

JOLIETTE HIGH SCHOOL

School Success Plan

2009 - 2010

(last review: June 2, 2009)

General Portrait

- Joliette High School (JHS) is a relatively small, rural school of approximately 320 students located in Joliette, Quebec. The school services students from a very large territory that includes 47 communities. Students are widely dispersed and many travel up to a total of three hours per day in order to attend JHS. Transit to and from school may involve several transfers
- Approximately 93% of JHS students were born in Quebec.
As such the student body has an ethnic and cultural homogeneity
- JHS services students from impoverished areas. In 2008 - 2009, JHS was classified as an 8 out of 10 on the *Indice de milieu défavorisé* scale (IMSE). As a result, JHS has been identified as a NANS school due to a relatively high number of mothers who have not achieved high school certification and family occupations that produce lower than average incomes. As such, NANS money is available to support the School Success Plan
- Many students are living in single parent or *blended* family situations
- Staff turnover is very low
- There is a strong sense of teamwork and dedication towards student success
- To a certain extent professional development is impeded by our location and a different school calendar from the rest of the Sir Wilfrid Laurier School Board
- Many student services; guidance counselor, psychologist, behaviour technician nurse, substance abuse counselor, social worker, are at the school on a part-time basis only
- Overall students appear to be “happy” according to outsiders visiting JHS
- Staff are relatively young and many live in the local area
- 60% of our students speak French at home and come from predominantly French communities. These students often experience delays regarding the acquisition and development of the English language.
- Because of our socio-economic status and our geographic location, many of our students tend to have limited exposure to cultural events and limited access to cultural institutions.
- As well, due to logistics and low levels of educational attainment, it is a challenge to involve many parents in school activities or interest them in various aspects of their child's education
- Since the students attending JHS come from numerous different communities, JHS is not a “*Community School*”.
- Also, since JHS is an *Anglophone school* located in a Francophone area, it has proven difficult to establish links with potential community partners, such as the CSLCs, the police, the Centre local d'emploi, the local businesses, etc)

JHS from an academic perspective

- JHS offers regular academic certification and certification from WOTP Programs (Semi-Skilled and Pre Work Training)
- As a NANS school JHS services students from disadvantaged areas with limited educational attainment by parents
- Many students come from at-risk environments that may impede academic success and social integration
- There is a paradox at JHS: A large proportion of our clientele enters high school with a delay in reading abilities as identified by annual DRA testing and yet, by Cycle 2 – Year 2 and Secondary 5, JHS students have proven to be exceptionally successful on MELS and SWLSB exams.
- In April 2008 JHS was recognized at the Garfield Weston Awards as a *School Of Distinction* in the category Academic Achievement in Excess of Expectations
- This could be attributed to the fact that there are high levels of expectations both behaviorally and academically on the part of the school staff.
- In the past students have been offered Core classes in both English and Mathematics. This year Core classes were available in Math Secondary I, II and III and English II. Core classes serve students who are one or two years delayed in the acquisition of competencies in the respective subject areas.
- The school resource teacher and special education attendant assist students who are experiencing delays in reading and learning development
- Students experiencing learning difficulties have IEP's (Individualized Educational Plans)
- School Teams have been established for Cycle 1 and Cycle 2 – Year 1 to monitor student learning and assist with implementation of the educational reform
- There is a relatively high drop out rate at JHS, (32%), primarily made up of two types of students: transient students (approximately 10% of the student body) who leave before completing their high school education and students who have difficulty graduating on time due to problematic social issues that impede learning. Students and parents who are in harmony with school expectations and procedures tend to experience increasing success as they advance from one level to another. Those students who do not or cannot manage with school expectations and procedures tend to minimize their educational opportunities. Various accommodations for these at-risk students have been instituted. The *Work Oriented Training Path Program*, Semi-Skilled and Pre- Work Training, will continue to be offered for the 2008 – 2009 school year. This program has evolved from the original *16+ Program* initiated at JHS in 2004. The school will be examining educational options for at-risk Cycle 1 students for the 2010 – 2011 school year
- The *Lanaudiere Articulation Pilot Project* (LAPP) was created in 2007 – 2008 with the goal of supporting student success through improved articulation with Joliette Elementary School and Rawdon Elementary and Middle School
- A variety of measures involving pedagogical development, subject alignment, production of individualized Student Information Sheets, DRA testing, student visits, student placement meetings and various other collaborative actions have been introduced

