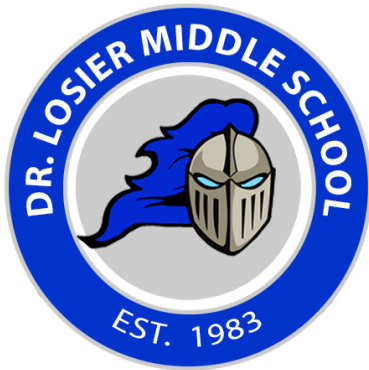# Dr. Losier Middle School

School Improvement Plan

Implementation - October 2023

Home of the Knights

I.   School Demographics

Dr. Losier Middle School services the former Town of Chatham, Village of Loggieville, communities of Bushville, Napan, Black River, Redmondville, and St. Margarets. We are a Middle Level building with students from grades 6-8. Our primary feeder schools are King Street Elementary and Napan Elementary School. We also receive students from the Baie Sainte Anne area who are transferring to the Anglophone system. We offer instruction in both French immersion and English Prime strands. As of October 2023, we have 11 homeroom classes:

Strand	Number of Classes	Number -Students in Class 1	Number -Students in Class 2	Number -Students in Class 3
6 English Prime	2	25	22	
6 French Immersion	2	18	16	
7 English Prime	3	26	25	23
7 French Immersion	1	24		
8 English Prime	2	28	26	
8 French Immersion	1	26		
	11			259

Our school faculty is made up of:

Staff	Allotment
School Administration	1.03
Education Support Teachers - Resource	3.00
Education Support Teachers - Guidance	1.00
Education Support Teachers - EAL	0.50
Education Support Teachers - Literacy	1.00
Personalized Learning Environment	0.50
Classroom Teachers	13.47
Complex Case Teachers	2.00
Total Teacher Allotment	22.5
Education Assistant	12.00
Administrative Assistant	1.0 (30 hr/week)
Custodians	4.0

II. Vision and Mission

DLMS Vision

DLMS Mission

To create a safe, responsible, and respectful learning environment for all Knights. Where all Knights find someone to connect with. We start with what you know and give choice and relevance in your learning.

III. Need Assessment

Dr. Losier Middle School uses the New Brunswick School Improvement Indicators as its needs self-assessment. Each school year, all staff gather to self-assess our school baed on these indicators. Please note that data given from December 2022 acts as our initial present level of performance. Full data collection can be found in Appendix section.

Section 1 - Systematic School Planning
Section Analysis

	NE	SE	ME	VE	Total
2022	0	1	1	7	9*
2023	0	0	1	8	9*
2024					
2025					

Section 2 - Leadership & Teaming
Section Analysis

	NE	SE	ME	VE	Total
2022	0	1	1	5	7
2023	0	0	1	6	7
2024					
2025					

Section 3 - Learning Environments
Section Analysis

	NE	SE	ME	VE	Total
2022	0	0	4	0	4
2023	0	0	3	1	4
2024					
2025					

Section 4 - Classroom Practice
Section Analysis

	NE	SE	ME	VE	Total
2022	0	5	4	3	12
2023	0	2	6	4	4
2024					
2025					

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Strengths and Weaknesses Analysis

Strengths	Weaknesses
Systemic School Planning	Learning Environments
Leadership and Teaming	Classroom Practices

Specific areas that need improvement:

Skill Development (ELA, FILA, Numeracy	Community Involvement	Add Relevance to Learning
Indicator 22 (ME)	Indicator 9 (NA)*	Indicator 16 (ME)
Indicator 27 (ME)	Indicator 17 (ME)	Indicator 18 (ME)
Indicator 28 (SE)	Indicator 19 (ME)	Indicator 24 (ME)
Indicator 29 (ME)		Indicator 26 (ME)
Indicator 30 (ME)		

IV. Goals and Objectives

- **Strategy 1: Domain-Specific Skills Development**

  - Objective 1.1: Improve Literacy Skills
    - EECD Education Plan Objectives: 1,3,4,5,6,7,8, and 9
    - School Improvement Indicators: 22, 27, 28, 30

  - Objective 1.2: Improve Numeracy Skills
    - EECD Education Plan Objectives: 1,3,4,5,6,7,8, and 9
    - School Improvement Indicators: 22, 29, 30

- **Strategy 2: Strengthening Community Involvement**

  - Objective 1.1: Improve engagement with parents and school community
    - EECD Education Plan Objectives: 1,2,3,4,5,6,7,8, and 9
    - School Improvement Indicators: 9, 30

  - Objective 1.2: Improve school community understanding of school culture, expectations, and operations
    - EECD Education Plan Objectives: 1,2,3,4,5,6,7,8, and 9
    - School Improvement Indicators: 17, 19, 30

