

The logo for Barnhill Memorial School features the word "BARNHILL" in large, purple, outlined letters at the top. Below it, the word "Lightning" is written in a white, cursive font. The entire logo is set against a light purple background with a yellow lightning bolt graphic. The text "BARNHILL MEMORIAL SCHOOL" and "SCHOOL IMPROVEMENT PLAN 2017 - 2020" is overlaid in bold black font.

BARNHILL MEMORIAL SCHOOL
SCHOOL IMPROVEMENT PLAN 2017 - 2020

Vision Statement

Barnhill Does Their Best – Better Every Single Time

Mission Statement

The community of Barnhill Memorial School provides a variety of quality learning experiences to support students in reaching their potential and becoming contributing members of society.

L'école Barnhill Memorial offre une diversité d'expériences d'apprentissage de qualité pour aider les élèves à atteindre leur plein potentiel et de devenir des membres actifs de la société.

School Profile

School Profile: Located on Manawagonish Road on the west side of Saint John, the school opened its doors in 1953. Originally a K-8 Protestant school, today, the school consists of grades 6, 7 and 8 and has a current population of approximately 390 students in both the English Prime and Late French Immersion program. The current staff consists of 25 teachers, including guidance and resource, 11 Educational Assistants, 1 School Intervention Worker, 1 Administrative Assistant, and 5 custodians.

Barnhill has many initiatives such as being a Restorative Practice school and Positive Behaviour Interventions & Supports (PBIS) school, we are the first middle school in Saint John to have the Best Buddies program, and we offer many extracurricular activities such as soccer, volleyball, basketball, flag football, rugby, theatre, student council, reading buddies, WE group, GSA and many more.



English Language Arts: To improve the quality of writing of our students in all areas.

Priorities	Goal	Strategies	Timeline	Responsibility	Evidence of effectiveness
<p>Improve the quality of written open response questions in order to attain a 3 or higher on the reporting rubric.</p>	<p>Increase the percent of responses deemed as appropriate for inferential and personal/critical/evaluative questions. Responses should attain a 3 or higher as per grade level expectations for both reading & writing standards.</p>	<ul style="list-style-type: none"> • Implement a 4-point scale for assessing open response questions. • Use sample pieces to increase student awareness of the 4-point scale. • Review the expectations for conventions for written work. 	<ul style="list-style-type: none"> • January 2019 • By end of January • Ongoing 	<ul style="list-style-type: none"> • ELA Team • ELA teachers individually in classes • ELA Team (to be done during PLC time – may require coverage for timely completion.) 	<ul style="list-style-type: none"> • 4-point scale posted in classrooms & provided to students. • Students will go through these learning activities. • When completed will be stored on the shared drive – will be used by ELA team.

Next step: Language teachers will conduct a short reading/responding assessment to establish % of students who are successful responding to inferential questions.



French Immersion Language Arts Goal Statement: To improve the quality spoken and written French of our students.

Priorities	Goal	Strategies	Timeline	Responsibility	Evidence of effectiveness
To ensure students acquire skills necessary to interpret, process, and use information from oral texts (ex: teacher speaking, French videos, radio, etc) , and to communicate effectively in society.	To increase the quality of spoken French.	<ul style="list-style-type: none"> • Work directly on vocabulary. • Expose students to outside literacy linked to curriculum (ie: storytellers, podcasts, vinyl café, audio books added to library). 	<ul style="list-style-type: none"> • Every 2 weeks • Once a month • Special events/occasions 	<ul style="list-style-type: none"> • FILA team • Classrooms • Any staff member • FILA teams 	<ul style="list-style-type: none"> • Noticeable improvement in students’ spoken French.
To improve students’ writing.	From current levels to 85% or more of students achieving appropriate grade level standards. For example, in a class of of 25, 21 students will be appropriate or above.	<ul style="list-style-type: none"> • Teacher teams will meet monthly, set short term targets and areas of focus. 	<ul style="list-style-type: none"> • Monthly beginning September 2017 	<ul style="list-style-type: none"> • FILA team • Administration • District supports 	<ul style="list-style-type: none"> • Classroom writing results.

