



Harkins Middle School

School Improvement Plan 2015

Harkins Middle School enrolls students from Grade 6 to Grade 8 and is located in Miramichi West (the former town of Newcastle). Harkins Middle School has a student population of 303, of which 183 are enrolled in the French Immersion Program. Harkins Middle School receives students from the First Nations communities of Natoaganeg (Eel Ground), Esgenoôpetitj (Burnt Church), and Metepenagiag (Red Bank) accounting for three (3) percent of the student population. Harkins receives students from Gretna Green Elementary, Harkins Elementary, and Croft Elementary. As well, it offers the only Early and Late Immersion in Miramichi West, which results in most of the students being bused to Harkins Middle School.

The student population is diverse with 20-25% receiving academic assistance on a regular or rotating basis. For the school year 2014-2015, Harkins Middle School has a teaching staff of 25. A support staff of 10 teacher assistants further meets the needs of the students. We have one Administrative Assistant, and a custodial staff of 5.

Our mission and vision statement encompasses all our staff as a caring unit, operating for the good of all students.

Our School Mission: In partnership with home and community, Harkins Middle School believes all children have the right to learn to their full potential in a safe and nurturing environment that provides them with the skills and confidence necessary to become responsible, life-long learners.

Our School Vision: In concert with community, Harkins Middle School will provide opportunities for our students to learn to their fullest potential, while immersed in experiences designed to develop empathy, community-mindedness and technological and personal responsibility.

EECD Areas of Focus (ED Plan)	District Areas of Focus (D.I.P.)	School Areas of Focus (S.I.P.)
<p>Improve achievement in language, mathematical and scientific literacies.</p>	<p>Literacy at all levels and in both official languages. Numeracy with an emphasis on number sense. Emphasis on skill outcomes leading to inquiry learning in Science.</p>	<p>Use formative assessment to guide instruction in Math, Literacy and Science.</p>
<p>Improve learning environments and instructional practices to ensure inclusive 21st century education.</p>		<p>To create a culture that fosters a love of literacy and makes it accessible to all.</p>
<p>Increase opportunities for youth to develop enterprising habits and to engage in active citizenship.</p>	<p>Expanding community partnerships while maintaining an emphasis on the development of the whole child.</p>	<p>To strengthen engagement of families and foster community partnerships.</p>
<p>Integrate the early childhood and k – 12 school sectors.</p>		

School Area of Focus: Using formative assessment to guide instruction in Math, while improving student achievement in the Patterns & Relations and Shape & Space strands.

Justification: To identify and address the needs of each student in a timely manner. Data from the District Benchmark assessment indicates an area of weakness in the Patterns and Relations strand (64% below acceptable) and the strand Shape and Space (53% below acceptable) for grade 6 students and grade 7 students respectively.

Smart Goals	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
Our goal is to have 65% of our grade 6 and grade 7 students achieve appropriate or above on the end of year assessment with the Patterns & Relations strand and the Shape & Space strand.	<ul style="list-style-type: none"> • Create common Math assessments at each grade level. • Teachers work together to create a bank of multiple choice questions 	Cheryl Breau; Math teachers	<ul style="list-style-type: none"> • Test generator; Mathletics 	<ul style="list-style-type: none"> • January 	<ul style="list-style-type: none"> • Daily, weekly and monthly (depending on strategy or action). 	<ul style="list-style-type: none"> • Benchmark assessment results (classroom, school & district).
	<ul style="list-style-type: none"> • Re-teaching/ Revisiting topics • Grouping students; peer helpers 		<ul style="list-style-type: none"> • Common benchmark questions created by teachers • Release time for teachers 	<ul style="list-style-type: none"> • February • January March 	<ul style="list-style-type: none"> • Bi-weekly meetings to check on development of questions. 	<ul style="list-style-type: none"> • Common assessments by grade level for work completed from January – March developed and administered.
All Math teachers will use formative assessment to inform real-time adjustments to teaching and learning and confirm student understanding.	<ul style="list-style-type: none"> • Exit/entrance slips • Mini-lessons 	Cheryl Breau; Math teachers	<ul style="list-style-type: none"> • SE Pullouts/ Resource periods • Test generator; Mathletics 	<ul style="list-style-type: none"> • Daily/ weekly identification of students 	<ul style="list-style-type: none"> • Daily and weekly as needed. 	<ul style="list-style-type: none"> • Collection of formative assessment tools.

