**CAMPBELLTON MIDDLE SCHOOL**

**SCHOOL IMPROVEMENT PLAN**

**2016 - 2019**

Action Plan for 2017-2018

Updated October 16, 2017

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**MISSION and VISION STATEMENTS**

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| Our School Mission:  The Campbellton Middle School Community encourages personal growth and collaboration for all students in a safe, respectful and responsible learning environment. |
| Our School Vision:  Campbellton Middle School is a place where inspiration and innovation are important for all individuals to be responsible, global citizens. |

**SCHOOL PROFILE**

Campbellton Middle School is a unique school within Anglophone North School District as it serves students from grade 5 to 8. It presently offers an English program as well as an Early Immersion program.

The September 30th enrollment was 189 students. Our student catchment area is from as far East as Dalhousie Junction and all communities as far west as Robinsonville and Upsalquitch. We also have a few students who come to our school from Listuguj, Quebec.

For the 2016-2017 school year, our staff consists of 14.5 Teachers, 9 Educational Assistants, 1 Administrative Assistant, 1 Behaviour Interventionist, 1 Librarian (part-time), and 4 custodians.

**SUPPORTING DATA**

The following reports, which provide information on achievement and stakeholder perceptions, will be used in developing the school improvement plan:

* + District Mathematics Benchmarks Assessment
  + School report card data
  + Teacher observations and formative assessment information
  + Running Records and other benchmark data
  + Wellness surveys
  + Attendance data
  + Student surveys

**MONITORING PLAN**

The improvement strategies outlined in this document will be monitored and reported upon as follows:

* The principal will meet with the champions on a regular basis to check progress of various actions
* The principal will review the plan three times a year with the Parent School Support Committee
* Recommendations for improvement will be made by all parties involved

**DATA**

**LITERACY:**

SCHOOL DATA:

Year-end Writing Standards (report card)

Note: Students on Modified programs are included in the data from June 2015-2017. Students who were not present to be assessed or who were on Individualized programs were not included in the data.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| June 2015 | 100% | 78% | 67% | 88% |
| June 2016 | 89% | 86% | 69% | 73% |
| Nov 2016 | 85%  15 NA, 1 IND, 1 MOD | 70%  3 NA, 3 MOD | 73%  5 NA, 6 MOD | 81%  2 NA, 7 MOD |
| June 2017 | 78%  2 NA, 1 IND, 1 MOD | 91%  1 NA, 3 MOD | 92%  1 NA, 6 MOD | 93%  2 NA, 7 MOD |

Year-end Reading Standards (report card)

Note: Students on Modified programs are included in the data from June 2015-2017. Students who were not present to be assessed or who were on Individualized programs were not included in the data.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Grade 5  (1 IND not included;  1 MOD included) | Grade 6 | Grade 7 | Grade 8 |
| Nov 2016 | 61%  15 NA, 1 IND, 1 MOD | 81%  4 NA, 3 MOD | 80%  5 NA, 6 MOD | 66%  2 NA, 7 MOD |
| June 2017 | 91%  2 NA, 1 IND, 1 MOD | 96%  1 NA, 3 MOD | 90%  1 NA, 6 MOD | 85%  2 NA, 7 MO |

**MATH:**

DISTRICT DATA:

Fall and Spring Benchmark Assessments – Mean Overall Scores (in %)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall of 2015 | | % difference | Spring of 2016 | | % difference |
| CMS | District | CMS | District |
| Grade 5 | 43 | 53 | -10 | 55 | 63 | -8 |
| Grade 6 | 48 | 54 | -6 | NA | NA | NA |
| Grade 7 | 38 | 55 | -17 | 53 | 64 | -11 |
| Grade 8 | 54 | 63 | -9 | 52 | 60 | -8 |
|  | Fall of 2016 | | % difference | Spring of 2017 | | % difference |
| CMS | District | CMS | District |
| Grade 5 | 40 | 53 | -13 | 45 | 60 | -15 |
| Grade 6 | 49 | 56 | -7 | NA | NA | NA |
| Grade 7 | 45 | 54 | -9 | 51.5 | 62 | -10.5 |
| Grade 8 | 50 | 67 | -17 | 48 | 62 | -14 |

