

**Mission:**  
The Mission of St. Malachy's Memorial High School is to create an environment in which students excel academically, and to provide a safe and supportive school community which encourages personal growth and contribution to the larger community.

## St. Malachy's Memorial High School School Improvement Plan

**Vision:**  
St. Malachy's Memorial High School is committed to educating the whole person. Through a rigorous and comprehensive program of studies we prepare students - academically, socially and morally - to assume their places as conscientious, involved and contributing member of society.

**STM Positive Learning and Working Environment**  
St. Malachy's school community has structures and supports cultivating a safe, inclusive, and positive learning and working environment. Our strong relationships, high behavioral and academic expectations, and meaningful connections promote well-being and foster a culture of belonging.

Universal strategies will be used to support our Multi Language Learners and all of those with interrupted learning

All students will have a clear understanding of our school culture and expectations using the PBIS Framework.

**STM Foci**  
St. Malachy's Memorial High School is committed working on school engagement by reducing the distraction of cell phones during instructional time and on academic engagement by focusing on classroom instruction that works.

**English General Goal Description**  
Promote marginalized voices in the classroom when focusing on essential questions that lead to enduring understandings, connected to weekly thematic units.

**Science General Goal Description**  
To engage learners in the processes of scientific literacy: inquiry, critical thinking, problem solving and communication of results.

**Humanities General Goal Description**  
To design lessons and assessments that are engaging and relevant, so students understand both what is being learned and why it is important.

**Mathematics General Goal Description**  
Improve student interpersonal and mathematical communication.

**French General Goal Description**  
Our goal for the year 2023-24 is to improve our assessment and instructions practices, specifically in the areas of reading and oral communication.

**Health and Physical Education General Goal Description**  
The Health and Physical Education Department aims to have 100% participation from students enrolled in physical education classes in the 2023-2024 school year.

**Education Support Services Team**  
As an inclusive school we value and nurture the equality of student education and place a high priority on the social emotional wellbeing of our students and staff. Our goal is to focus on positive relationships by fostering a safe, engaging learning environment through a trauma informed lens considering the unique fundamental and cultural backgrounds of all students.

**Goal**  
By the end of 2023 all unit plans must contain works from a variety of marginalized voices. Each weekly plan must include at least one of these voices. Teachers will evaluate understanding through a 4 point rubric that evaluates students from initiating to excelling in their general curriculum outcomes. Lessons will be contextualized through a variety of activities that ensure an understanding of the world from a variety of diverse perspectives. Teachers will evaluate through process and practice in each quarter that will culminate in 3 major products that evaluate all three strands of curriculum outcomes: listening and speaking; reading and viewing; and writing and representation.

**Goal**  
Students will engage in scientific inquiry as they move through the Initiate & Plan Section of the Smarter Science Framework (initiate & plan, perform & record, analyze & interpret, communicate).

**Strategies:**  
Teachers will focus on embedding opportunities for students to practice "Initiate & Plan" during Q1 by :  
-Encouraging students to make connections to past experiences (Observing)  
-Prompting students to reformulate their questions so that they are "testable" (Questioning)  
-Guiding students to ask questions at various levels (Q-Chart Interviewing)  
-Guiding students to make logical connections from available evidence (Inferring)  
-Providing prompts to encourage students to predict (Predicting)  
-Emphasizing the link between research, models and theories to make reasoned predictions (Hypothesizing)  
-Making physical representations of a concept using a model (Modeling)

At our PLC meetings we will share strategies we have tried and make plans to focus on other sections of the Smarter Science Framework.

**Goal**  
Students will be able to describe connections between the knowledge and skills they are obtaining and their experiences or future goals.

80% of students will be on task and be able to communicate learning relevance during walkthroughs, on assessments, and through a collection of evidence of student work completed during Semester 1.

**Strategies:**  
Balanced assessment plans written in all syllabi.  
Create balanced and engaging unit plans outlining curriculum outcomes, topics, and assessments highlighting the purpose and relevance of learning activities and assessments.  
Lesson objectives will be visible communicating both what is being taught and why it is relevant and important.  
Update PowerSchool regularly for effective communication with all stakeholders  
Performance tasks will be authentic and have a student self-evaluation section where

**Goal**  
Work towards improving student communication and study skills inside and outside the math classroom

**Strategies:**  
*Leverage STM's current cell phone policy to help foster an environment that results in more authentic communication between students when working towards solving problems. Model how to best communicate solutions and processes when working towards application problems related to a course's specific curriculum.*  
*Teachers will complement this through communication home with emails and phone calls as necessary.*

**Goal**  
**By June 2024**  
Teachers will have created a bank of reading comprehension activities, including lesson plans, to better teach and evaluate reading. We are hoping to see improved results in the grade 10 provincial reading assessment.

We are also hoping to see a decrease in instances of use of English in the classroom and a increase in the importance of oral communication. By June 2024 every teacher should be comfortable in embedding oral and conversation activities in their classes daily. It will be established practice that reading activities occur weekly and oral/conversation daily across all our FI classes.

**Strategy:**  
Every month, teachers within the department will try one strategy from the following book: "70 activités motivantes de lecture" We will leverage the PLC meetings to discuss of the strategies that we used and to evaluate their values.

We will also share oral assessment and instruction practices that meet the "3T model for effective oral communication"

Metalinguistic strategies addressing both reading and speaking will be taught explicitly.

Walkthrough will explicitly target the delivery of reading and oral activities.

**Goal**  
By June 2024  
Engagement and participation will be increased through non-traditional activities.

Students will understand and have the ability to discuss the importance of healthy active living. Topics of discussion will include cardiovascular health, muscular strength and endurance, nutrition and healthy eating, and the seven dimensions of wellness.

Phase 1 and 2 of Fitness Facility Project will be completed

**Goal**  
By June 2024, ESST members will:

- \* collaborate with teachers and focus on priority classes academically and behaviourally by implementing PBIS strategies and classroom and behaviour instruction that works based on current schoolwide data from all stakeholders.
- \* provide general education to teachers regarding trauma and the strategies for emotional regulation.
- \* collaborate with teachers and focus on what a trauma informed classroom looks, sounds, and feels like.
- \* educate students regarding strategies for emotional regulation.
- \* check in with staff and students to maintain a healthy, engaging school climate and to foster positive relationships.

**Strategies:**  
\* Enhance student empathy, resiliency, awareness, self-regulation by direct instruction and consistent implementation of school wide expectations  
\* Communication strategies will be employed by the ESS Team regarding trauma informed practices and to ensure all stakeholders are updated on the needs of students. This will include feedback on academic and behavioural interventions, curricular outcomes through PLP progress reports and decisions made at our weekly ESST meetings.  
\* Interaction strategies will be employed through school wide events, one on one interactions, and group activities. This goal will be measured by decrease in referrals to ESST, PBIS data, and an increase in participation in