Mathematical Literacy

Priorities	Goal	Strategies	Timeline	Responsibility	Evidence of effectiveness
<p>Focus on cross-curricular numeracy.</p> <p>All students will acquire essential mathematical skills, effectively apply knowledge and solve problems, and communicate solutions.</p>	<p>Automatic recall of multiplication facts up to 12 x 12.</p> <p>Students will be able to identify appropriate operations from word problems.</p> <p>Provide students with experiences where they can use math concepts and work collaboratively to solve real world problems</p>	<p>End of month tested timed drills. PLC team will correct and take data to see who needs intervention.</p> <p>End of month word problem where students have to identify the correct operation.</p> <p>Professional learning on how to incorporate numeracy across subject area.</p> <p>Form an 'expert team' on how to incorporate numeracy across subject areas.</p> <p>Teacher teams will meet monthly, short term targets and areas of focus, and identify intervention groups based on ongoing formative assessment data</p> <p>Math Olympics</p>	<ul style="list-style-type: none"> Ongoing Annually 	<p>*Professional learning committee made up of math teachers and education support teacher - resource(EST-R)</p> <p>* Numeracy Lead</p> <p>Math team/Mentor</p>	<p>Results from monthly assessments</p> <p>Intervention groups decrease monthly</p> <p>Results from olympics and feedback survey from students</p>

Inclusion

Priorities	Objectives	Strategies	Timeline	Responsibility	Evidence of Effectiveness
<p>All staff (teachers, EAs, SIW, ESTs) work collaboratively to ensure all students are included to their full potential within classrooms and the life of the school</p>	<p>Improved communication among staff members</p>	<ul style="list-style-type: none"> • Emails • Common Planning Time • Monthly meetings 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Survey/meeting at end of each term to determine if communication has improved
	<p>Ensure schedule of support staff/EST-Rs best matches needs within the school</p>	<ul style="list-style-type: none"> • Welcome plan for new teachers, EAs. • Staff binder and mentoring program. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Team of mentors for new staff to involve them in school 	<ul style="list-style-type: none"> • Evaluate professional growth and goals.
		<ul style="list-style-type: none"> • In-school social gathering for staff to get to know each other 	<ul style="list-style-type: none"> • Within a month of school 	<ul style="list-style-type: none"> • Ensure all staff (new) are included in email correspondence • Teachers must clearly define these outcomes and expectations in the classrooms and throughout the school. 	<ul style="list-style-type: none"> • Gain feedback from new staff
		<ul style="list-style-type: none"> • Increasing the amount of independent work completed by students with exceptionalities. • Independent activity schedule. 	<ul style="list-style-type: none"> • Ongoing • Bi-weekly 	<ul style="list-style-type: none"> • Resource teachers • Clear agenda by chairperson of CPT. 	<ul style="list-style-type: none"> • Independence • Allocated time will be a team norm. • High risk students start moving down the pyramid

Positive Learning Environment Plan

Priorities	Objectives	Strategies	Timeline	Responsibility	Evidence of effectiveness
<p>Improve effectiveness of our school behaviour matrix.</p> <p>Be consistent with classroom behaviour management systems.</p>	<p>Ensure students and staff have a clear, shared understanding of behaviour expectations.</p>	<ul style="list-style-type: none"> New posters to highlight expectations in specific areas such as the hallways, gym, lunchroom etc. Encourage teachers to fill out 5 BOLT Ballots per week. 	<ul style="list-style-type: none"> The posters are completed, but the conversations are on-going. Ongoing 	<ul style="list-style-type: none"> Administration Teachers Student Leaders Teachers 	<ul style="list-style-type: none"> Behaviour is improving Improved awareness More independence Fewer reminders needed
	<p>Collaborate to define specifically when the CODE form is to be used and enforce the consistent use of CODE forms amongst teachers by June 2019.</p>	<ul style="list-style-type: none"> Discuss at grade-level meetings specific behaviours that a CODE form will be used for. 	<ul style="list-style-type: none"> Ongoing Daily in conversations 	<ul style="list-style-type: none"> Administration Teachers 	<ul style="list-style-type: none"> CODE forms being reviewed at grade level meetings.
	<p>Ensure behaviours are dealt with consistently within the school. The CODE form. Re-set Room – students reflect on their behavior.</p>	<ul style="list-style-type: none"> Implement agreed-upon classroom behaviour expectations Follow steps in behavior pyramid of intervention. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers/Educational Assistants and Administration. 	<ul style="list-style-type: none"> Fewer issues during breaks. Data – incident reports.
		<ul style="list-style-type: none"> Use of behaviour tracking by all staff Use of CODE forms and for administration referral, there needs to be proper documentation. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Administration Classroom teachers 	<ul style="list-style-type: none"> Decreased office referrals Decreased classroom interruptions Decreased student-student conflict Data Code forms-reviewed monthly at grade level meeting.