Spring Benchmark Assessments – Percent Successful (60% or better), By Strands

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade 5 | Number Sense | Shape and Space | Patterns and Relations | Statistics and Probability | Multiple Choice | Basic Facts |
| 2016 | 40 | 9 | 71 | 91 | 37 | 49 |
| 2017 | 38 | 46 | 57 | 72 | NA | NA |
|  |  |  |  |  |  |  |
| Grade 7 | Number Sense | Shape and Space | Patterns and Relations | Statistics and Probability | Non Calculator | Calculator |
| 2016 | 52 | 24 | 50 | 30 | 52 | 32 |
| 2017 | 53 | 48 | 58 | 46 | NA | NA |
|  |  |  |  |  |  |  |
| Grade 8 | Number Sense | Shape and Space | Patterns and Relations | Statistics and Probability | Non Calculator | Calculator |
| 2016 | 42 | 11 | 40 | 45 | 53 | 31 |
| 2017 | 46 | 51 | 53 | 40 | NA | NA |

**SCHOOL DATA:**

Basic Facts (Multiplication) Benchmark Assessment: Percent successful on 1 minute benchmark assessment

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | |
| September 2015 | 26 | | 30 | | 44 | | 65 | |
| June 2016 | 55 | | 61 | | 63 | | 62 | |
|  | 5E | 5FI | 6E | 6FI | 7E | 7FI | 8E | 8FI |
| September 2016 | 26 | 0 | 17 | 29 | 46 | 67 | 50 | 75 |
| June 2017 | 28 | 37 | 50 | 80 | NA | NA | NA | 100 |

**New Brunswick Department of Education and Early Childhood Development**

Campbellton Middle School: 2016-2019

2017-2018 Action Plan

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| --- | --- | --- | --- | --- |
| EECD Areas of Focus (10 Year Ed Plan) | District Area of Focus (DIP) | | School Area of Focus (SIP) | |
| **2017-18** | **2018-19** | **2017-18** | **2018-19** |
| 1. Ensure all learners value diversity and have a strong sense of belonging |  |  |  |  |
| 1. Ensure all pre-school children develop their competencies they need to be successful in life and school |  |  |  |  |
| 1. Improve literacy skills for all learners | X |  | X |  |
| 1. Improve numeracy skills for all learners | X |  | X |  |
| 1. Improve learning in, and application of, the arts, science, trades and technologies for all learners |  |  |  |  |
| 1. Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture | X |  | X |  |
| 1. Ensure all learners develop the knowledge, skills and behaviours to continually adapt to, and thrive in, their environment | X |  | X |  |
| 1. Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences | X |  | X |  |
| 1. Foster leadership, active citizenship and entrepreneurial mindset |  |  |  |  |

