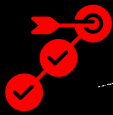


SRHS School Improvement Plan

2025-2027



Goal 1:

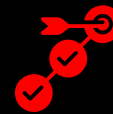
Strengthen Effective Assessment Practices

By June 2027, SRHS will:

- 🎯 Implement consistent benchmark and screening practices aligned across departments.
- 🎯 Host monthly, structured PLC meetings to analyze assessment data, and to collaboratively plan instruction and interventions based on common assessment results.

By June 2027, SRHS will:

- 🎯 Implement a systematic, personalized recognition model for academic and pro-social achievements.
- 🎯 Increase student perception of belonging and value by recognizing the majority (more than 75%) of students with at least one personalized token of recognition each school year.



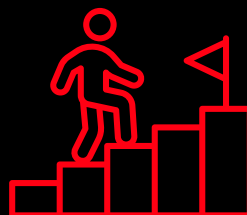
Goal 2:

Enhance Personalized Recognition of Academic and Pro-Social Success (PBIS)

- Host regular, structured PLC meetings.
- Determine department wide instructional/assessment strategies.
- Offer timely and relevant PL opportunities for all staff.
- Create and implement an assessment calendar.
- Increase accuracy in data collection schoolwide.
- Engage in data-informed intervention strategies.

HOW WILL WE DO IT?

Strategies
&
Success Indicators



- Create a PBIS Leadership team.
- Offer timely and relevant PL opportunities for all staff.
- Implement a personalized recognition framework.
- Leverage PowerSchool applications to support easy tracking.
- Utilise student surveys to ensure student voice and measure effectiveness.
- Communicate with families regularly.
- Reduce office referrals.



**Sussex Regional High School
School Improvement Plan 2025–2027**

Sussex Regional High School – School Improvement Plan

2025–2027

The Sussex Regional High School Positive Learning and Working Environment Plan (PLWEP) is fully established and actively implemented. It guides our ongoing work to ensure a safe, welcoming, and inclusive school environment where students and staff feel respected, supported, and connected. The PLWEP aligns directly with our School Improvement Plan goals, particularly in the areas of PBIS, personalized recognition, student well-being, and consistent communication. The structures and practices within the PLWEP support the creation of positive learning conditions that enhance academic achievement and foster a strong, healthy school culture.

Goal 1: Strengthen Effective Assessment Practices (Benchmarking & Screening)

Domain: Leadership & Teaming

Sub-Domain: Teaming

Indicator: Teams meet regularly to discuss planning, instruction, intervention, and innovation using student data.

Present Level of Performance

- Data is collected schoolwide; however, assessment practices vary by teacher, grade, and department.
- Inconsistent or nonexistent use of screening and scheduled benchmarking tools.
- Varied scoring practices and grading schemes create difficulty when comparing data across cohorts.
- PLC collaboration on data analysis and interpretation is emerging, but not well established or systematic.
- Some interventions are based on teacher judgment rather than standardized assessment data, creating inconsistencies in support.

Target

By June 2027 SRHS will implement consistent benchmark and screening practices aligned across departments. PLC teams will meet monthly to analyze assessment data, and to collaboratively plan instruction and interventions based on common assessment results.

Strategies

1. Establish and distribute a monthly PLC schedule for structured collaboration focused on assessment data and instructional planning.
2. Provide a meeting framework for PLCs.
3. Provide integrated professional learning on effective assessment practices including:
 - a. Benchmarks, screening tools and practices
 - b. Data interpretation
 - c. High-yield instructional and intervention strategies
4. Provide professional learning for EAs on assessment-informed intervention support.
5. Develop common benchmark and screening tools across grade levels and subject areas/shared domains.
6. Create a schoolwide assessment calendar with common timelines for screening and reporting.
7. Collaborate with local schools to schedule and administer screening tools to better prepare for incoming learners.
8. Implement common benchmark and screening tools schoolwide.
9. Use PLCs to co-develop intervention plans for departments based on benchmark results.

Timeline

- February 2026: Create a PLC meeting framework and establish a PLC schedule.
- March 2026 – June 2027: Develop common instructional strategies and assessment tools during structured PLC meetings, as well as a common assessment calendar.
- September 2026 - January 2027: Implement first round of common screening and benchmark assessments in selected grade level/subject areas; implement data-informed instruction and intervention strategies that result from assessments.
- February- June 2027: Onboard remaining grade levels/subject areas, Progress monitoring and refinement.
- June 2027: Evaluation of effectiveness and adjustments for 2027–28.

