



School Improvement Plan 2018-2019

FMHS Goal #1:

Increase student sense of belonging and inclusiveness (socially, emotionally, culturally and academically)

District Ends Policy 5:

To expect all members of the school community to be welcomed, respected, accepted and supported and address heterosexism and discrimination

Goal: To increase capacity of schools to promote affirming cultures

Strategy/ Actions:

- Create an SPR of Diversity and Respect to support classroom and school wide inclusivity
- Acknowledge all student achievements (academic & extra-curricular) on a regular basis
- Celebrate school culture and diversity by creating opportunities for students to showcase their culture and learn about other cultures
- Create new means of quickly gleaning and responding to student data: Survey Monkey, regular student engagement survey, SRC surveys etc.
- Educate students on the subject of belonging and inclusiveness by having Guidance present to classes
- Create mini lessons on cultural diversity and social justice issues to be explored in all classrooms
- Incorporate First Nations education into classroom instruction and school wide events
- Encourage and empower student leadership groups to create events and initiatives targeting belongingness and inclusiveness

Indicators of Success:

- Tell Them From Me indicators related to diversity, respect, and belonging.
- School specific survey on belongingness at the end of each reporting period indicate positive change
- Student participation in theme days and school spirit initiatives
- Effective implementation of mini lessons



FMHS Goal #2:

Increase the quality of our positive learning and working environments through positive behaviour intervention support initiatives and employing restorative practice on classroom and school wide level

District Ends Policy 1:

To provide positive, safe, healthy and inclusive learning and working environments for children, youth, and staff

Strategy:

Positive Behaviour Intervention Supports (PBIS)

- Establish official high school and middle school PBIS teams
- Establish norms for usage of mariner pride tickets and number of assemblies
- Create periodic goals and evaluate progress
- Engage students intrinsically (messages that influence decisions) and extrinsically (prizes, tickets)
- Engage student leaders in all aspects of PBIS
- Have regular meeting times set for PBIS committee
- Track data through student and staff surveys connected to PBIS

Restorative Practices

- Staff training
- Modeling by teacher mentors
- Use of talking and restorative circles incorporation throughout the school community i.e. guidance and resource

Indicators of Success:

- Staff involvement in activities
- Number of monthly PBIS tickets
- Assemblies, tickets, and initiatives are tracked on a monthly basis
- Regularly poll students to see the success of initiatives
- Feedback and results from student and staff surveys



FMHS Goal #3:

To have high functioning Professional Learning Communities be the expected standard at Fundy Middle and High School

District Ends Policy 2:

To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion) and to improve learning in and application of the arts, trades and technology

Goal: To have high functioning Professional Learning Communities at the district and in all schools / early learning centers

Strategies:

- Create a consistent team meeting schedule that repeats monthly and provides set days for Staff, PLC and special interest/grade level meetings
- The FMHS team goal site growth goals align with the FMHS SIP, are regularly monitored and updated, and have meeting minutes uploaded on the growth goals shared site
- Report back on the PLC's progress to the CLT at each reporting period
- Access necessary data for teams to make informed and responsive decisions
- Use data to foster and inform PLC discussions on assessment, instruction and student learning that can be reported back to the CLT

Indicators of Success:

- Established teams that meet on a defined schedule
- Team goals reflected on the FMHS Team Goals Site
- Minutes regularly uploaded to the Team Goals Site
- Reporting Period PLC reports to the CLT
- Data is regularly used and reported at the classroom level through PLC discussions, team goal updates, and in reports back to the CLT

**FMHS Goal #4:**

Increase student engagement by creating innovative learning spaces, encouraging personalized learning and self-assessment and empowering teacher innovation

Ends Policy 3:

To increase the engagement of children & youth by embedding competencies such as critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning

Strategies:

- Create Learning Commons by transforming of library space
- Develop and implement a professional learning plan around the CARR (Competence, Autonomy, Related and Relevance) model for teachers
- Encourage innovative teaching ideas
- Encourage creative and personalized learning opportunities for students
- Create experiential learning or social justice opportunities in courses
- Participate in the Personalized Virtual Learning Centre Pilot project (Virtual Coop and Virtual Entrepreneurship courses)
- Participate in the Essential Skills Pathway pilot (An alternative Education route)
- Engage and empower student leaders.

Indicators of Success:

- Success of students within the Personalized Virtual Learning Centre pilot
- Success of students within the Essential Skills Pathway pilot
- Newly created innovative learning spaces within classrooms
- Completion of phase one of the new FMHS Learning Commons
- Flexible and multi-age intervention/enrichment groupings
- Continuing to provide middle level After School Activity Program
- Continuing to offer PDCP 9 and Broad Base Tech 10 through intervention period to create flexibility in regular school schedule
- Engagement of student leaders



MHS Goal#5:

To demonstrate continuous improvement towards balanced assessment in all courses with a focus on incorporating observations and conversations into summative results by the end of the 2018/2019 academic year.

District Ends Policy 2:

To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion) and to improve learning in and application of the arts, trades and technology

Goal: To build capacity within school communities with balanced assessment across all curricula

Strategy:

- Create an Assessment SPR position to assist in the school wide implementation and growth of balanced assessment practices across all curricula
- Continue the 1-4+ scale into all 9th grade courses to create a feedback rich, outcome based approach to assessment
- Build capacity in the area of self-assessment and personally informed goal setting within all students of FMHS.
- Continue to provide professional learning and development relating to implementing, and recording observations and conversations
- A book study undertaken by all staff at FMHS that focuses on assessment
 - Regularly use and review existing mechanisms that measure data in relation to student learning. Examples: Tell Them From Me, Provincial Assessments, French Oratory Competition results
- Create class **data profiles** after every reporting period to anchor PLC discussions

Indicators of Success:

- Observations and Conversations that provide insight into student outcome achievement will be represented in the course syllabus, and visible in the teacher Markbooks.
- Tell Them From Me data
- The report cards used and created by the grade 9 teachers using the 1-4+ scale
- Use teacher Markbook data for teacher self-reflection, to promote triangulation of data and to more effectively evaluate student achievement related to course outcomes
- This goal will be reviewed by the administration team to the CLT team at the end of every term