**Literacy**

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| School Area of Focus: Improve literacy skills for all learners with an emphasis on strong instructional and formative assessment practices  Justification: With Provincial Delivery Unit Focus on K-2 Literacy, efforts must be made to ensure students at all level benefit from strong instructional and assessment practices in literacy to increase their achievement. | | | | | | |
| Smart Goals and PLOP | Strategies and Actions | Responsibility | Resources | Timelines | Monitoring | Evidence of Success |
| Goal 1: By June of 2018, there will be an increase in teacher efficacy in the area of formative assessment  PLOP:  Formative Assessment Reflection Tool  Report card results | PL for all English Language Arts (ELA) teachers focused on a comprehensive understanding of formative assessment as an instructional and learning approach | Angela Young | * Gail Crawswell * Formative assessment reflection tool * “Guiding Principles” of formative assessment | September 27th | C | * Formative Assessment Reflection Tool completed by all ELA teachers (pre and post) * 100% of teachers will be using formative assessment practices effectively in their classrooms * Increased student ownership for learning * Improvement (10%) on number of students successful on reading and writing strands (year-end standards) |
| Co-construct criteria with students at least once prior to December and once before May | ELA teachers | Same as above | October - May | STB | Same as above |
| Formative Assessment learnings embedded into teaching practice | ELA teachers | * Same as above + * Knowing What Counts: Conferencing and Reporting, Self-assessment and Goal Setting, Setting and Using Criteria | October – June | STB | Same as above |
| Goal 2: By June of 2018, Grade 5 ELA teachers will have built knowledge, understanding and expertise in instructional practices in reading | PL for grade 5 Intensive French (IF) teacher on the District Grades 4 and 5 Reading Comprehension Assessment Tool | John Adams | * Pam Underhill * Grades 4 and 5 Reading Comprehension Tool | Fall of 2017 | C | Grade 5 teachers receive training and feel comfortable implementing the assessment tool |
| 5 Reading Comprehension Assessment Tool implemented | John Adams | Grades 4 and 5 Reading Comprehension Tool | October, December, May | IP | Improvement (10%) on the number of students successful on reading strands (year-end standards) |

**Math:**

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| --- | --- | --- | --- | --- | --- | --- |
| School Area of Focus: Improve numeracy skills for all learners with an emphasis on strong instructional and formative assessment practices  Justification: With the Provincial Delivery Unit Focus on K-2 Numeracy, efforts must be made at all levels to ensure students benefit from strong instructional and assessment practices across all curricular areas. | | | | | | |
| Smart Goals and PLOP | Strategies and Actions | Responsibility | Resources | Timelines | Monitoring | Evidence of Success |
| Goal 1: By June 2018, 100% of teachers will use formative assessment to inform and guide instruction and learning.  PLOP: Formative Assessment Reflection Tool | Research best practices regarding formative assessment in math | Math teachers | * Joey Savoy * Curriculum documents * Dreambox (Gr 6) * Professional readings (Jo Boaler, Christine Tonevold) | Ongoing | STB | Teachers collaboratively decide on the use of two formative assessment practices in the classroom |
| Goal 2: By June 2018, 100% of teachers will incorporate “Science, Technology, Engineering, Arts, Math” (STEAM) -based learning into their classroom  PLOP: Teacher survey | Ensure that the STEAM philosophy is incorporated into the classroom | Math teachers | * Joey Savoy * Math manipulatives and other tools * Online resources * “Math activities for STEM” | End of November (1st activity)  End of February (2nd activity) | STB | * Teachers incorporate a minimum of 2 different STEAM activities into one or more math classes by the end of the school year. * Teachers indicate a higher comfort level of incorporating STEAM activities * 10% improvement on report cards by June of 2019 (2 year goal) |
| Goal 3: By June 2018, 100% of student and staff will be exposed to a STEAM-based activities  PLOP: Teacher survey | STEAM-based Math Olympics | Math teachers | Same as above + Brenda Parker | End of April | STB | * Teachers indicate a higher comfort level of incorporating STEAM activities * 10% improvement on report cards indicated (T3) |

