



**Saint John High School  
School Improvement Plan  
2017 -2021**

**Ends Policy 1: To demonstrate continuous improvement towards provincial targets in all academic areas, with particular emphasis on literacy, numeracy, and science (English and French Immersion).**

	<b>GOALS</b>	<b>STRATEGIES</b>	<b>INDICATORS OF SUCCESS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>
1.1	Professional Learning Communities (PLC's) will develop and articulate formative and summative evaluation practices leading to balanced assessment.	<ul style="list-style-type: none"> <li>● Offer support and PL on assessment, both whole staff and PLC specific</li> <li>● Build inventory of current best practices of formative and summative assessment to share for each department (share drive)</li> <li>● Use technology to support Formative assessment practices</li> <li>● Provide PL on Triangulation of Data (conversations, observations, and product)</li> <li>● Provide subject-specific feedback from regular walkthroughs</li> <li>● Align PLC Smart Goals with the SIP</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule and follow up of PL sessions</li> <li>● A bank of shared best practices are accessible for all teaching staff</li> <li>● Trained staff will provide strategies using technology</li> <li>● Triangulation of Data will be imbedded into assessment practices</li> <li>● Teachers share evidence of formative and summative assessment through conversation/observation/product (PowerSchool data)</li> <li>● Increase in available evidence and data</li> <li>● PLC goals will reflect SIP</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2018-2019</p> <p>2018-2020</p> <p>2017-2020</p> <p>ongoing</p>	<p>CLT, teachers</p> <p>SPRs, teachers</p> <p>Trained staff</p> <p>teachers</p> <p>teachers, SPRs</p> <p>SPRs</p> <p>SPRs, teachers</p>
1.2	Improve learning in and application of the Arts, Science, trades and technology for all learners	<ul style="list-style-type: none"> <li>● Cross curricular PL to show how to deliver projects that span English/Science/Social St./Math/Tech subjects at the same time</li> <li>● Implement co-curricular teaching (e.g. Math/History co-teaching)</li> <li>● Multi-class project days (all morning/all afternoon project)</li> <li>● Implement multi-media artifacts for assessment requirements in classes.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in cross-curricular projects</li> <li>● Increase in co-teaching/team teaching in paired subject areas</li> <li>● Projects involving two or more subjects</li> <li>● Students will produce various multi-media</li> </ul>	<p>2017-2018</p> <p>2018-2019</p> <p>2018-2019</p>	<p>Teachers, PLCs</p> <p>Teachers, PLCs, resource team</p> <p>Teachers, PLCs, resource team</p>

		<ul style="list-style-type: none"> <li>Maintain and develop, and promote courses in trades and technology</li> </ul>	<p>artifacts to showcase learning in lieu of traditional summative assessments.</p> <ul style="list-style-type: none"> <li>Healthy enrollment in trades and technology courses</li> </ul>	<p>2018-2021</p> <p>ongoing</p>	<p>Teachers, PLCs, resource team</p> <p>Admin, teachers, guidance</p>
<b>Ends Policy 2: Students and staff will learn and work in a safe, healthy, positive and inclusive environment.</b>					
	<b>GOALS</b>	<b>STRATEGIES</b>	<b>INDICATORS OF SUCCESS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>
2.1	The school is a positive and safe learning and working environment	<ul style="list-style-type: none"> <li>Gradual implementation of the PBIS model</li> <li>Continued implementation of the Pyramid of Intervention</li> <li>Ensure that internet safety and digital citizenship is communicated to students and parents</li> <li>Yearly awareness of students with severe allergies and medical conditions to all staff</li> <li>To raise awareness of severe allergies and the impact on students and staff with the student body</li> <li>Grouping and regrouping of students for core subject areas</li> <li>Promotion of the LINK program with students, staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>Grade 9 students</li> <li>Grades 9 and 10</li> <li>Grades 9, 10, 11</li> <li>Grades 9, 10, 11, 12</li> <li>Decrease in tier 3 instances</li> <li>Decrease in office and ESST referrals</li> <li>Increase in student attendance</li> <li>District resources are shared with the student body and parents</li> <li>Yearly training provided for staff on the use of epi-pens</li> <li>Communication of students identified with allergy/medical conditions</li> <li>Communication to the whole school of the Sweet Caroline Foundation as well as consistent reminders of consequences of allergy concerns in classrooms</li> <li>Teachers evaluate the needs of students for grouping</li> <li>Awareness and engagement of faculty as the grouping/regrouping process moves forward</li> <li>Have the Guidance Department make students and staff aware of the program, and provide information to the parents during open house and through the school website.</li> </ul>	<ul style="list-style-type: none"> <li>2017-18</li> <li>2018-19</li> <li>2019-20</li> <li>2020-2021</li> </ul> <p>2017-2019</p>	<p>PBIS team, Admin, teachers</p> <p>Admin team</p> <p>ESST</p> <p>ESST, Admin team, teachers</p> <p>Core Leadership Team and ESST</p> <p>Guidance</p>
2.2	Ensure SJHS has an inviting environment that respects diversity and inclusive	<ul style="list-style-type: none"> <li>Continuation of the School Newcomer Committee supporting the learning of ELLs.</li> <li>Continuation of the School Orientation Committee</li> </ul>	<ul style="list-style-type: none"> <li>Increase in inclusion by newcomers</li> <li>increase in participation of extra- curricular activities by newcomers</li> <li>Increase in understanding and respect of various cultures and lifestyles</li> </ul>	2017-2021	All Faculty and Committees