The results of the District Numeracy benchmark assessment is presented below:

	Number		Patterns & Relations		Shape & Space		Statistics & Probability	
	HMS	ASD-N	HMS	ASD-N	HMS	ASD-N	HMS	ASD-N
Grade 6	53	54	29	38	57	59	60	50
Grade 7	47	47	56	60	51	60	77	71
Grade 8	61	62	65	65	63	63	77	69

Outcome:	N1		N2		PR1		PR3		SP1		SS3	
December Benchmark 2014	HMS	ASD-N	HMS	ASD-N	HMS	ASD-N	HMS	ASD-N	HMS	ASD-N	HMS	ASD-N
Grade 6	52	55	-	-	10	20	6	26	60	50	-	-
Grade 7	63	67	41	45	47	56	-	-	73	62	51	60
Grade 8	66	68	53	55	65	65	-	-	87	79	-	-

Our focus is in the area of formative assessment in all subject areas. We have responded to the need to re-look at the areas of Patterns & Relations and Shape & Space in grades 6 and 7 respectively. We will use re-teaching and small group interventions to address these areas, and have prepared a school-wide benchmark assessment to be administered at the end of March. The school benchmark assessment will include questions that will help us gauge our movement in the areas of concern, as well as give us data on recently covered material.

School Area of Focus: Create a culture that fosters a love of literacy and make it accessible to all.

Justification: Active readers are active learners. The 2014 grade 6 reading results (school-based, administered using the former district template) reflect the need for us to devote added focus to reading. Those results also prompted us to gather reading data from our grade 7 and grade 8 students using CARS (Comprehensive Assessment of Reading Strategies). As seen, results also support the need for added focus in the area of reading. At present 87% of our grade 6 students; 52% of grade 7 students and 67% of grade 8 students are below appropriate, overall.

Smart Goals	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
We will increase our overall performance in grade levels by 10% respectively through building a library consisting of both physical books and audio books that are accessible to 100% of our students.	<ul style="list-style-type: none"> Access the HMS library as well as public library/resources. Purchase/donations of books and MP3 players for audio books. Administration of 	<ul style="list-style-type: none"> Laura Perry; Kim Beers 	<ul style="list-style-type: none"> HMS Library, Newcastle Public Library MP3 Players 	<ul style="list-style-type: none"> January February 	<ul style="list-style-type: none"> January March 	<ul style="list-style-type: none"> Compilation of audio books and MP3 players for student use.
Expand the school's reading culture into the community.	<ul style="list-style-type: none"> Literacy evening Send information to parents/guardians about upcoming read alouds. Use the HMS website to link to blogs of books being read at HMS. 	<ul style="list-style-type: none"> Jayne Campbell Laura Perry; Kim Beers Tammy Malley 	<ul style="list-style-type: none"> Newsletter; Talkmail message HMS web site 	<ul style="list-style-type: none"> January February April 	<ul style="list-style-type: none"> January Monthly May 	<ul style="list-style-type: none"> Attendance and feedback. Feedback from parents. Activity and interest as well as number of responses.
Our goal is to have 100% of our students possess a public library card.	<ul style="list-style-type: none"> Take all students to visit the public library. 	<ul style="list-style-type: none"> Language Arts teachers 	<ul style="list-style-type: none"> Language Arts teachers will meet monthly to discuss progress. 	<ul style="list-style-type: none"> June 	<ul style="list-style-type: none"> June 	<ul style="list-style-type: none"> All students at HMS have a public library card.

Our goal for this year is to make reading accessible to 100% of our students. Based on our Reading Comprehension results, we identified that 12/93 students in Grade 6 were successful across the board, in Grade 7 it was 38/85, and in Grade 8 it was 39/99.

