



SCHOOL IMPROVEMENT PLAN FOR  
STUDENT ACHIEVEMENT  
2019 – 2020

ST. JOHN'S COLLEGE

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT 2019-2020

The Board Improvement Plan for Student Achievement is developed within the context of the Board's Catholic Core Values and Guiding Principles. All goals and strategies within the plan are based upon the Fundamental Principles regarding Student Achievement:

- Educators are responsive practitioners who seek first to know their learners and design instruction and assessment to meet the precise needs of each student
- Educators are reflective practitioners who engage in thoughtful reflection of their work and the impact of their work on all learners
- Schools are places of learning where thinking is valued over product
- Educators make regular, intentional use of Assessment For and Assessment As Learning to improve student learning
- All students can learn and our schools are places in which staff and students strive to meet their fullest potential

CATHOLICITY					
Overall Goal: <i>Enrich our Catholic communities through the development of a learning environment that supports student engagement and the development of the whole child: spiritually, intellectually, socially, emotionally and physically.</i>					
SMART GOAL	THEORIES OF ACTION	STRATEGIES	SUCCESS CRITERIA	MONITORING PLAN	RESULTS/ PROGRESS
Following the release of the document <i>Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy (June 2011)</i> , a priority will be established on focusing on the needs of mental Health and well-being. This is an on-going goal, for students and teachers.	With the development of awareness toward mental wellness, the increase in participation and involvement of activities and resources will create a positive and safe environment for all within the school community to reach their potential, find their voice and improve student achievement and overall well-being.  In addition to supporting students, the	<ul style="list-style-type: none"> <li>• The on-going work of SHAC (Student Health Action Committee)</li> <li>• The on-going guidance of the Public Health Nurse during meetings</li> <li>• Mindfulness without Borders: Grade 9 and 10 English classes will continue council sessions each month by 2 trained facilitators,</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of mental wellness will provide an environment of belonging</li> <li>• Increased participation amongst students, staff and other community members allows for increased awareness of needs within the school, improved connections of staff and school</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in students and teachers reporting that they feel a sense of belonging</li> <li>• Increased student and teacher inquiry concerning mental health and interaction with displays in the library</li> <li>• Feedback from staff and students</li> </ul>	Utilizing Supporting Minds Document

ST. JOHN'S COLLEGE

	<p>addition of providing resources, round table walk-about and conversations with Mental Wellness professionals, will allow all individuals within the SJC community to ask questions, find answers and gain valuable strategies concerning mental wellness.</p>	<p>followed up by literacy activities that help students with the skills of understanding emotional and social literacy (this will assist in the OSSLT test).</p> <ul style="list-style-type: none"><li>• Christian Meditation: the lead will continue to work with a team of teachers to increase Christian meditation at SJC.</li></ul>	<p>supports with parents and community</p> <ul style="list-style-type: none"><li>• An increased awareness surrounding mental health, strategies for academic success and an overall sense of well-being (promoting a safe learning environment which is conducive to learning)</li></ul>		
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<b>STUDENT ACHIEVEMENT: LITERACY</b>					
<i>Overall Goal: Develop teacher and administrator capacity in creating authentic, student-centered learning experiences that integrate effective literacy instruction and assessment for, as and of learning across subject areas.</i>					
<b>SMART GOAL</b>	<b>THEORIES OF ACTION</b>	<b>STRATEGIES</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING PLAN</b>	<b>RESULTS/ PROGRESS</b>
<p>2018-2019 OSSLT results demonstrated a significant drop in success rates in our Academic Level Students. With both Academic Male and Academic Female learners, results showed a 4% drop from the previous year. Success rates for Academic Males demonstrated the greatest decrease over the last five years.</p> <p><b>Our School goal is to Improve Academic Level success rates for the OSSLT, with an</b></p>	<p>If specific focus is centered on the Academic level learner, students will have additional supports in place to help them achieve higher success rates on the OSSLT.</p>	<p>Continue working with our Literacy Support Team. The LST will form a PLC led by the Literacy Consultant and consist of: Grade 10 Academic and Applied Level English Teachers, Special Education Department Head, SERT, Student Success Teacher, and Librarian. The team will plan and deliver literacy prep lessons to students studying at the Academic and</p>	<p>99% of Academic Students will complete Literacy Prep with a level 4 or higher. (4+)</p> <p>60% of students studying at the Applied level in English will pass the OSSLT. In addition, male students studying at the applied level will see an increase to a 55% success rate.</p>	<p>At each LST meeting, student work will be shared and the effectiveness of the lesson assessed.</p> <p>At the end of the first semester, members of the PLC will participate in a self-assessment.</p>	

<p><b>increased focus on Academic Males.</b></p> <p>Applied level students achieved a 60% success rate, which was a significant increase from previous years.</p> <p><b>Focus on developing Literacy skills with the Applied level learner will continue, with a special focus on Applied level males and developing the skill set of implicit understanding.</b></p>		<p>Applied levels during their English class. The work completed in class will be assessed and further supports will be offered based on assessment.</p> <p>Applied Level Learners and our most at risk students will receive additional, targeted support, during the 3 months leading up to the OSSLT.</p> <p>Academic Level learners will receive additional support through a targeted 2 day refresher the week prior to the OSSLT.</p>			
<p><b>School wide focus on cross curricular Literacy Skills. Our School Goal will be to improve Essential Practices in Literacy, with particular focus on assessment for learning.</b></p>	<p>With an increased focus on cross curricular Essential Practices in Literacy and Assessment <i>For</i> Learning, students will receive increased support with reading and writing comprehension and</p>	<p>Each department has included in their Department Improvement Plan a specific focus on Essential Literacy Practices, with a particular focus on Assessment for learning.</p>	<p>Students will see an improvement in literacy skills cross curricular.</p>	<p><b>Department Heads will collect data from Assessment for learning and compare data to summative assessment. Admin will work closely with all departments to provide support.</b></p>	

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	will be able to improve their overall literacy skills.	Representatives from each department are working closely with our board Literacy Consultant through a PLC which will address essential practices and diagnostic assessment.			
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