**First Nations Learners / Improve Levels of French Language Literacy:**

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| --- | --- | --- | --- | --- | --- | --- |
| School Area of Focus: Meet the needs of First Nation learners and ensure that curriculum is reflective of First Nation history and culture  Justification: According to the 10-year Ed plan, only 15% of grade levels learn about treaties and residential schools. Furthermore, only 7.8% of educators reported having received training on First Nations history, traditions and cultures. | | | | | | |
| Smart Goals and PLOP | Strategies and Actions | Responsibility | Resources | Timelines | Monitoring | Evidence of Success |
| Goal 1: By June of 2018, English Language Arts, French Language Arts and Social Studies teachers will have been exposed to professional learning in the area First Nations history, culture, traditions and perspectives  PLOP: Teacher survey | Participation (with class) in three 45-60 minute First Nations learning activities related to residential schools | Angela Young | * Patty Miller * Books: Red Shoes, Goodbye Buffalo Bay, As Long as the Rivers Flow, Orange Shirt Day materials | By September 30th, 2017 | C | 100% of ELA, SS and SH teachers will report feeling more comfortable discussing residential schools in their classrooms |
| Invite guest speakers from the First Nations community to do a minimum of two teaching/learning activities with one or more classes | ELA, FLA and Social Studies teachers | * Patty Miller * Matthew Sweezy * Cindy Courier * Possible: Culturally Responsive Teaching and the Brain, Kairos Blanket exercise | By June 2018 | STB | 100% of ELA, SS and SH teachers will report feeling more comfortable discussing topics related to First Nations in their classrooms |
| Goal 2: By October 15, students will express increased knowledge related to residential schools  PLOP: 13% (0% Gr 5, 12% Gr 6, 20% Gr 57/8) | Participation in three 45-60 minute First Nations learning activities related to residential schools | ELA, FLA, Social Studies and homeroom teachers | * Patty Miller * Books: Red Shoes, Goodbye Buffalo Bay, As Long as the Rivers Flow, Orange Shirt Day materials | By September 30th, 2017 | C | Student survey date will indicate that more students are knowledgeable about residential school history and impact after participating in these learning activities  Post Survey: 67% (63% Gr 5,44% Gr 6, 83% Gr 7/8) |
| Goal 3: By May of 2018, we will collaborate with and engage First Nation communities  PLOP: We currently have two local FN communities and a number of students in school that identify as First Nations | To participate in the organization and execution of traditional First Nation activities for all students and staff | Angela Young | Listuguj First Nation and Eel River Bar First Nation community members | By June 2017 | STB | 100% of staff and students will be engaged in activity with members from our local First Nations communities |

**Learners Adapting to and Thriving In their Environment:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| School Area of Focus: Ensure all learners develop the knowledge, skills and behaviours to continually adapt to, and thrive in, their environment  Justification: New Brunswick Wellness Survey results continue to show low results for students in ASD-N in the areas of engagement and self-regulation | | | | | | |
| Smart Goals and PLOP | Strategies and Actions | Responsibility | Resources | Timelines | Monitoring | Evidence of Success |
| Goal 1: By June of 2018 teachers will have increased capacity to deal with challenging student behaviours  PLOP: Teacher survey | Create a Tier 1 Intervention guideline sheet to assist teachers in utilizing different strategies to deal with challenging behaviours | Brenda Parker | * Online resources * PBIS Resource Binder * Jennifer Grass | End of November | C | Teachers reporting a higher comfort level with dealing with challenging student behaviours  Fewer office referrals, as evidenced from PowerSchool data |
| Professional learning to all staff in order to develop an awareness and understanding of the effects of trauma on a child | Angela Young | Jennifer Grass | May | STB | Fewer office referrals and suspensions as teachers able to build better connections with students (better understanding of needs) |
| All teachers exposed to Mind Up curriculum by modeling and coaching | Brenda Parker | * Jennifer Grass * Mind Up curriculum | Ongoing | STB | Fewer office referrals and suspensions |
| Goal 2: By June of 2018, we will have helped students will develop more personal resilience  PLOP: Wellness survey data | Incorporate the Mind Up curriculum to all grade 5-7 classes | Brenda Parker | * Jennifer Grass * Mind Up curriculum | Ongoing | STB | Fewer office referrals and suspensions |
| Goal 3: By June of 2018, we will provide students with tools needed to deal with conflict and bullying in a healthy way  PLOP: Wellness survey data | Implementation of Beyond the Hurt Program | Brenda Parker | * Jennifer Grass * Beyond the Hurt resources | Ongoing | STB | Increase in student attendance |
| Bullying vs. conflict presentation to all classes | Brenda Parker | * Jennifer Grass * Beyond the Hurt resources | Ongoing | STB | Increase in student attendance |