GOALS

Sir Wilfrid Laurier School Board Goal – Literacy - To support the development of literacy for students of all ages

- Rationale: DRA testing results showed that **69%** of students entering Cycle One-Year One in **September 2008** were reading at two or more years below grade level.
- Literacy remains a key indicator towards a child's educational development at the secondary level.
- Students with strong literacy skills tend to experience more academic success
- Strong literacy skills have a positive impact on a student's quality of life
- Reform courses, LES and ES require strong literacy skills

JHS Goal: All Cycle One students will be reading at level by the end of Cycle One.

Sir Wilfrid Laurier School Board Goal – Diversity - To provide students and employees with a wide variety of learning opportunities

- Rationale: Historically JHS has had a high drop out rate. The creation of the 16+ program in 2004 has gradually improved the chances of success for many of our at risk students.
 - The creation of the Work Oriented Training Path program has attempted to address the needs of students who have not sufficiently mastered Cycle One competencies, are age appropriate, and who would not benefit from repeating Cycle One - Year Two.
 - The goal of the WOTP is to prepare students for the world of work
 - Potential candidates who might experience success via the WOTP program need to be identified as early as possible
 - The school team will explore the possibility of creating a *Focus Group* for the 2010 – 2011 school year. This program could address the needs and abilities of at-risk Cycle One students

JHS Goal: To maintain the success rate of our at-risk students enrolled in the WOTP Program at 70% or better.

Sir Wilfrid Laurier School Board Goal – Harmony - To promote healthy, safe and caring school environments

- Rationale: Results of the Socio-educational Environment Questionnaire (SEQ) in 2006 showed an increase in unruly behavior, major violence and concerns about safety. These incidents encouraged the school team to look at the safety of students at school, in transit, and around the school.
 - In June 2007, a new discipline code was written and was approved by Teacher Council and Governing Board. The code places an emphasis on the reasons for expected behavior. The new Code of Conduct also modified certain disciplinary expectations and consequences.
 - The Code of Conduct is revised annually
 - A Positive Behaviour Plan was introduced in 2007 - 2008

- The number of disciplinary infractions resulting in suspensions and Office Detentions has been reduced since 2006 - 2007
- The option of *in-school suspensions* as opposed to *at-home suspensions* will continue to be encouraged

JHS Goal: To maintain the reduced number of disciplinary incidents through continued implementation and ongoing modification of the revised 2007 – 2008 Code of Conduct and Positive Behaviour Plan.

Sir Wilfrid Laurier School Board Goal – Participation - To promote active participation of students and employees in their own learning

- Rationale: Students benefit from access to activities at school as they often live far away from friends and have limited access to community events and activities. JHS will continue to foster entrepreneurial skills and projects. Historically there is limited parental involvement at the high school. Students are often disconnected from global social issues and concerns.

JHS Goal: To encourage a larger spectrum of students to participate in extra-curricular activities to foster personal development and become contributing citizens
JHS will continue to encourage more parental and community involvement in various aspects of school life.
JHS will continue to foster entrepreneurial skills and projects.

ACTIONS AND INTERVENTIONS

To address our goals outlined earlier, we will organize and pursue the implementation the following actions and interventions:

Sir Wilfrid Laurier School Board Goal: Literacy

- All students entering Cycle One will have DRA testing (Developmental Reading Assessment). DRA testing of reading delayed students takes place at the end of Elementary Cycle Three. This allows for early identification and preparation to accommodate reading delayed students. All end of Cycle 1 students are evaluated to measure progress and allow for placement in the proper Cycle 2 learning path
- The LAPP will continue to address student success through improved articulation
- To improve different literacy skills, an optional Media Education course will continue to be offered.
- The *Literature Circles Program* will continue to be applied as a pedagogical tool to foster literacy
- High interest low-level books have been purchased to stimulate student interests
- Staff are encouraged to attend professional development workshops related to improving student literacy
- Staff will continue to examine additional methods to improve literacy at the beginning of the school year. This may lead to the creation a NANS Project to enhance literacy and research skills
- The school library will continue to be used as a centre for the development of literacy and social integration

