



**Saint John High School
School Improvement Plan
November 2020**

Ends Policy 1: To provide a safe, healthy, positive, and inclusive learning environment for all students and staff

	GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
	<ul style="list-style-type: none"> ● Ensure that the operational plan is current and updated monthly as needed. ● Ensure that SJHS is a safe and sanitized building. ● Ensure that students and teachers have a balanced and effective approach to online learning. ● Classroom rules are adjusted according to the various stages of the pandemic. 	<ul style="list-style-type: none"> ● Health and Safety Committee review the operational plan and update it monthly. ● Have all cleaning supplies and sanitizers readily available to students and staff. ● Support the instruction of students that have been identified as vulnerable by the Department or District. ● Encourage staff to use the green spaces in our neighborhood for outdoor learning and physical activity. ● Encourage healthy online and technology habits by students and staff and encourage teachers to limit their access to business hours and limiting screen time within online classes when possible. 	<ul style="list-style-type: none"> ● Updated operational plan is approved and posted on the SJHS website. ● Supplies are refilled and replenished nightly including in classrooms, gym, and cafeteria. ● Home learning plans as outlined by the District are completed and submitted. Students have been identified as vulnerable and are at school daily when needed. ● Short term interventions are enacted as needed. Students who are not here daily make use of Student Support Centre. ● Teachers make use of Queen Square, Harbour Passage, Rainbow Park, King Square and Tin Can Beach for outdoor classroom learning. ● Teachers' responses to students' emails or requests are during office hours. 		

	<ul style="list-style-type: none"> ● Increase the number of students feeling connected in the school. 	<ul style="list-style-type: none"> ● Reinforce cell phone etiquette as per the policy ● Encourage students to make use of the online booking system for support from Guidance and the Guidance TEAMS. ● Encourage students to be more involved in the online meetings. ● Use student surveys in first and second semester to connect more students and staff together. ● Continue to encourage students to join extra-curricular activities, such as a virtual recruitment or introductory activity fair. Encourage clubs to add a virtual component. Have members more involved in that. Explain benefits of some clubs – external credit. 	<ul style="list-style-type: none"> ● When possible, classes are divided into 30 minutes of synchronous learning and then 30 minutes of home learning. ● Correspondence regarding staff office hours is sent home to families. ● Breaks from technology are provided when possible. ● Students use the online booking system to access Guidance assistance as needed. ● Students engage in online classes verbally, through the chat feature, and / or through submission of work as required. ● Second student survey shows increase in numbers of students feeling connected. ● Increased involvement in extracurricular activities 		
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Ends Policy 2: To improve student engagement both for at home learning and while students are in school

	GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIMELINE	RESPONSIBILITY
	<ul style="list-style-type: none"> ● Increase student engagement during the at home learning and in school days. ● Increase the number of documents available in the various languages (Arabic, Hebrew, Mandarin) 	<ul style="list-style-type: none"> ● Communicate with home the expectation that on the AT HOME LEARNING DAYS students are to be engaged with their learning during their appointed class time frame as they would if they are in school. ● Teachers implement or recommend a consistent structure for at home learning days with expectations made clear to students. ● Encourage teachers to have the camera on to be visible to at home students. ● Encourage teachers to make use of resources such as pear deck for an emotional learning question, SEL activities embedded into PowerPoint to promote emotional well-being, and memes and GIFs to lighten the mood in the online classroom. ● Encourage students to show parents how to use teams. Beyond that we could have a virtual welcome to school or open house during which parents and student would navigate a learning day from home. 	<ul style="list-style-type: none"> ● A one-page FAQ for parents is sent home and posted on the website. ● Teachers' Teams sites have expectations posted and updated regularly, specifically with the expectations, outlines, assignments, and routines being identified. ● Increased completion of assignments. ● Increased success rate in relation of, students signing in, engagement, and submission of assignments. ● Increased number of students participating in class while at home. ● Tools found in teams (e.g. Insights) will demonstrate more engagement while the student is working at home. ● More parents will have a working knowledge of TEAMS, more will be signed on to Powerschool 	<ul style="list-style-type: none"> ● 	

		<ul style="list-style-type: none"> ● Embed SEL activities into the PowerPoint to promote emotional well-being. ● District to support in translation of documents. 			
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Ends Policy 3: To engage in different forms of assessment

	Goals	Strategies	Indicators	Timeline	Responsibility
	<ul style="list-style-type: none"> ● Provide a variety of assessments to meet the diverse needs of our students. 	<ul style="list-style-type: none"> ● Allow for students to write tests from home ● Develop self-marking assessments ● Provide formative assessments to be completed at home ● Allow an exam to be written at home ● Change types of questions being asked of students at home. ● Encourage use of online collaborative sites like No Red Ink or Common Lit. 	<ul style="list-style-type: none"> ● Increased use of Forms on Teams by teachers ● Increased use of Assignments on Teams for student access ● Increased use of One Note or Flip Grid within classrooms ● Increased use of drawing and recording on One Note by students ● Increased use of channels for student and teacher collaboration 		

Ends Policy 4: To increase student and staff use of technology

	Goals	Strategies	Indicators	Timeline	Responsibility
	<ul style="list-style-type: none"> • Increase the skills and comfort level for teachers and students when using technology. 	<ul style="list-style-type: none"> • Ensure that the staff have needed technology. • Ensure all students have needed technology and are bringing it to school full charged and ready to work. • Provide students training on technology. • Provide teachers time to learn and incorporate new technology. • Access the tech mentors more to help with student training and trouble shooting. • Continue upgrading with regards to infrastructure such as Internet, nodes, etc. 	<ul style="list-style-type: none"> • Teachers have laptops, audio visual equipment as needed, access to and instruction in Teams. • All students have computers and students are aware of where things are posted on teams • Students use the appropriate programs for their classes. • PL days have devoted time to learning technology. • Increased teacher participation with Synchronous learning. 		