Harkins Middle School Reading Comprehension Results:			
October 2014, acceptable or above			
	Grade 6 Reading	Grade 7 Reading	Grade 8 Reading
Inferential	29%	67%	57%
Literal	57%	59%	52%
P/C/E	31%	64%	65%

Continued Literacy Support for Writing

The 2014 grade 7 District Writing Assessment gave us data indicating that using last year's grade 6 Writing results (administered in-school, using the former district template), to group students for remediation throughout the 2013-2014 school year resulted in significant gains in all traits, as noted in the table below.

With such promising results, we are going to use the 2014 grade 6 writing results (again, administered in-school for our own data purposes) to **continue with remediation for our current grade 6 students** through targeted small group intervention.

Writing Assessment Results Total % acceptable or above	School Based Grade 6 2014-2015	School Based Grade 6 2013-2014	Provincial Based Grade 7 2014-2015
Content	53%	48%	84%
Organization	51%	51%	85%
Word Choice	55%	44%	79%
Voice	68%	64%	86%
Sentence Structure	41%	47%	72%
Conventions	30%	46%	75%
Overall Success			71%

School Area of Focus: 210-4 Predict the value of a variable by interpolating or extrapolating from graphical data.

Justification: In reviewing the 2013-2014 science assessment, school data shows that our lowest scoring outcome was 210-4. Please note that 210-4 is found in both the grade 7 and 8 curriculum. 206-3 is the precursor skill for grade 6.

**210-4 Predict the value of a variable by interpolating or extrapolating from graphical data
206-3 identify and suggest explanations for patterns and discrepancies in data**

Present performance: On the 2013-2014 ASD-N Science Literacy Assessment, our school attained 48.8 % on the 210-4 outcome.

Smart Goals	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
By June 2015, our goal would be to have school data raised by 5 percent.	<ul style="list-style-type: none"> Establish a Rubric for the skill in focus. Develop formative benchmark for skill 210-4. Pull Writing samples of the skill in October 2015. Short-term small group intervention initiated after benchmark. Continue to review and formatively assess all scientific literacy skills in class. 	<ul style="list-style-type: none"> Angela McQuaid-Murphy; Krista Hamilton 	<ul style="list-style-type: none"> Grade Level Science Curriculum STEM Science Resources ASD-N Science Lead Methods & Resource Teachers 	<ul style="list-style-type: none"> January- Scientific Method as applied to science fair. February- Science fair skills assessment. March - Participation in and viewing of school science fair. April - Benchmark (4 questions). Oct 2015 – 1st writing sample of the 210-4 outcome 	<ul style="list-style-type: none"> Formative by classroom teachers for science fair. April- formative benchmark assessment May/ June- formative final evaluation (District for grade 8) 	<ul style="list-style-type: none"> Moved the school average by 5% in the outcome 210-4.

School Area of Focus: To strengthen engagement of families and foster community partnerships.

Justification: A collaborative effort between home, school and community is essential for student achievement. We will host a variety of opportunities for parents and community members to get involved in our school. We currently host two Parent evenings outside of Meet the Teacher and Parent Teacher Interviews.

Smart Goals	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success	
<ul style="list-style-type: none"> To increase from two to four parent evenings this school year. 	<ul style="list-style-type: none"> STEM evening 	<ul style="list-style-type: none"> School committees 	<ul style="list-style-type: none"> Community volunteers 	<ul style="list-style-type: none"> October December 	<ul style="list-style-type: none"> November 	<ul style="list-style-type: none"> Increase in participation by families & community. 	
	<ul style="list-style-type: none"> December Family night 			<ul style="list-style-type: none"> Literacy Night 	<ul style="list-style-type: none"> January 		<ul style="list-style-type: none"> January
	<ul style="list-style-type: none"> Year end BBQ for volunteers 			<ul style="list-style-type: none"> Communication with parents and community members 	<ul style="list-style-type: none"> June 		<ul style="list-style-type: none"> May