

FMHS School Improvement Plan 2022-2023



FMHS Goal #1

District Ends Policy 1-8

To create a school community that recognizes and understands mental wellness by offering an engaging, positive, safe, healthy learning and working environment for our youth and staff, based on research and professional development with strong ties to the community.

Rationale

We are seeing an increase in suicidal thoughts, guidance, and Integrated Service Delivery referrals among our students. Students are indicating they are struggling with their mental health and trying to feel the value of school.

Strategies/Actions

- Provide safe spaces for students that foster regular check-ins (homeroom model).
- Increase capacity of wellness/growth mindset programs: Healthy Relationships, PDCP, OAAT, Beyond the Hurt, suicide prevention/awareness, Mental Health Week, Wellness Center, Behaviour Intervention Mentor, Big Brothers and Sisters, 4th R.
- Encourage SRC /Midi involvement in school climate: wellness announcements, Yellow Bench/Yellow Shirt Day, House awards at MS, recognition breakfasts.
- Promote extracurricular activities (assemblies, Mariner and Admiralty Awards, celebrations), promote inter-school activities (food drives, community clean ups, empty stocking).
- Expand the continuing education of staff and parents on mental fitness strategies through school, district, and outside experts.
- Create new/highlight old Fundy traditions, activities, conventions (student sense of security sometimes wavers with high turn over in staffing).
- Professional learning and development in dealing with mental health and well being.
- Identifying and implementing practices based on what research shows with regards to resiliency, SEL, and student learning.
- Co-ordinate paraprofessional/professional use (EA, Mentors, Leads, etc) to maximize academic and behavioural results
- Increase use and development of outdoor learning, brain breaks and classrooms.
- Co-ordinate paraprofessional/professional use (EA, Mentors, Leads, etc) to maximize academic and behavioural results

Indicators of Success

- Decrease in guidance and ISD referrals.
- Tell Them From Me survey indicators.
- Increase in student engagement in academics and extracurricular pursuits (based on both involvement and quality)
- Improved Attendance Data.
- Presence of SEL imbedded in class practices
- Professional Learning Opportunities offered to staff
- Opportunities for staff to follow up/share professional learning they've undertaken

To foster academic resiliency and engagement in students by implementing a school wide Response to Intervention, RTI, where teachers and staff target and respond to challenging academic behaviors through systemic and collaborative interventions across grade level and classrooms.

Rationale

We are seeing in students an increase in apathy, and a decrease in academic resilience, and commitment to the work of learning. Much of our academic struggle is directly tied to incomplete, or late work of students. Learning gaps and decreases in attention span and school connection are among the causes of classroom environments that are increasingly challenging to teach. Systemic practices to address these issues will let us respond as a community to learners needs.

Strategies/Actions

- Enhance the use of Instructional Best Practices: differentiation, scaffolding, clear expectations, rubrics, modelling learning and behaviour, use of priority curriculum UDL: Multiple means of Engagement, Representation, Action/Expression, balanced assessment, blended learning.
- Continuing professional learning for educators, especially new teachers, on Best Practices.
- Build on successes with blended learning and balanced assessment. Have PLCs continue with priority curriculum regarding assessment and balanced approach to representing learning.
- Build capacity of vertical and horizontal curricular planning among PLC's to address gaps in students' skills
- Create whole school scheduled academic intervention with clear, schoolwide, tiered pathway for dealing with incomplete/late work (student, parent, administration)
- Encourage individual teachers to schedule remedial time, use Athletics Policy, homework clubs, Maker Spaces.
- Foster the continuing use of Pyramid of Interventions.
- Strengthen SPR groupings in terms of building school culture and best practice capacity through collaboration and instructional coaching.
- Improving use of data & outcomes to drive conversations at classroom, PLC, and school wide levels.
- Co-ordinate paraprofessional/professional use (EA, Mentors, Leads, etc) to maximize academic and behavioural results

Indicators of Success

- **Improved attendance data**
- **Data driven PLC's identifying improvement in outcomes, mapping, and student work quality.**
- **Fewer course failures/course recovery.**
- **Fewer delayed graduations.**
- **Tell Them from Me Survey indicators.**
- **Reduction in numbers of zeros as place holders.**
- **Zeroes and incompletes remaining for shorter periods of time on student profiles.**
- **Improve students' ability to articulate and follow through on academic goals**
- **Presence of defined systems of interventions targeting academic behaviours across the high school and middle levels.**

FMHS Goal #3

District Ends Policy 1-4, 7

To increase and instill a welcoming school culture through quality positive learning, working environments, and supportive initiatives as classroom, grade, and school wide communities.

Rationale

As we transition to post pandemic times, we notice a decline in school culture and student/community connectivity with FMHS. Our student population is as differentiated they have ever been academically, socially, and culturally. We need to provide engaging, positive, safe, healthy learning and working environments for our youth and staff, as we aim to improve relationships, accessibility, and the sense of belonging to a welcoming community at FMHS.

Strategies/Actions

- Participate in Welcoming School audit and programming.
- Create and hold intentionally inclusive spaces for learners of diverse abilities, backgrounds and cultures in our classrooms and school at large.
- Continuing professional learning for educators on topics related welcoming schools (anti-racism, LGBTQ+, mental health, differentiated instruction, etc.)
- Use student led groups (GSA, SRC, Eco-FMHS, Middies, Multicultural Club) to lead changes, design PL, and community wide activities
- Incorporate “Ahoy” mascot imagery into more events, imagery, and make branding figure for FMHS.
- Increase links to community through teaming and inviting groups. (i.e., YMCA, Multicultural Association, etc.)
- Improving and growing social media presence and platforms to connect to community and communicate activities for students and community members
- Big Brother and Big Sisters programming mentoring.
- Build peer mentorship programming and tutoring to bridge connections between grade levels
- Increase in Art and Culture specific initiatives.
- Specific inclusive and welcoming imagery, messaging, and symbolism visible on campus, hallways and in classrooms.
- Defined & implemented Middle School PBIS and High School RTI to improve climate.
- Design and implement plan for New Student Welcome experience.

Indicators of Success

- **Welcoming Schools data to drive decision making.**
- **Visible symbols (art, flags, cultural events) of a welcoming and inclusive environment.**
- **Cultural connections and collaborations between school and community (drama events, coffee house nights, artwork)**
- **Pools of student mentors created for different purposes.**
- **Use of ‘Ahoy’ mascot in more activities and events in the school/community & branding.**
- **More events run in conjunction with community groups/partnerships**
- **More events and activities run for both students and the community by student led groups.**
- **Tell them From Me and Student Wellness survey data.**
- **New student welcome plan built and followed through**
- **School communication events (news, assemblies, etc) with intentional recognition and celebration of language and cultural differences**