

JAMES M. HILL MEMORIAL HIGH SCHOOL

**SCHOOL IMPROVEMENT PLAN
SCHOOL YEAR 2010-2011**

**Revised
October 28, 2010**

JAMES M. HILL MEMORIAL HIGH SCHOOL

MISSION STATEMENT

James M. Hill Memorial High School will pursue EXCELLENCE IN TEACHING AND LEARNING through an inclusive offering of academic, technological, and extra-curricular endeavors. The school's mission will be accomplished within a safe, positive environment that fosters intellectual growth, health and wellness, artistic expression, community partnerships, good citizenship, and life-long learning for all.

SCHOOL PROFILE

James M. Hill Memorial High School (JMH) is a grade 9-12 school with a student population of approximately 700 students. The major feeder schools to the JMH system are: Dr. Losier Middle School, Nelson Rural School, and Miramichi Rural School. As well, JMH continues to draw a small contingent of students each year from the neighboring French District, Baie Ste-Anne School. In recent years JMH has welcomed and hosted an increasing number of international exchange students from China, Korea, Germany, and Mexico.

The teaching staff at JMH consists of 42.5 FTE.'s. Included in this number are: 3 Administrators, 1.5 Guidance Counselors, 2 Methods & Resource Teacher, and 36 Classroom Teachers. The Teaching Staff at JMH continues to be one in transition as more new teachers have been hired to replace retiring teachers. Currently there are 15 Teacher Assistants (TAs) on staff.

Community and parental partnerships continue to grow through collaboration with the Parent School Support Committee (PSSC), Home & School Association, Local Service groups, and the Business Community. JMH continues to grow in the area of technology. The school is currently equipped with over 50 SMART BOARDS. At least 35 classrooms have been equipped with sound field systems. The school continues to upgrade its 5 computer labs. New Apple equipment has been purchased that will enhance the work being done in the area of Multi-Media. The district has equipped the theatre with a new state of the art sound system and sound booth. The JMH website has been upgraded and revamped. Morning announcements are now being broadcast each morning via Smart Boards and can be viewed later on the school's website. Wireless remote stations have been installed in strategic locations throughout the building that will allow teachers more freedom in the use of their laptops. Enhancements have been made to the three industrial shops. All shops have received new equipment and all shop programs continue to actively seek community partnerships and projects.

In order to fulfill the school's mission the following processes and procedures will be utilized:

- Teachers will remain current in their teaching and in their methods of instruction. Students will be expected to work to the best of their ability.
- NB3-21C Learning initiatives and opportunities will be explored and implemented.
- Student Centered course offerings will include: Level 1/2/3 courses, French Immersion Program, Comprehensive University preparatory courses, Family Studies/ Industrial/ Technology courses, On-line courses, Co-Operative Education programs, Special Education plans, Enrichment and or Remedial programs. The Calculus 120 Local Option, and literacy interventions will continue to be implemented.
- The use of technology will continue to be integrated into the teaching and learning process.
- Support Services will continue to be offered through the school's SST, Guidance Counselor, Intervention Worker, Dept. of Social Development, Mental Health, Learning Center, Positive Learning Environment Co-Coordinator, Peer Mediation, Character Development initiatives.
- A ½ hour Study Block will be implemented each afternoon at which time students may do homework, read, write and where opportunities for tutoring or enrichment will occur.
- The Boomerang Project will continue to be implemented at the grade 9 level.
- Tutoring for grade 9 students will be available during Study Block. Students may either request tutoring or they may be directed by their teacher to attend the tutoring session.
- Attendance and tardiness will be closely monitored and reported on.
- Improvements to the physical plant will include regular inspection and action reports on items of safety, maintenance, and cleanliness. In order to make the building more accessible for disabled students the district has installed at least one wheel chair accessible automatic door. As well a new wheel chair stair climber has been purchased.
- Emphasis on a comprehensive extra and co-curricular program will continue.

