

HAMPTON HIGH SCHOOL IMPROVEMENT PLAN 2025-26

CONNECTEDNESS

GOAL: Student connectedness and understanding of PBIS/SEL will improve, shown by a 10% increase in survey results on belonging and behaviour expectations, and a 10% decrease in behaviour referrals.

SUPPORTING DATA

Student Perception survey

- Students identify that their health is, overall, rather poor, as is their life satisfaction.
- Relationships: 60% of students have been bullied. Most bullying happening after school and at breaks.
- Resilience: Students need strategies and supports to be resilient about healthy relationships and friendships.

STRATEGIES

PRESENT LEVEL OF PERFORMANCE

Student connectedness with peers and staff is in the early stages of development, and PBIS and SEL are in the early stages of implementation, resulting in a growing understanding of behaviour expectations and social-emotional learning.

TARGET

By June 2026, the school will increase student connectedness and understanding of PBIS and SEL expectations, as measured by: students reporting a sense of belonging on the student perception survey, in students reporting they understand behaviour.

CONNECTIONS

- Implement PBIS strategies in classrooms
- Implement procedures and processes into classrooms to provide structure for students.
- Students will develop local partnerships with elementary schools and create community events to promote connectedness with the community (Fall Fair, ScareFest, Christmas Market, Turkey Dinner, Grinch Day).
- Students and staff reach out to local businesses to support each other like the Hampton Food Bank.
- After a successful implementation of the cell phone policy, staff

INDICATORS OF SUCCESS

- Increased student survey scores related to sense of belonging, connection to staff, and understanding of behaviour expectations.
- Decrease in behaviour referrals, especially those linked to unclear expectations or peer conflict.
- More consistent use of PBIS language and routines observed in classrooms and common areas.
- Increased student participation in school activities, clubs, or community events.
- Staff reporting greater confidence in teaching and reinforcing SEL and PBIS strategies.
- Improved attendance rates for students previously showing disengagement safety and promote positive behavior

LEARNING

GOAL: Students will show achievement and engagement through differentiated assessment practices, as evidenced by an increase in students' understanding of assessment processes and improved performance.

SUPPORTING DATA

Student Perception Survey

- Students identified a need for autonomy and relevance.

Teacher Perception Survey

- Teachers identified a need for formative assessments

Attendance and Behaviour data

Youth Check-In survey Fall 2024

TC 2025 Survey Data

STRATEGIES

PRESENT LEVEL OF PERFORMANCE

Staff currently demonstrate varying levels of understanding and implementation of differentiated assessment practices and PBIS-aligned strategies. Current use of clear criteria, student-centered feedback, and consistent assessment processes, indicates a need for greater alignment, capacity-building, and confidence in applying differentiated, PBIS-informed approaches to support students.

TARGET

By June 2026, school-wide walkthrough and teacher self-assessment data will show that differentiated instruction and PBIS-informed assessment practices can build student understanding of assessment processes.

ASSESSMENT

- Teachers are beginning to integrate NB Global Competencies and have established Holistic Curriculum practices, with a need to strengthen relevance, assessment strategies, and students' ability to connect learning to real-world impact.
- Teachers are in the early stages of implementing standards-based assessment practices, focusing on clear criteria, mastery of skills, and increased student agency through self-assessment and co-constructed criteria.
- Staff continue to build capacity in standards-based assessment and PBIS-aligned differentiated instruction, with a focus on transparent criteria, mastery learning, and student agency.

INDICATORS OF SUCCESS

- Increased teacher use of differentiated and PBIS-aligned assessment strategies observed in classroom walkthroughs.
- Students are able to clearly describe assessment criteria, learning goals, and how feedback helps them improve.
- Staff demonstrate consistent use of co-constructed criteria, formative feedback, and student self-assessment.
- Growth in staff confidence and competence, measured through surveys or PLCs.
- Increased alignment across classrooms in how assessment processes are communicated and implemented.



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