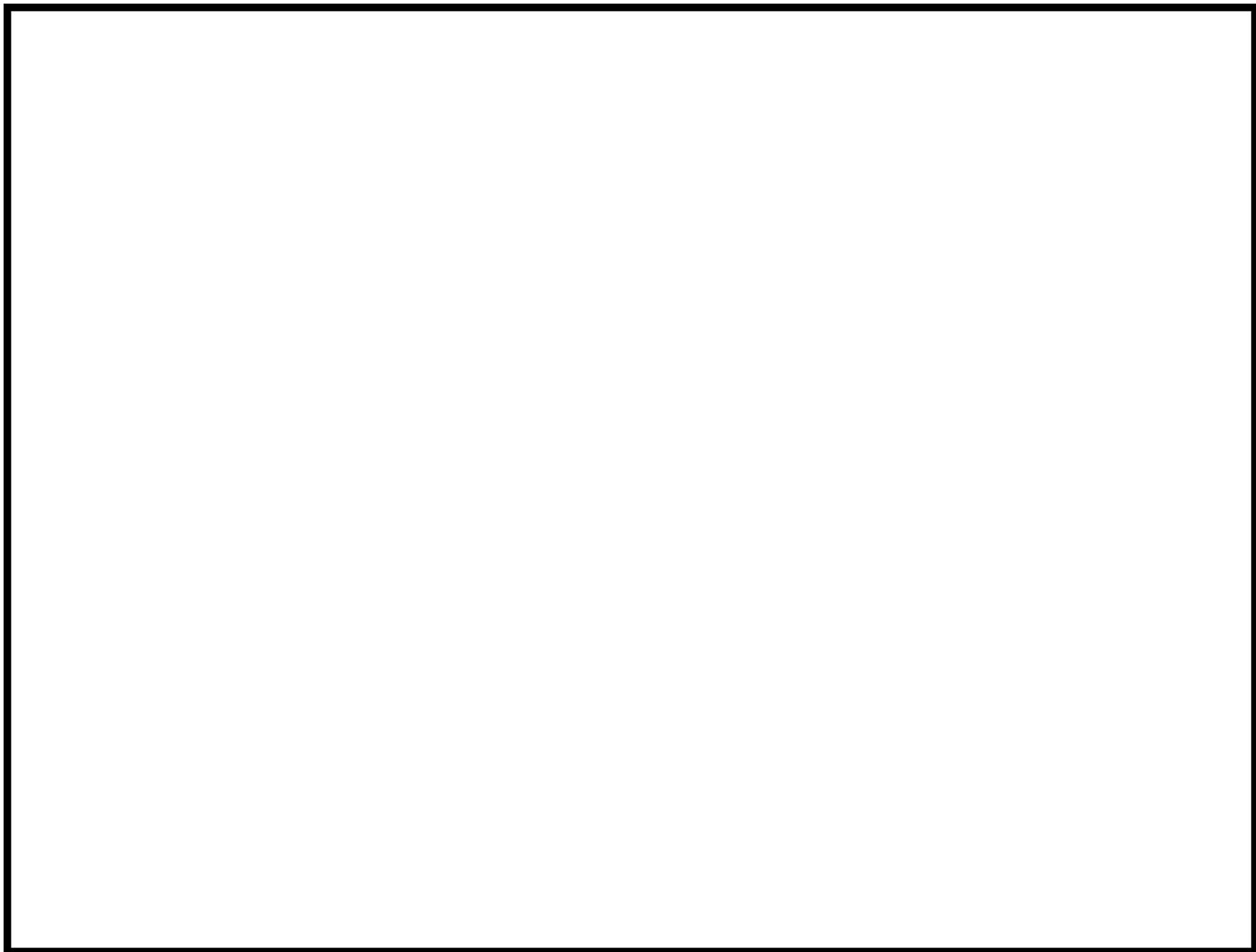


Professional Development Plan

SMART Goal: To become familiar with the new Middle School report card

Performance Target: Developing techniques to support the collection of Data for the new marking process

<i>Foci</i>	<i>Strategies</i>	<i>Indicators of Success</i>	<i>Time Line</i>	<i>Responsibility</i>	<i>Status</i>
Middle/High school report cards	Using PLC time teachers will work through an understanding of the new criteria for evaluation of the marking of middle school students High school teachers expending their tracking of student performance through observation and conversations	Accurate records on individual students will be available	2017-2018	All teachers and Micheal Chaisson Shannon Case	ongoing
	Creating and reworking descriptions for report cards (Strengths, Needs and Next Steps)	Well written and accurate report card remarks	Fall 2017	All teachers and Micheal Chaisson Shannon Case	completed





Foci for 2016-2019

- Ongoing growth with respect to our School Improvement Review Summary: On Going
 - Ongoing development of our School Improvement Plan (SIP)
 - Bi-Monthly PLC meetings
 - Revisit SIP at all staff meetings and share the mission and Vision as well
- Engagement – Collaboratively discuss and implement strategies to ensure students are engaged in their learning.
 - Universal Design for Learning (UDL)/ Differentiation
 - Co-planning, co-teaching and co-assessing
 - School Improvement Indicators
 - Innovation (Teaching practices, Classroom Design)
- Assessment – Build a shared understanding and use of formative assessment.
 - Triangulation of Assessment – products, observations and conversations
 - Increasing use of formative strategies - co constructing
- Establish a process for consultation and shared decision-making with staff.
 - Ongoing development of school committees - literacy, PBIS, professional learning and health & safety.
- Collect, analyze and use data to inform decisions regarding students and their needs.
 - Use of the Academic and behavioral pyramids to support student learning.
 - Use of Data in ESST interventions
 - “Attendance Matters”
 - Positive Behaviour Intervention Program (PBIS)