IMPROVEMENT GOALS

The goals of the JMH School Improvement Plan for all students will be to:

- Improve cross-curricular Literacy Links utilizing agreed upon STEPPING OUT STRATEGIES
- Increase communication with parents through various media
- Improve Demand Writing and Reading Comprehension Skills and teaching strategies
- Improve Numeracy
- Improve students' ability to solve higher order PISA problems
- Improve French Language Oral/Writing Proficiency
- Increase exposure and participation in district and provincial skills competitions
- Improve students' ability to assess the reliability of research information on the Internet.
- Increase use of community based resource people in Vocational/Trades courses
- Increase collaboration between trades courses and Physics course

MEASURES

The following measures will be used to gauge improvement:

- Stepping Out Strategies Rubric
- Website hits and Teacher Homework Page access
- Attendance/Discipline reports
- Grade 9 Provincial English Language Literacy Assessment, and Mock Assessment
- District Common Social Studies 9,10 Assessments
- Provincial Literacy Reassessment , and Mock Assessment
- District Common Math 9,10 Assessments
- District Common Geo & Applic. 11 Assessments
- District Common Science 9,10 Assessments
- Provincial French Language Proficiency Assessments
- District/Provincial Skills Competitions

STANDARDS

The success standards for all provincial assessments are 100%. Accordingly, all students must attain or exceed the minimum standard for success on any given assessment.

OBJECTIVES

- 80% of grade 9 students who take the Provincial Literacy Assessment for the first time will perform at the **APPROPRIATE** level or better on the **Reading Component**. 85% of grade 9 students who take the Provincial Literacy Assessment for the first time will perform at the **APPROPRIATE** level or better on the **Writing Component**.
- The mean score on the Grade 9 District Math Assessment will be 60% or greater.
- The mean score on the Grade 11 District Math Assessment will be 60% or greater.
- 70% of grade 12 Core French students will score at or exceed **INTERMEDIATE**
- 70% of grade 12 Early Immersion students will score at or exceed **ADVANCED**
- 70% of grade 12 Late Immersion students will score at or exceed **ADVANCED**
- 100% of classroom teachers will regularly post to and update their homework/assignment page on the school web site.

**POSITIVE LEARNING ENVIRONMENT/
PROFESSIONAL LEARNING COMMUNITY (PLC)**

| STRATEGY | DATE | RESPONSIBILITY |
|---|--|--|
| <p>1. Establish cross-curricular links between content areas by using common reading strategies to reach the common goal of <i>Selecting key information and ignoring irrelevant information. The staff has agreed that these are the strategies to be targeted.</i> Monitor use of these strategies through rubrics to ensure improved literacy skills.</p> | <p>Sept. 2010-June 2011</p> | <p><u>ALL JMH TEACHERS</u></p> |
| <p>2. Improve communication with parents regarding expectations and deadlines. Teachers will post homework and assignments on webpage, and periodic progress reports will be sent home.</p> | <p>Sept. 2010-June 2011</p> | <p><u>ALL JMH TEACHERS</u></p> |
| <p>3. Teachers will become more proficient in the use of differentiation in the classroom by incorporating a variety of teaching strategies and assessment tools.</p> | <p>Sept. 2010- June 2011</p> | <p><u>ALL JMH TEACHERS</u></p> |
| <p>4. Foster positive relationships within the school through the following initiatives:</p> <ul style="list-style-type: none"> • Advisor day once per study Block cycle, during which students meet with assigned advisors. • Positively busted campaign • Continue Student of the Hill | <p>February –June 2011 (Advisor Day) Sept 2010-June 2011</p> | <p><u>ALL JMH TEACHERS/ADMIN.</u></p> |
| <p>5. Improve student attendance/behavior through monthly Towne Ford Fiesta Car Yearend Hole-In-One draw.</p> | <p>Monthly beginning in November, 2010</p> | <p><u>ALL TEACHERS</u></p> |
| <p>6. Implement Character/Mutual Respect/Anti-Bullying group sessions with grade 9 students</p> | <p>Ongoing</p> | <p>Amy Breau</p> |