** Timely and relevant PL to be offered throughout the 2-year plan.

School Champions

- Principal & Vice-Principals
- Department Heads
- PLC Leads
- Guidance & Resource Teams

Indicators of Success

- Monthly PLC meetings with agendas, structured framework, and minutes.
- A school-wide assessment benchmark calendar is created and implemented.
- Departments use benchmark/screening tools (common where possible) to inform practice.
- Improvements in accuracy and consistency of data used for intervention.
- Increased alignment of high-yield instructional strategies across departments.
- Evidence of data-informed decision-making visible in PLC notes, intervention plans, and teacher practice.

Goal 2: Enhance Personalized Recognition of Academic and Pro-Social Success (PBIS)

Domain: Learning Environments

Sub-Domain: Positive Behavior Interventions and Supports

Indicator: Recognition of academic and pro-social/behavioral success occurs regularly in ways that reinforce intrinsic motivation.

Present Level of Performance

- Schoolwide PBIS systems recognize positive behavior but often through generic recognition formats (e.g., schoolwide acknowledgements).
- Academic recognition exists but does not always reflect individual growth, effort, or personal goals.
- Student survey results show experiences inconsistent with recognition.
- Personalized strategies (e.g., teacher notes, one-on-one feedback) are emerging but not systematized.
- Current personalized recognition practices are not formally tracked, hindering awareness of their application among staff members.
- Sonics Expectations (Respectful, Responsible, Safe) are well-taught and consistently communicated.

Target

By June 2027, SRHS will increase student perception of belonging and value through the implementation of a systematic, personalized recognition model for academic and pro-social achievements, resulting in the majority of students (over 75%) receiving at least one personalized token of recognition during each school year.

Strategies

1. Form a PBIS Leadership Team to guide schoolwide efforts.
2. Schedule regular PBIS Leadership Team meetings as part of the school meeting calendar (alongside CLT, PLCs, Staff meetings, SIP Team, etc.).
3. Provide staff professional learning on:
 - a. PBIS best practices
 - b. High-yield personalized recognition strategies
 - c. Equity-based approaches to motivation and reinforcement
 - d. Unconscious bias and inclusive recognition
 - e. PowerSchool application for data tracking beyond grades

4. Implement a personalized recognition framework, including:
 - a. Teacher-generated notes or comments
 - b. One-on-one acknowledgments
 - c. Growth-based recognition tied to individual goals
5. Use PowerSchool data to track PBIS acknowledgments and ensure consistency.
6. Implement periodic student surveys to assess the impact and effectiveness of recognition practices.
7. Engage families through communication about PBIS goals and recognition opportunities.
8. Provide ongoing education for students, staff, and families on PBIS, bullying prevention, cyber safety, and behavioral best practices.

Timeline

- September 2025: PBIS Team established; training begins
- Fall 2026: Launch personalized recognition framework
- Winter 2026: Mid-year student survey and review
- Spring 2027: Adjust and refine based on data
- June 2027: Evaluate progress; set next steps for 2026–27

School Champion

- PBIS Team
- Administration Team
- Guidance Team
- Classroom Teachers

Indicators of Success

- PBIS team meets monthly to review PowerSchool data, student survey data, and to document progress/new actions.
- Staff implementing personalized acknowledgments (tracked through classrooms and PowerSchool).
- Student survey data demonstrates improved perceptions of belonging and connectedness related to effort and growth.
- Increased consistency and equity in recognition across departments and grade levels.
- Visible evidence of personalized recognition posted, shared, or documented.
- Reduction in office referrals and increased positive interactions reported in walkthroughs.

School Strengths (aligned with District Improvement Priorities)

Strength #1: Communication with Families

SRHS maintains strong, transparent communication across multiple platforms- weekly *The Sonics Spotlight* newsletter, new website, teacher communication (connection calls, emails, and common plans), monthly PSSC meetings, monthly Home & School *Friends of SRHS* meetings, and structured parent meetings.

This aligns with District priorities for family engagement, transparency, and inclusive communication.

Strength #2: PBIS & Learning Environment

SRHS maintains consistent expectations (Respectful, Responsible, Safe) with posted expectations, policy transparency, and strong instructional routines.

This aligns with District priorities for safe, orderly, and welcoming learning environments.