Positive Learning Environment Plan

Priorities	Objectives	Strategies	Timeline	Responsibility	Evidence of effectiveness
<p>We are a restorative practice school.</p>	<p>Work with students – so they learn to own their behavior.</p> <p>For students to learn to become contributing citizens of society.</p>	<ul style="list-style-type: none"> • Ensure staff consistently refer back to the behavior matrix – BOLT - when dealing with student behavior. • Have conversations with students. • Teach students to own their behaviour and learning. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Administration • Guidance • Resource • Teachers • Educational Assistants • Students • Parent/Home 	<ul style="list-style-type: none"> • Tell from Me Survey data • Incident Reports



Science

Priorities	Goal	Strategies	Timeline	Responsibility	Evidence of Success
<p><u>Focus on Science Skills</u> All students will acquire essential Science skills, effectively apply knowledge and solve problems, as well as communicate solutions.</p>	<p>From baseline measures, achievement on Science Skills will be 80% (ex: 20/25 students) Level “3” school-wide.</p> <p>School-wide “Annual Science Fair”. ALL students will submit a Science Fair project to be assessed by members from District (Science Leads, Science teachers, or teachers familiar to Science Skills.)</p> <p><u>Goal:</u> To encourage inclusion of ALL students</p> <p>Students who are selected at the school level can attend the Annual Science Fair in March for ASD-S. Number of participants TBD by district.</p>	<ul style="list-style-type: none"> Professional learning on how to incorporate application of problem solving skills across subject area (i.e. incorporate Data Management-covered in Math). Liase with Math teachers as the Data Management outcome is also part of the curriculum for Math. Communication among teachers on how to incorporate Science Skills (i.e. procedural writing is part of the Science Curriculum as well as ELA). Science Skill Olympics - Received \$2000.00 for PLC grant for Science. Will plan Science stations that involve Science Skills that are part of the ASD-S mandate for Science. Form an ‘expert team’ on how to incorporate Science Skills (procedural writing, data collection, analyzing) across subject areas (i.e. Math FILA, ELA) as part of the “Global Competencies” movement in ADS-S. 	<ul style="list-style-type: none"> Ongoing March 2019 May 2019 	<ul style="list-style-type: none"> Professional learning committee made up of Science teachers and education support teacher - resource (EST-R) Science Lead (i.e. Continue to invite Julie Lizotte to PLC meetings). Other subject teachers for judging in Science Fair and Tomatosphere™ school-wide projects. 	<ul style="list-style-type: none"> Grade level common assessments located on the shared drive. Discuss assessment results on Science Skills, amongst students (i.e. formative and summative data)

Social Studies

Priorities	Goal	Strategies	Timeline	Responsibility	Evidence of Success
<p>Collaboration Citizenship</p> <p>Grade 6 – Culture.</p> <p>To ensure students acknowledge, embrace, and respect different cultures and ways of life.</p> <p>Grade 7 – Empowerment.</p> <p>To ensure students become politically empowered in the democratic process.</p> <p>Grade 8 – Atlantic Canada.</p> <p>To ensure students know the geography, topography, cultural history, and political climate of the four Atlantic Provinces.</p>	<p>Teachers will create learning opportunities to encourage critical thinking, problem solving, and the application of knowledge in several situations.</p> <p>Students will develop their global competencies.</p> <p>Students will participate in and contribute to social and civic life.</p> <p>Students will identify physical and cultural characteristics, land forms and bodies of water, time zones, and the various regions of Canada</p>	<p>Provide enriching and hands-on learning experiences with primary and secondary resources.</p> <p>Students will be active participants in authentic cultural experiences.</p> <p>Social Studies teachers will enhance student’s awareness of the electoral process.</p> <p>Students will use hands-on resources (different types of maps: political, topographical).</p>	<p>On-going.</p> <p>On-going.</p> <p>On-going.</p> <p>On-going.</p>	<p>Classroom teacher Social Studies PLC team</p> <p>Classroom teacher Social Studies PLC team</p> <p>Classroom teacher Social Studies PLC team</p> <p>Classroom teacher Social Studies PLC team</p>	<p>Yearly Heritage Fair in February and yearly Cultural Fair in March.</p> <p>Yearly Cultural Fair in March.</p> <p>Participation in Student Vote. Yearly participation in Heritage Fair in February.</p> <p>Yearly participation in Heritage Fair in February.</p>

Specialists – Art, Music, Technology & Phys Ed

Priorities	Goal	Strategies	Timeline	Responsibility	Evidence of Success
Enhance the respect for specialists and their subject matter.	To motivate students to achieve their potential in their speciality subjects	<ul style="list-style-type: none"> • Each specialty to receive the funding needed to buy supplies and equipment needed to teach the curriculum. • Release time to work on special special school projects. • Avoid using speciality time for interventions. • Motivate students in participate in speciality subjects in order to support the speciality teacher. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Administration • Teachers 	<ul style="list-style-type: none"> • Noticeable increase in students taking speciality subjects more seriously.