HUMANITIES/LITERACY

| STRATEGY | DATE | RESPONSIBILITY |
|---|----------------------------|---------------------------|
| 1. Using Blooms Taxonomy all English Teachers will expose students to increased levels of higher ordered critical thinking skills | ongoing | All English Teachers |
| 2. Using data gained from the ELPA/R reading strands and writing trait reports, provide targeted instruction to further develop skills in those students in grades 10, 11 and 12 who have not yet been successful in the ELPR. These interventions include targeted, directed 3-week study block interventions conducted by English teachers; 10 days of Christmas literacy; specific skill development in the English 113 and English 123, Learning Strategies 110, and Writing 110. | Sept.2010- Jan. 2011 | All English Teachers |
| 3. Conduct a mock-assessment with all Grade 9 students. This mock-assessment has been re-vamped to reflect the ELPA specifications of 20% literal, 60% inferential, and 20% critical types of questions as well as 50% fiction and 50% non-fiction texts. The mock assessment has been aligned to match NB Reading and Writing Standards for the end of Grade 8. Results will be used to target students for specific skill development during semester 1, including an intense 3-week Study Block intervention immediately prior to the ELPA. | Sept. 2010- | Grade 9 English Teachers |
| 4. Using data from the ELPA/R reading and writing strand strands, strategies will be targeted towards identified skills for grade 10 students who did not pass the 2010 ELPA. These identified students will write a mock ELPA/R while in grade 10. | Sept. 2010-Jan. 2011 | Grade 10 English Teachers |
| 5. All Humanities teachers will implement the historical thinking concept of <u>Significance</u> in their classes. | Ongoing | All humanities teachers |

NUMERACY

| STRATEGY | DATE | RESPONSIBILITY |
|---|--|--|
| <p>1. An assessment on equations will be given to all Grade 9 and Grade 10 students.</p> <ul style="list-style-type: none"> ➤ Assessment will be multiple choice and will be counted as a quiz. ➤ Assessment will be given at the end of the equation unit in both Grade 9 & Grade 10, however it will not take the place of the actual assessment used at the end of the unit. ➤ Data will be collected using the Senteo Responders and used to compare student achievement from Grade 9 to Grade 10. ☆ Grade 9 data from 2009-2010 school year will be compared to the Grade 10 data collected in the 2010-2011 school year. | <p>Grade 10 – Sept. 2010 (Done) Grade 9 – March 2011</p> | <p>Melissa O'Keefe – Gr. 9 Sherri Moran – Gr. 9 Deb McDonnell – Gr. 9 Peter MacDonald – Gr. 9 Tammy McIntyre-Gr. 9/10 Heather Godfrey – Gr. 10</p> |
| <p>2. A fifteen day Math Enrichment Workshop will be offered to selected Grade 9 students.</p> <ul style="list-style-type: none"> ➤ Selection will be made by their Math Teacher as well as approved by both student and parent. ➤ Enrichment will be offered during a full three week Study Block cycle and will be project based. ➤ Completed projects may be displayed on-line, in the library windows, and during Parent-Teacher Interviews in April. | <p>March 2011</p> | <p>Melissa O'Keefe Sherri Moran Deb McDonnell Peter MacDonald Tammy McIntyre</p> |
| <p>3. A twenty day Math Intervention will be delivered to selected Grade 9 students. Funding and delivery of this intervention will be provided by School District 16.</p> | <p>Dates to be determined.</p> | <p>Peggy Gorman-Mitchell Cheryl Breau</p> |
| <p>4. Boomerang Mentors will conduct Grade 9 & 10 Math Tutoring Sessions during Study Block (Period 5).</p> | <p>Sept. 2010 – June 2011</p> | <p>Gr. 9/10 Math Teachers Boomerang Team</p> |
| <p>5. Administer <u>Mathematics Placement Tests</u> to both <i>Advanced Math with an Intro. to Calculus 120</i> (Sem. I & II) and <i>Differential an Integral Calculus120</i> (Sem. II) students.</p> <ul style="list-style-type: none"> ➤ These tests will be administered to give students an opportunity to view and practice University placement tests. ➤ Placement tests will be used from several post-secondary institutions. | <p>Adv. Math - Jan. 2011/June 2011 Diff. & Int. Calc. – Feb. – June 2011</p> | <p>Bryan Carter</p> |