- **Strategy 3: Strengthen Relevance in Student Learning**

  - Objective 3.1: Increase learning opportunities to expose and engage students in school to post-secondary learning, school to work, and school to life transitions.
    - EECD Education Plan Objectives: 1,2,3,4,5,6,7,8, and 9
    - School Improvement Indicators: 16, 26

  - Objective 3.2: Strengthen high-yield strategies to ensure learner engagement
    - EECD Education Plan Objectives: 1,3,4,5,6,7,8 and 9
    - School Improvement Indicators: 18, 24

V. Strategies and Action Plans

Strategy 1: Domain-Specific Skills Development

- **Objective 1.1: Improve Literacy Skills**

	Grade 6	Grade 7	Grade 8
Writing - PLOP	35% or 28 of 81 students	22% or 22 of 98 students	41% or 33 of 80 students
Writing - Goal	**60% or 49 of 81 students (21 student increase)**	**60% or 59 of 98 students (37 student increase)**	**60% or 48 of 80 students (15 student increase)**
Reading - PLOP	40% or 32 of 81 students	50% or 49 of 98 students	82% or 66 of 80 students
Reading - Goal	**60% or 49 of 81 students (17 students increase)**	**70% or 69 of 98 students (20 student increase)**	**90% or 72 of 80 students (6 student increase)**

- ❖ Action Steps
    1. *Implement the use of Common Benchmark Assessments in domains of reading and writing.*
        - Literacy PLC members will collect initial screener data by October 1st 2023
        - Based on data analysis:
            - EST-L will be primarily deployed in tier 2 (classroom co-teaching and in-class flex grouping) to support students who are below appropriate achievement standards with reading and writing skill improvement
            - EST-R will work with tier 3 supports outside of the classroom to support severe gaps in reading and writing skills.
    - ❖ Data & Metics
        - Common Benchmark Assessments - Reading and Writing
    - ❖ Timeline
        - October 2023 (Screener Pre-Assessment)
        - May 2024 (Post-Assessment)

    2. *Response To Intervention - Flex Block*
        - DLMS will schedule a daily 30 minute block of time to provide tier 2 and tier 3 literacy supports (reading and writing)
            - In addition to in class supports, a 30 min flexibly scheduled block of time will be used to support with reading and writing skill improvements
                - EST-L and EST-R teachers will focus on tier 3 groups, while Literacy PLC members will offer tier 2 supports that focus on reading and writing skill improvements, data will be collected from on-going Common Benchmark Assessments.

- ❖ <u>Data & Metics</u>
  - • Common Benchmark Assessments - Reading and Writing
- ❖ <u>Timeline</u>
  - • Round 1 - Sept 11 - Oct 27
  - • Round 2 - Oct 30 - Dec 22
  - • Round 3 - Jan 8 - Feb 16
  - • Round 4 - Feb 20 - April 5
  - • Round 5 - April 8 - May 10
  - • Round 6 - May 13 - June 21

- ❖ Responsibility Lead: Dom Hache

Strategy 1: Domain-Specific Skills Development

- **Objective 1.2: Improve Numeracy Skills**
  - ❖ Present Level of Performance: 46.7% of students (37 of 80 students) scoring appropriate or strong achievement on EECD grade 7 numeracy assessment - June 2023.
  - ❖ Goal: By June 2024, 60% of students (59 of 98 students) scoring appropriate or strong achievement on EECD grade 7 numeracy assessment.
    - ❖ <u>Action Steps</u>
      1. *Develop Common Benchmark Assessments across grades 6, 7, 8 related to numeracy skill identification.*
         - Numeracy SPR will develop Common Benchmark Assessment - Numeracy for grades 6,7,8 by December 2023
         - Math PLC members will collect initial assessment data by January 2024
         - Based on data analysis:
           - EST-R will be primarily deployed using Math Running Records to support students who score below appropriate achievement to build supports to ensure improvement.
           - Math PLC members flexibly group students according to numeracy skills achievement within Math Block.
    - ❖ <u>Data & Metics</u>
      - Common Benchmark Assessments - Numeracy
    - ❖ <u>Timeline</u>
      - January 2024 (Screener Pre-Assessment)
      - May 2024 (Post-Assessment)

