St. Malachy’s Memorial High School

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.

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.

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.

Goal:
Lessons will continue to be differentiated to provide success for a diverse classroom environment, using weekly thematic modules, or a workshop model to engage students more in their learning. Classes will work towards enhancing the evaluation and assessment of all aspects of the process of learning, with a particular focus on the speaking and listening strand, to more comprehensively translate the assessment of the entire curriculum. Progress will be evaluated and assessed through process to practice demonstrated through observations, conversations and products. Ultimately, practice and process will lead to major, common-narrative products that demonstrate an understanding of all curriculum outcomes.

Increase the frequency of Formative Assessment Feedback using the 1-6 scale.
Organizing unit outcome sheets into knowledge, skill based outcomes, using these sheets more intentionally with students to increase student awareness and self-assessment surrounding the SCOs.

In Science 9, students will be taught how to apply close reading strategies to non-fiction sources to improve reading comprehension and foster scientific terminology.

Improve overall Lab Focus and Safety with a Pre-Lab Activity completed before beginning the formal lab. Inquiry Projects will be centered around research and presenting solutions to solve real-world problems.

Create assessment plans that incorporate elements of observation and conversations.

During 2019-2020 all mathematics department assessment categories will shift to general curriculum strands. Specific curriculum outcomes will be explicitly noted on assessments and reported in gradebooks. Students will better understand their personal achievement abilities of each outcome as opposed to broad assessment type scores (assignments, tests, quizzes, etc.)

Through a reorganization of assessment categories that reflects mathematical strands, student achievement on curriculum outcomes will be reported more explicitly. Using a balanced assessment approach of products, skills and communication within each curriculum category, achievement results will directly reflect the students level of mathematics mastery.

Update the way assessment is reported by avoiding dedicated categories for observation and conversations. Ensure observations and conversations are embedded in all assessments.

Strategy:
Share peer evaluation or self evaluation strategies at PLCs during the first semester and apply at least one strategy second semester.

Develop and implement at least one strategy or system of positive reinforcement to promote the use of French in class.

We want students at St. Malachy’s to have productive access to opportunities and MakeSpace materials. We want students to be engaged through regular feedback from teachers & balanced assessment that is outcome oriented.

Strategy:
Continue to improve oral proficiency in second language for French Immersion and Post Immersion French programs by providing more effective feedback on standard achievements through observation and conversations.

In 2019-20 the Health and Physical Education Department aims to have 100% participation from students enrolled in physical education classes.

To continue to improve oral proficiency in second language for French Immersion and Post Immersion French programs by providing more effective feedback on standard achievements through observation and conversations.

By June 2020 students will understand the ability to discuss the importance of healthy active living. Topics of discussion should include cardiovascular health, muscular strength and endurance, nutrition and healthy eating, and seven dimensions of wellness.

By June 2020 engagement and participation will be increased through non-traditional activities (yoga, ultimate frisbee, martial arts).

By December 2019, all classroom teachers will have had instruction for the ESS request for services by the ESS team through departmental PLCs.

By January 2020, all teachers who have students following a PLP with an Adjusted PLP with an Adjusted PLP will be instructed on how to add outcomes in ESS Connect. This will be revisited several times during the semester and continue with the start-up of second semester and Sept. 2020.

By June 2023, a comprehensive assessment package will be in place for students who follow an Individualized and Adjusted PLP in all areas.
Work to change the catergories of assessment in PowerSchool to have bins reflect outcomes rather than products.