Sir Wilfrid Laurier School Board Goal: Diversity

- The creation of the Work Oriented Training Path program will in part address the needs of students who have not sufficiently mastered Cycle One competencies, are age appropriate, and who would not benefit from repeating Cycle One - Year Two.
- Various accommodations for these at-risk students have been instituted. The *Work Oriented Training Path Program*, Semi-Skilled and Pre- Work Training, will be continued for the 2009 - 2010 school year. This relatively new program has evolved from the original 16+ Program introduced at JHS in 2004.
- The goal is to maintain the success rate of our WOTP students
- The process of identifying candidates for the WOTP programs have been improved
- To this regard pedagogical articulation has been increased with Rawdon Middle School whose students enter Cycle Two - Year 1 at JHS
- Existing programs have been adapted to accommodate learning disabled students (i.e. modified programs, adapted programs, modular approach, readers, scribes)
- The characteristics of and possible need for a Cycle One *Focus Group* will be examined during the 2009 – 2010 school year
- Students experiencing significant learning difficulties will have an IEP
- The Special Education Technician and Resource Teacher will continue to provide services to students with special needs.
- We will continue to expose our students to a variety of cultural and community activities.
- We will organize at least one cultural event or trip for every student every year.
- We will organize ourselves keeping in mind the lengthy traveling time.
- We will maintain the use of computers in the classroom and integrate computer applications into teaching and learning activities.
- We will promote the use of career exploration opportunities including accessing the newly created SWLSB Career Exploration Laboratory.
- Optional courses such as Cycle 2 - Year 2 *Exploration of Vocational Training* and Cycle 2 – Year 3 *Entrepreneurship* have been introduced to assist students with career planning and the development of entrepreneurial skills
- JHS will continue to participate in Entrepreneurship Projects and seek recognition as an *Entrepreneurial School* in 2010

Sir Wilfrid Laurier School Board Goal: Harmony

- The Code of Conduct and Positive Behaviour Plan will continue to be modified and applied.
- Records will be kept of discipline infractions and compared to results in previous years
- A Student Disciplinary Summary will be attached with each Report Card
- Programs that have been established to encourage and recognize positive behavior will be maintained including a drawing every term to recognize students who have not received discipline referrals or been issued Homework Assignment Forms.
- An end-of-year Reward Activity will be organized for students who have demonstrated exemplary conduct throughout the school year
- Exemplary conduct will be recognized at the Annual Awards Night Ceremony

- NANS funds will continue to be used to augment hours of work for the Behaviour Technician. The Behaviour Technician will continue to focus on encouraging positive social interaction
- Close cooperation with Sureté Quebec will continue in 2009 – 2010

Sir Wilfrid Laurier School Board Goal: Participation

- We will continue to strive towards increased parental involvement and communication, including calling all Cycle 1 - Year 1 students' parents to personally invite them to attend Curriculum Night.
- Each parent/guardian of a student experiencing academic difficulties will be contacted by phone to personally invite them to attend each Parent Night
- All report cards will be mailed home along with disciplinary summaries and communication related items
- After-school cultural, academic and sporting activities will be organized
- We will update our computers to promote cross curricular projects, cooperative learning situations as well as research based learning.
- Parents will be contacted if their child is absent from school

MONITORING

The school success program will prove to be successful when:

- ❖ 75% or more of students will be reading at grade level by the end of Cycle 1
(*Tool: DRA results, June 2010*)
- ❖ The percent of students successfully completing the WOTP Program remains above the 70% level.
(*Tool: Graduation rate from the WOTP Semi-Skilled Program*)
- ❖ MELS and SWLSB exam results continue to demonstrate above average levels of academic success
(*Tool: Third publication results provided by the Board*)
- ❖ The number of incidents regarding aggression and total number of disciplinary infractions remain reduced from 2006 - 2007
(*Tool: GPI: Number of incidents and suspensions*)
- ❖ The number and overall percent of students participating in extra-curricular activities remains high
(*Tool: Internal survey/collected data*)

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