      2. *Response To Intervention - Flex Block*
         - DLMS will schedule a daily 30 minute block of time to provide tier 2 and tier 3 numeracy supports
           - In addition to math block, a 30 min flexibly scheduled block of time will be used to support with reading and writing skill improvements
             - EST-R teachers will focus on tier 3 groups, while Math PLC members will offer tier 2 supports that focus on numeracy skill improvements
    - ❖ <u>Data & Metics</u>
      - Common Benchmark Assessments - Numeracy
    - ❖ <u>Timeline</u>
      - Round 1 - Sept 11 - Oct 27
      - Round 2 - Oct 30 - Dec 22
      - Round 3 - Jan 8 - Feb 16
      - Round 4 - Feb 20 - April 5
      - Round 5 - April 8 - May 10
      - Round 6 - May 13 - June 21
    - ❖ Responsibility Lead: Lindsay Turner

Strategy 2: Strengthening Community Involvement

- **Objective 2.1: Improve engagement with parents and school community**
  - ❖ Present Level of Performance: 0 formal feedback from school community; 0 attendance data from Exhibitions of Learning
  - ❖ Goal: 20% increase in items related to engagement on School Stakeholder Analysis from November to April; 200 community members who attend Exhibitions of Learning at the end of each term.
    - ❖ <u>Action Steps</u>
      - The school based PBIS team identified "Community Involvement" as an element of focus for 2023-2024 school year.
      - The PBIS team will use the School Stakeholder Analysis survey to gauge community stakeholder engagement with our school.
      - DLMS will host 3 Exhibition of Learning events, school community members will be invited and attendance will be tracked
      - Weekly updates are sent via school messenger and posted on school social media to inform the school community of items of interest to school community members.
    - ❖ <u>Data & Metics</u>
      - School Stakeholder Analysis - School Community Members
      - Attendance at Exhibition of Learning events
    - ❖ <u>Timeline</u>
      - November 2023 (Pre-Assessment) & April 2024 (Post-Assessment)

Strategy 2: Strengthening Community Involvement

- **Objective 2.2: Improve school community understanding of school culture, expectations, and operations**
  - ❖ Present Level of Performance: 0 formal feedback from school community
  - ❖ Goal: 10% increase in items related to school culture, expectations, and operations on School Stakeholder Analysis from November to April.
    - ❖ Action Steps
      - Creation Family and Student Handbook - posted on school website and shared via school messenger
      - Meet the Staff event that focussed on school culture, student expectations, and daily operations
      - School Culture - Personalization, Positive Relationships, and Equity branding will be shared with school community.
    - ❖ Data & Metics
      - School Stakeholder Analysis - School Community Members
    - ❖ Timeline
      - November 2023 (Pre-Assessment) & April 2024 (Post-Assessment)

    - ❖ Responsibility Lead: Zac Martin

Strategy 3: Strengthen Relevance in Student Learning

- **Objective 3.1: Increase learning opportunities to expose and engage students in school to post-secondary learning, school to work, and school to life transitions.**
  - ❖ Present Level of Performance: Youth Check In Fall – 2023, 78% of students reporting that they had opportunities to learn skills that will be useful later in life compared to 83% provincially.
  - ❖ Goal: By Spring 2024 Youth Check, 85% of students reporting that they had opportunities to learn skills that will be useful later in life.
    - ❖ Action Steps
      - Design Block projects will have a project assessment rubric that is co-created with students. At the end of each project cycle, students will receive feedback on their performance on the project
      - Skills attained during the term will be tracked using MyBluePrint
  - ❖ <u>Data & Metics</u>
    - MyBluePrint - each student will have a bank of skills
  - ❖ <u>Timeline</u>
    - December 2023
    - March 2024
    - June 2024

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Strategy 3: Strengthen Relevance in Student Learning

- **Objective 3.2: Strengthen high-yield strategies to ensure learner engagement**
  - ❖ Present Level of Performance: 3 teachers using Nearpod; 7 Apple Teachers
  - ❖ Goal: 10 teachers using Nearpod; 10 Apple Teachers
    - ❖ <u>Action Steps</u>
      - Provide an iPad and Apple TV to all teacher for all learning environments.
      - Apple Teachers will be provided with class set of iPad carts for instruction, other teachers will have access to shared carts of iPads
      - Implement professional learning opportunities for teachers to become more comfortable with elements of technology to will add relevance to their lesson delivery.
        - Specific focus will be on formative assessment and using technology to do something better.
      - Secure ASD-N Lead support to provide co-teaching and lesson modelling opportunities for teachers to advance within their own timeline along a continuum of implementation
      - Partnering with ASD-N and Apple Canada leaders within the Apple Innovation Series
    - ❖ <u>Data & Metics</u>
      - Nearpod or equivalent use by teachers for formative assessment
      - Apple Teacher distinction
    - ❖ <u>Timeline</u>
      - June 2024

    - ❖ Responsibility Lead: Judson Waye