	practice	<ul style="list-style-type: none"> <li>● Intervention Strategies for ELL</li> <li>● Welcome pack for newcomers</li> <li>● Buddy for newcomer students</li> <li>● International night/SJHS Heritage Fair</li> <li>● Recognize the many countries that our student population represent.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in academic success experienced by ELLs</li> <li>● Increase in participation of diverse aspects of school life by newcomers</li> <li>● Have a globe painted on the cafeteria wall and ask students to identify the country that they represent</li> </ul>	2018 - 2019	<p>EAL mentor, EAL teachers, classroom teachers Guidance, SRC orientation team</p> <p>SRC/student volunteers</p>
2.3	Fostering engagement and school connection by recognition and celebration of achievement	<ul style="list-style-type: none"> <li>● Continue GreyHound Honours and Most Valuable Hound initiatives twice per year.</li> <li>● Yearly Awards Evening in June</li> <li>● News items celebrating students, staff, alumni on display on bulletin board in main hallway</li> <li>● Make students aware of the awards available to them for their participation in school activities</li> <li>● Write letters of congratulation to students who obtain Honours and High Honours</li> <li>● Create a database for students that obtain Hounds Honours and MV Greyhound</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in number of nominees for MVH by ensuring all teachers nominate a deserving students</li> <li>● Committee of volunteers organizes the event, followed by a reception</li> <li>● Present the awards program to the students at the beginning of each year during the opening assemblies</li> <li>● Decrease in repetition of winners</li> </ul>	2017-2021	<p>Teacher committee, admin team Admin team</p> <p>Admin team/SRC</p> <p>Awards committee, Admin team</p> <p>Vice-Principals Guidance team</p>
2.4	The school will foster leadership, active citizenship, and an entrepreneurial mindset.	<ul style="list-style-type: none"> <li>● Promote leadership and volunteer opportunities around the school.</li> <li>● Showcase student service groups in assemblies.</li> <li>● Promote Hound Attributes in homeroom and assemblies.</li> <li>● School service groups will coordinate activities and initiatives to continue</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in awareness and participation in opportunities including SRC and School Service Group Initiatives.</li> <li>● Increase in awareness of 'points' system for participation and leadership awards through assembly in information in homerooms.</li> <li>● Increase student involvement</li> <li>● Increase in positive behaviours/attributes</li> <li>● School service groups will have greater involvement in school-based programs such as Food for Thought, Food and Clothing Drives etc.</li> </ul>	<p>2017-2021</p> <p>2017-2021</p> <p>2017-2021</p> <p>2017-2018</p> <p>2017-2021</p>	<p>SRC/clubs/ guidance Various clubs</p> <p>SRC/club advisors/admin Teacher advisors</p> <p>PBIS team, teachers</p> <p>Club advisors, admin</p>

		<p>school's contribution to community life locally and globally.</p> <ul style="list-style-type: none"> <li>• Ensure camps/leadership opportunities that are communicated to students and parents including: Key Leader Camp, Encounters with Canada, Mount Alison Leadership Camp, Royal Canadian Legion Camp, Junior Achievement Club, Shad Valley, Youth Engagement Summit, Model UN, Université de Moncton French camp, FSL summer programs, YMCA Summer work program, as well as competitions in Math, Science, Physics, and Cybersecurity.</li> <li>• Continue to offer and promote courses offering a school / community connection.</li> </ul>	<ul style="list-style-type: none"> <li>• Information posted and promoted on the school website and within the Guidance Centre.</li> <li>• Information disseminated through classes and announcements, and assemblies.</li> </ul> <ul style="list-style-type: none"> <li>• Maintain or increase enrollment in Leadership, Peer tutoring, Entrepreneurship etc.</li> <li>• Continuing to showcase the benefits/products of these courses.</li> </ul>	<p>2017-2021</p> <p>2017-2021</p>	<p>Guidance</p> <p>Teachers and guidance</p> <p>Admin, teachers, guidance</p>
--	--	--	---	--------------------------------------	--