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|--|-------------------------------|---------------------------------------|
| <p>6. Work through “ARE YOU READY FOR CALCULUS” booklet provided by the University of New Brunswick with <i>Differential an Integral Calculus 120</i> students.</p> | <p>May 2011</p> | |
| <p>7. <i>Trig. & 3-Space 121/122</i> and <i>Advanced Math with an Intro. to Calculus 120</i> will be offered simultaneously Semester I for students who are enrolled in <i>Differential an Integral Calculus 120</i> Semester II.</p> <p>➤ This will allow these students to receive a more rigorous Calculus course.</p> | <p>Sept. 2010 – Jan. 2011</p> | <p>Bryan Carter Jill Johnston</p> |

SCIENCE

| Strategy | Date | Responsibility |
|--|----------------------|---|
| 1. Incorporate weekly PISA questions into our 9 and 10 Science classes | Sept 2010-June 2011 | 9/10 Science Teachers |
| 2. Each Science teacher will incorporate Project Based Learning (PBL) into one of their courses. | Sept 2010-June 2011 | Science teachers |
| 3. An assessment on Naming/Writing Formulas will be given to all Grade 10 Physical Science and Chemistry 112 students. <ul style="list-style-type: none"> - assessment will be counted as a quiz. - only data from Gr.10 Physical Science students enrolled in Chemistry 112 will be collected. - data from end of 2009-2010 for Physical Science students will be compared to 2010-2011 Chemistry 112 students. | Sept 2010- June 2011 | Grade 10 Physical Science Teachers and K. Bowes (Chemistry 112 Teacher) |

FRENCH

| STRATEGY | DATE | RESPONSIBILITY |
|---|----------------|---------------------|
| 1. Investigate and implement Intensive French communication strategies: <ul style="list-style-type: none"> • Teacher models sentence • Teacher questions students • Students question other students • Students question each other in pairs • Teacher questions students on partner's answers | Ongoing | All French teachers |
| 2. 6+1 Writing Traits will be implemented into all French Immersion courses: <ul style="list-style-type: none"> • Content, Organization, Word Choice, Voice, Sentence Structure, Conversions | Ongoing | All French Teachers |
| 3. Provide targeted intervention sessions for students preparing for the Provincial Proficiency Evaluations: <ul style="list-style-type: none"> • Oral (F.I. 12) • Writing/Reading Comp. (F.I. 10) • Mock Assessment (Fr. Sec. Lang.10) | Semester 1 & 2 | All French Teachers |
| 4. Encourage all students enrolled in French courses to participate in French Oratory | Semester 1 & 2 | All French Teachers |
| 5. Encourage all grade 12 Immersion students to attend "French for the Future" conference to be held at St. Thomas University in April, 2011 | Semester 2 | M. Beth Losier |

TECHNOLOGY/VOCATIONAL

| Strategy | Date | Responsibility |
|---|-------------------|--|
| <p>1. Arrange in-school skills competitions or district skills competitions for JMH students to present their skills in the trades and technology. Invite experts from outside the school to work with students to enhance skills and prepare for competition at a higher level.</p> | <p>March 2011</p> | <p>All trades and technology teachers.</p> |
| <p>2. Develop a checklist for students of JMH to use that will help them assess the reliability of information they are finding in their research on the Internet.</p> | <p>Feb 2011</p> | <p>Anne Gallant, with input from all staff</p> |
| <p>3. Identify resource persons in the community that would match curriculum outcomes. Create a contact list. After determining the nature of the presentation that would best suit the outcome, invite individuals (at least 1 per semester per teacher) to share their expertise with the class.</p> | <p>Ongoing</p> | <p>All tech/voc, business and family studies teachers.</p> |
| <p>4. Attend summer PD for racing physics. Obtain support and materials for racing physics project. Partner with the physics teacher to have physics students work on problems and experiments to increase speed of cars. Physics students run experiments and collect data; automotive students analyze data and make necessary mechanical and suspension adjustments to a vehicle to increase its speed</p> | <p>Dec 2010</p> | <p>Eugene Harris and Peter MacDonald</p> |