**Ends Policy 3: To strengthen engagement of families and foster community partnership**

	<b>Goals</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Timeline</b>	<b>Responsibility</b>
3.1	Improve communications between school and parents, community and any other stakeholders	<ul style="list-style-type: none"> <li>• Weekly talkmail message with information on school policies, academic, extra-curricular events</li> <li>• Newsletter tailored to grade level attached to home report</li> <li>• Monthly updating of 'Parent Section' of website</li> <li>• Post "Week at a Glance" on the school website</li> <li>• Promote Open House to the students and encourage parental</li> </ul>	<ul style="list-style-type: none"> <li>• Increased engagement parent-student, parent-school.</li> <li>• Increase in traffic to website by parents</li> <li>• Pertinent information reaching parents/guardians</li> <li>• Information readily available and accessible to parents/guardians</li> </ul>	Ongoing	<p>Admin team</p> <p>Admin team, SPRs</p> <p>Admin team, guidance</p> <p>Vice-Principal</p> <p>Admin, teachers</p>

		involvement ● Recognition of our volunteers	● Annual celebration reception  ● Increased attendance at parent evenings (Meet-the-Teacher, Information Meetings)		Admin team
--	--	--	--	--	------------

**Ends Policy 4: To provide opportunities for staff to learn about mental health issues in students, and to promote school and district wide initiatives that promote mental fitness.**

	<b>Goals</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Timeline</b>	<b>Responsibility</b>
4.1	Provide opportunities for all teachers and EAs to learn about mental health issues in teens.	<ul style="list-style-type: none"> <li>● Provide PL on issues pertaining to teen mental wellness issues.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased awareness and signs of wellness issues in students.</li> </ul>	Yearly	Admin, PL committee
4.2	Provide opportunities for students and parents to learn about mental health issues in teens.	<ul style="list-style-type: none"> <li>● Yearly motivational speaker touching on an aspect of teen mental health.</li> <li>● Parent information night once per semester on issues of teen mental health.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased awareness and signs of mental wellness issues in students by students.</li> <li>● Increased awareness of resources available to assist with teen mental wellness issues.</li> <li>● Increase in awareness and signs of mental wellness issues in students by parents.</li> </ul>	2017-2021	Admin/SRC  Admin/Guidance/PSSC
4.3	Promote mental fitness activities for the school community	<ul style="list-style-type: none"> <li>● Mini-lessons/activities to be done in homerooms on a bi-monthly basis</li> <li>● Lunch seminars promoting aspects of mental fitness for students</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in resiliency seen by teachers/guidance</li> <li>● Increase in students' well-being seen by teachers/guidance</li> <li>● Student attendance and participation at these events.</li> </ul>	2017-2018	PBIS team, guidance, teachers  Teacher volunteers

4.4	Promote Physical Wellness of the SJHS Community	<ul style="list-style-type: none"> <li>● ensure the fitness center is available outside class hours</li> <li>● promote healthy living with opportunities for exercise and Lunch and Learn sessions devoted to whole-body wellness</li> <li>● Fitness for fitness</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in number of students using the facility</li> <li>● Session offered on a pre-determined schedule</li> <li>● Student participation in opportunities as presented outside the hours of instruction.</li> </ul>	2017-2021 2017-2021 2017-2021	Phys. Ed. Dept. Wellness Committee Teacher volunteers
-----	---	---	--	-------------------------------------	---

**Ends Policy 5: To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.**

	<b>Goals</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Timeline</b>	<b>Responsibility</b>
5.1	All members of the SJHS community will be welcomed, respected, accepted, and supported.	<ul style="list-style-type: none"> <li>● to continue to promote our welcoming environment and to continue to strive to meet the needs of our LGBTQ and Trans population</li> <li>● to support the International Day Against Homophobia and Transphobia (May 17, 2017) with activities (bracelets)</li> </ul>	<ul style="list-style-type: none"> <li>● increase in rating in student survey/focus groups, positive student feedback</li> <li>● increase in awareness and sensitivity on this issue</li> </ul>	2017-2021 2017-2021	Faculty and support staff Guidance, student groups, all staff